

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Thomas Edison Charter Academy	Anastasia Shattner Executive Director/Superintendent	ashattner@teca-sf.org (415) 970-3330

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Thomas Edison Charter Academy is a Transitional Kindergarten through 8th grade elementary school serving approximately 730 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 (34%), the Excelsior/Ingleside District (17%), and the Bayview Hunter's Point (11%) and a majority of students are from low-income families. 36% of TECA students are English Language Learners.

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, drama, music, and visual arts, into its educational programming, insuring 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 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 students whose families opt to be a part of the DLP receive 50% of their instruction in Spanish and 50% in English for their Kindergarten through seventh grade years, with the goal of these students exiting TECA being bilingual and biliterate.

Progress for ELL students is framed by targeted assessment to have full knowledge of their learning needs. All teachers implement best practices for ELL students daily and push in/pull out support for students is monitored by the ELL Coordinator.

TECA maintains an archive of resource-rich instructional materials that include state adopted texts for ELA and Mathematics, Science texts and materials, classroom libraries, literacy programs such as the Stephanie Harvey Comprehension Toolkit that also supports EL students, and Reading programs including the 100 Book Challenge.

TECA maintains a rigorous professional learning program that includes literacy, mathematics, diverse learners, and equity.

Restorative Justice practices support an environment in which all students are heard and conflicts resolved.

TECA includes parents and community. TECA provides support 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 ELL parents.

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

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

### Priority 2, 4, 8

TECA students were able to sustain their level of achievement in ELA with 43% of students meeting or exceeding standards.

For students in TK-2 grades, the level of students reading at or above grade level increased by 3%.

MAP Assessment data shows that the majority of TECA students are demonstrating growth throughout the school year in Math.

EL students are making significant progress in ELA. The achievement gap between EL and non-EL students is closing in both ELA and Math performance as measured by the CAASPP.

### Priority 3, 5, 6

As indicated by the data from the parent surveys, parents are very satisfied with their child's school. Additionally, parent, guardian and caregiver engagement and support increased significantly and included an average of 115 participants at school wide events.

Creating a community of student leaders has supported the development of leadership qualities in many of our middle school students through participation in Student Council, Gay Straight Alliance (GSA), and other clubs.

The Parent Liaison works weekly with parents providing resources, workshops, celebrations and supports.

Parents actively participate in Site Council, ELAC and other governance meetings.

### Priority 1

TECA's district office ensured the school was operating within the goal of no more than \$250,000 over budget throughout the year, while meeting the needs of all students and the school program. Parent-Community meetings convened regularly, as well as monthly newsletter and timely updated communications weekly in hard copy and by auto-dialer. The new website resulted in a critical improvement for informal, formal, and required communications.

### Priority 7

All students receive instruction in all core content areas daily from credentialed staff. In addition, all students receive arts specialized classes daily.

Project-based learning is implemented schoolwide and allows students to connect learning across content areas.

100% implementation of Common Core Standards. Extensive PD on best instructional practices for all teachers. All teachers meet and collaborate weekly.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

TECA continued to have an excellent year supporting our students in many ways.

Although TECA did not make significant progress in ELA on the 2018-19 CAASSP, it was able to maintain its achievement at the previous level.

In addition, the gap between English Learners and non-English Learners has closed by 6% on both the ELA and Math 18-19 CAASPP. We believe this is a direct result of the intense focus placed on ELs this year in both PD and classroom instruction. Some elements include teacher professional development, an EL Coordinator who plans and oversees the program, small group and individual instruction for ELL and immigrant students, attention to integrating ELL students into every aspect of the school.

Restorative practices continued to move forward at TECA with 100% of the classes convening weekly community circles. Student conflict resolution was guided by a restorative-practice-based series of protocols. These enabled students to take responsibility for their actions, feel that their concerns were attended to and develop next steps for improved social interaction and communication.

TECA continues to meet its goal of having a highly qualified and invested Parent Liaison in place. This enabled services for parents to be well coordinated and targeted directly to the current and actual needs of our families. These services included, two weekly parent cafes, workshops for parents on a variety of topics, ESL classes for parents, resource connections for parents ranging from employment, child care, nutrition, housing and more. Parental involvement met its goals by having at least fifty parents attend major programs at the school. Parents also shared their voice at

quarterly Parent Community meetings and in other forums. The majority of parents attended Parent Teacher Conferences both the fall and the spring.

Teacher's professional growth continues to advance through the numerous opportunities for professional learning. We are most proud of the embedded professional learning. Teachers meet during their common prep in grade level or subject specific groups to plan units, lessons and review student progress. Each grade has a teacher mentor who meets regularly with the principal to evaluate student progress and develop research-based next steps to improve and advance student learning. The entire teaching staff meet once per week to learn together as a whole group and in small groups. Topics of professional learning are often teacher developed and more often emerge from needs identified from student outcomes. Teachers on Special Assignment, trained as Coaches, often facilitated professional learning for groups and individual teachers.

In addition to these embedded professional learning practices throughout the school year teachers participated in professional development on literacy, teaching diverse learners, and best strategies for advancing English Language Learners.

TECA plans to continue to implement the strategies and practices that have promoted ongoing progress of its students. Those practices include our Instructional Norms, and our restorative practices guidelines both outlined below.

#### Instructional and Cultural Norms

##### Instructional

Small group guided instruction in all content areas

Minimum of twice per week:

- ELL small group instruction
- Struggling learner small group instruction & intervention
- Laptops for online intervention and learning for all students 2nd-8th

Ongoing individual conferencing with students

##### Curriculum Planning

Curriculum aligned with and inclusive of California Common Core State Standards and Frameworks

##### Weekly Lesson Plans

Use of "Students will be able to..." Language and Content Objectives

Standards being taught/learned each day displayed on whiteboard

##### Curriculum Expectations

Balanced literacy approach implemented in all classes: Guided Reading, Shared Reading, Independent Reading, Word Work, Guided Writing, Shared Writing, Independent Writing

## Writer's Workshop

Evidence-based writing and justifying in ELA and all subject areas including, Social Studies, Science and Mathematics

Quarterly learning overall goals

Quarterly units of study

Quarterly assessments (Report cards)

Quarterly projects (PBL)

Quarterly whole class reading of Touchstone Books

Year Long Expectations and Instructional Activities

Mid-year school wide TECA developed assessments

Mid-year Exhibition of classroom learning

Twice per year (fall and winter) Measures of Academic Progress benchmark assessments for grades 3 – 8

Three times per year (fall, winter and spring) IRLA and ENIL benchmark assessment for grades TK – 8

Cultural Expectations

Daily attention to TECA Community Expectations from Code of Civility

Once per week: Convene community circle

Restorative discipline practices reflective of a culture of relationship, revision and redemption

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Our mathematics outcome on the 2018-19 CAASSP was 29% Meeting or Exceeding Standards, which is 6% lower than our overall proficiency rate in 2017-18. (Individual grades and classes Met or Exceeded above 50%) We will continue to focus on significantly improving mathematics outcomes for our students through teacher PD from the STEAM TSA and the expansion of RTI services to include Math support for students identified through benchmark assessments as needing additional support.

Although our reclassification for English Language Learners remained consistent at 5%, we anticipate this rate improving as this was only the second year that the new ELPAC was in operation and students are still adjusting to the new measurement tools. We will continue to focus on accelerating English language acquisition. In addition, while the achievement gap between non-EL and EL students has begun to close, the overall EL achievement is still low and is an area of need for our school.

African American students are performing lower on the CAASPP than the overall student population.

Full implementation of restorative practices in all grades and classes, can be improved.

Best practices for middle school and middle school students are not fully in place, as our middle school population begins to increase in enrollment. This is evidenced by the achievement drop in 6th grade on the 18-19 CAASPP in both ELA and Math.

Students with IEPs continue to not Meet and Exceed Standards on the CAASPP in both ELA and Math.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

In both ELA and Math, two out of the six tested grades achieved 50% students meeting or exceeding standards on the 2018-19 CAASPP, showing an achievement gap between various grade levels.

Within grades, student outcomes varied with some classes scoring very well in terms of achieving met or exceeded levels and other classes at the same grade scoring nearly met

African American students scored lower than the general school population, while other racial and ethnic groups such as White and Asian students met or exceeded standards at twice the rate of the overall population.

The achievement gap of English Learners and non-English Learners is closing; however, still is significant.

A large achievement gap exists between our students with an identified disability (SPED) and students with no identified disability.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### 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)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

CAASPP

**18-19**

65% students in grades 3–8 meet or exceed proficiency on the CAASSP

**Baseline**

50% students in grades 3 – 8 Met or Exceeded 2016 - 17

**Metric/Indicator**

IRLA, ENIL, Fountas and Pinnell

**18-19**

95% of students in grades TK – 2 reading at grade level

**Baseline**

85% students in grades TK– 2 reading a grade level in 2016 - 17

**Metric/Indicator**

% of Students Reclassified

**18-19**

45% of English learner students reclassified

43% of students in grades 3-8 Met or Exceeded standards in ELA on the 2018-19 CAASPP.

68% of students in grades TK-2 are reading at or above grade level on the Independent Reading Level Assessment (IRLA).

Using the data from the new ELPAC, 5% of English Learner students reclassified.

Expected

Actual

**Baseline**

28% of English learner students reclassified in 2016 - 17

**Metric/Indicator**

Measures of Academic Progress (MAP)

**18-19**

70% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 - 17

**Baseline**

60% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 - 17

50% of students demonstrate growth in ELA from Fall 2018 to Winter 2019 on the Measures of Academic Progress (MAP) assessment in 2018-19.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Goal #1 Priority 2 and 4</p> <p>TK-8 grade teachers will implement a Common Core State Standards driven balanced literacy instructional program for all students with fidelity.</p> <p>TK-8 grade teachers will use the IRLA and MAP to assess all students and plan for differentiated instruction.</p> <p>TK-8 grade teachers will deliver integrated and designated English Language Development to all English Learners.</p>	<p>Goal #1 Priority 2 and 4</p> <p>TK-8 grade teachers implemented a Common Core State Standards driven balanced literacy instructional program for all students with some fidelity.</p> <p>TK-8 grade teachers used the IRLA and MAP to assess all students and plan for differentiated instruction.</p> <p>TK-8 grade teachers delivered integrated English Language Development with fidelity and designated English Language Development to most English Learners.</p>	<p>Administrative Support for Literacy 1000-1999: Certificated Personnel Salaries LCFF 139,362</p> <p>Classroom Teachers 1000-1999: Certificated Personnel Salaries LCFF 1,990,500</p> <p>Classroom Teachers 1000-1999: Certificated Personnel Salaries Quality Education Investment Act 83,500</p> <p>Special Education Teachers 1000-1999: Certificated Personnel Salaries Special Education 109,700</p>	<p>Administrative Support for Literacy 1000-1999: Certificated Personnel Salaries LCFF 126,672</p> <p>Classroom Teachers 1000-1999: Certificated Personnel Salaries LCFF 2,531,900</p> <p>Classroom Teachers 1000-1999: Certificated Personnel Salaries Quality Education Investment Act 86,000</p> <p>Special Education Teachers 1000-1999: Certificated Personnel Salaries Special Education 153,728</p>

RTI instructional support for all students not meeting benchmarks through Tier One instruction.

Balanced literacy framework professional development for teachers.

Implement school-wide and classroom Guided Reading Libraries.

Implement structure for equity centered professional learning communities (ECPLCs).

Provide supplemental support through before and after school tutoring.

Provide online supplemental supports for literacy and content area learning.

Implement class size reduction in grades 4-8.

Provide access to core through specialized academic instruction and related services in an inclusive practices model TK-8.

Implement Universal Design Learning (UDL) TK-8.

Provide professional development to instructional staff on inclusive practices and UDL.

Attend SELPA professional development offerings.

RTI instructional support was provided for most students not meeting benchmarks through Tier One instruction.

Balanced literacy framework professional development for teachers was provided through PD provider and coaching.

School-wide and classroom Guided Reading Libraries where enhanced and implemented.

Structure for equity centered professional learning communities (ECPLCs) was introduced.

Supplemental support through before and after school tutoring was provided.

Online supplemental supports for literacy and content area learning were provided.

Class size reduction in grades 4-8 was implemented.

Access to core through specialized academic instruction and related services in an inclusive practices model TK-8 was provided.

Universal Design Learning (UDL) TK-8 was implemented minimally.

Professional development to instructional staff on inclusive practices and UDL was provided.

General Ed Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF 94,000

Special Education Paraprofessionals 2000-2999: Classified Personnel Salaries Special Education 55,470

Class Size Reduction in Grades 4-8 1000-1999: Certificated Personnel Salaries Title I 37,500

Materials, Curriculum and Assessment to Support Literacy 4000-4999: Books And Supplies LCFF 85,800

Classroom Supplies and Paper to Support Learning 4000-4999: Books And Supplies LCFF 20,333

Support for continuous, uninterrupted common core instruction by credentialed staff (substitutes) 1000-1999: Certificated Personnel Salaries LCFF 79,700

General Ed Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF 117,082

Special Education Paraprofessionals 2000-2999: Classified Personnel Salaries Special Education 65,319

Class Size Reduction in Grades 4-8 1000-1999: Certificated Personnel Salaries Title I 45,840

Materials, Curriculum and Assessment to Support Literacy, Classroom Supplies and Paper to Support Learning 4000-4999: Books And Supplies LCFF 38,052

Guided Reading Libraries 4000-4999: Books And Supplies Title I 40,000

Support for continuous, uninterrupted common core instruction by credentialed staff (in-house substitutes and Swing) 1000-1999: Certificated Personnel Salaries LCFF 81,290

Staff attended SELPA professional development offerings.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The strategies were implemented with moderate to high levels of fidelity this year. There was a focus on providing differentiated services and supports to students identified with diverse learning needs through our professional development and coaching for integrated and designated ELD and Universal Design for Learning. Specialized Academic Instruction minutes were met at a higher rate. Resources and professional learning for literacy development were enhanced.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As evidenced by the CAASPP data, TECA students were able to sustain their level of achievement in ELA with 43% of students meeting or exceeding standards. For students in TK-2 grades, the level of students reading at or above grade level increased by 3%. The increased professional development around balanced literacy was a major factor in this sustained and increased achievement for our students. In addition, class size reduction was a great support to teachers in grades 4-8 that allowed them to attend to the unique needs of their students more smoothly than they would be able to do in a larger class. Finally, improved access to literature and appropriate-level reading material for students through guided reading libraries and a school library further supported the literacy development of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the 18-19 school year the ECTU negotiated a contract raise resulting in a higher than estimated cost of certificated salaries. In addition, there was an addition SPED teacher not originally included in the budget estimate under certificated salaries within Special Education. Finally, Title I funds came in to support the purchase of Guided Reading Libraries, which we had originally anticipated coming from our general funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a part of the balanced approach to literacy, the phonics and phonemic awareness in TK-3 and for intervention will be aligned. To better support designated ELD, targeted grade levels will implement ELD curriculum. RTI services will be broadened to meet primary language needs for Spanish-speaking ELs in dual language program.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### 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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

CAASSP Grades 3 - 8

**18-19**

50% students in grades 3 –8 meet or exceed proficiency on the CAASSP

**Baseline**

39% meeting or exceeding standards for 2016 – 17 in mathematics

29% of students in grades 3-8 met or exceeded standards in mathematics on the 2018-19 CAASPP.

**Metric/Indicator**

Standards based report card outcomes grades TK - 2

**18-19**

90% of students in grades TK – 2 performing at grade level in mathematics

**Baseline**

80% meeting standards for 2016 – 17 in mathematics

Based on the quarterly administrative review of report cards, it is clear that TECA students are showing growth. Their mastery of grade level content standards increases with each grading period.

**Metric/Indicator**

Report card outcomes at the end of semester 1 and semester 2 in grades 3 - 8

**18-19**

80 % of students in grades 3– 8 earn a B or better in mathematics

Based on the quarterly administrative review of report cards, it is clear that TECA students are showing growth. Their mastery of grade level content standards increases with each grading period.

Expected

Actual

<p><b>Baseline</b> 75 % earning a C+ or better on 2016 – 17 in mathematics</p>
<p><b>Metric/Indicator</b> Measures of Academic Progress (MAP)</p>
<p><b>18-19</b> 75% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 - 17</p>
<p><b>Baseline</b> 63% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 -17</p>

<p>62% of students demonstrate growth in Math on the Measures of Academic Progress (MAP) in 2018-19</p>
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**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Goal # 2 Priority 2 &amp; 4</p> <p>TK-8 grade teachers will implement a Common Core States Standards driven program, including math talks, for all students with fidelity.</p> <p>TK-8 grade teachers will use unit assessments, exit tickets and student work samples to assess all students and plan for differentiated instruction.</p> <p>RTI instructional support for selected students who are not meeting benchmarks through Tier One instruction and interventions.</p>	<p>Goal # 2 Priority 2 &amp; 4</p> <p>TK-8 grade teachers implemented a Common Core States Standards driven program, including math talks, for all students with some fidelity.</p> <p>Almost all TK-8 grade teachers consistently used unit assessments, exit tickets and student work samples to assess all students and plan for differentiated instruction.</p> <p>RTI instructional support was provided for some selected students who were not meeting benchmarks through Tier One instruction and interventions.</p>	<p>Math Software 0000: Unrestricted LCFF 17,600</p> <p>Materials, Supplies, Reproduction, and Paper Costs 0000: Unrestricted LCFF 30,333</p> <p>Intervention Instruction Teacher 1000-1999: Certificated Personnel Salaries Title I 80,000</p> <p>Reproduction Equipment Lease 5000-5999: Services And Other Operating Expenditures LCFF 13,200</p>	<p>Math Software (Dreambox, Brainpop, College Board, Study Island) 0000: Unrestricted LCFF 17,414</p> <p>Materials, Supplies, Reproduction, and Paper Costs 0000: Unrestricted LCFF 23,000</p> <p>Intervention Instruction Teacher 1000-1999: Certificated Personnel Salaries Title I 73,103</p> <p>Reproduction Equipment Lease and Outside Reproduction Services 5000-5999: Services And Other Operating Expenditures LCFF 21,922</p>

<p>Mathematics best practices professional development for teachers.</p> <p>Provide supplemental support through before and after school tutoring.</p> <p>Provide online supplemental supports for mathematics. Implement class size reduction in grades 4-8.</p> <p>Provide access to core through specialized academic instruction and related services in an inclusive practices model TK-8.</p> <p>Implement Universal Design Learning (UDL) TK-8.</p> <p>Provide professional development to instructional staff on inclusive practices and UDL.</p> <p>Attend SELPA professional development offerings.</p>	<p>Mathematics best practices professional development for teachers was provided with UDL focus.</p> <p>Provided supplemental support through before and after school tutoring.</p> <p>Provided online supplemental supports for mathematics.</p> <p>Implemented class size reduction in grades 4-8.</p> <p>Provided access to core through specialized academic instruction and related services in an inclusive practices model TK-8.</p> <p>Implemented Universal Design Learning (UDL) TK-8.</p> <p>Provided professional development to instructional staff on inclusive practices and UDL.</p> <p>Attended SELPA professional development offerings.</p>	<p>Monitoring Student Progress (NWEA, MMARS) 5800: Professional/Consulting Services And Operating Expenditures LCFF 8,900</p>	<p>Monitoring Student Progress (NWEA, MMARS) 5800: Professional/Consulting Services And Operating Expenditures LCFF 9,024</p>
		<p>Implement Class Size Reduction in Grades 4-8 1000-1999: Certificated Personnel Salaries Title I 37,500</p>	<p>Implement Class Size Reduction in Grades 4-8 1000-1999: Certificated Personnel Salaries Title I 45,840</p>
		<p>Classified Staff Support for Learning 2000-2999: Classified Personnel Salaries LCFF 94,000</p>	<p>Classified Staff Support for Learning 2000-2999: Classified Personnel Salaries LCFF 117,082</p>
		<p>TK-8 Classroom Teachers 1000-1999: Certificated Personnel Salaries LCFF 1,099,000</p>	<p>TK-8 Classroom Teachers 1000-1999: Certificated Personnel Salaries LCFF 2,531,900</p>
		<p>TK-8 Classroom Teachers 1000-1999: Certificated Personnel Salaries Quality Education Investment Act 83,500</p>	<p>TK-8 Classroom Teachers 1000-1999: Certificated Personnel Salaries Quality Education Investment Act 86,000</p>
		<p>Special Education Teachers 1000-1999: Certificated Personnel Salaries Special Education 109,700</p>	<p>Special Education Teachers 1000-1999: Certificated Personnel Salaries Special Education 153,728</p>

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers implemented strategies for instruction of CCSS in Mathematics with high levels of fidelity schoolwide. There was a focus on providing differentiated services and supports to students identified with diverse learning needs through our professional development and coaching for integrated and designated ELD and Universal Design for Learning. Specialized Academic Instruction minutes were met at a higher rate. Resources and professional learning for mathematics development were enhanced.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MAP Assessment data shows that the majority of TECA students are demonstrating growth throughout the school year in Math. In addition, TECA administrators conduct a quarterly review of report card data. These reviews provide further evidence of the growth that TECA students show in Math. A more in-depth study of our math instruction next year will inform our teachers in supporting our students' growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the 18-19 school year the ECTU negotiated a contract raise resulting in a higher than estimated cost of certificated salaries for all classroom and SPED teachers. In addition, we changed the distribution of the costs of reproduction fees which altered the actuals embedded within this goal slightly.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The STEAM Teacher on Special Assignment will support the administrative team to coach and provide professional learning opportunities TK-8. Professional development will be enhanced to support teachers in developing highly effective lessons using multiple resources with a Gradual Release of Responsibility approach. Response to Intervention services and supports will be enhanced to meet the needs of our struggling learners.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 3

English learner students make significant progress in English language development and on reclassification as English proficient

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Reclassification data

**18-19**

45% of English learner students reclassified

**Baseline**

28% of English learner students reclassified in

5% of English Learner students were reclassified in 2018-19 using the new ELPAC assessment.

**Metric/Indicator**

CAASPP EL Data

**18-19**

15% of ELs will Meet or Exceed Standards on the CAASPP ELA in 2018-19

**Baseline**

9% of ELs Met or Exceeded Standards on the CAASPP ELA in 2017-18

14% of ELs Met or Exceeded standards on the CAASPP ELA in 2018-19.

**Metric/Indicator**

Student Achievement on IRLA, ENIL, Fountas and Pinnel Assessments and Measures of Academic Progress (MAP)

**18-19**

ELL students continue to make progress as outlined in goals 1 and 2

EL students performed 11 RIT points lower on average than the general school population in Reading, and 9 RIT points lower in Math. In Reading, EL students showed slightly less growth than the general population from Fall 2018 to Winter 2019. In Math, however, EL students showed more growth than the general population from Fall 2018 to Winter 2019.

Expected

Actual

**Baseline**

ELL students performed similar to all other students on the MAP assessment

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Goal #3 Priority 4 and 8</p> <p>Implement designated ELD for a minimum of 30 minutes daily and integrated ELD throughout all instructional minutes in TK-8.</p> <p>Implement ELD core and supplemental curriculum TK-8.</p> <p>Provide ongoing professional development on best practices for designated and integrated ELD.</p> <p>Provide tutoring for students who are identified for English Learner services and supports that are not meeting benchmark goals/expectations.</p> <p>Provide individual and small group intervention for targeted ELs.</p> <p>Provide coaching to teachers on best practices for meeting the needs of English learners.</p>	<p>Goal #3 Priority 4 and 8</p> <p>Implemented designated ELD for a minimum of 30 minutes daily and integrated ELD throughout all instructional minutes in TK-8 with some fidelity.</p> <p>Implemented ELD core and supplemental curriculum TK-8.</p> <p>Provided ongoing professional development on best practices for designated and integrated ELD.</p> <p>Provided tutoring for students who are identified for English Learner services and supports that are not meeting benchmark goals/expectations.</p> <p>Provided individual and small group intervention for targeted ELs.</p> <p>Provided coaching to teachers on best practices for meeting the needs of English learners.</p>	<p>Administrator to Support English Learner Program 1000-1999: Certificated Personnel Salaries LCFF 31,881</p> <p>Dual Language Coordinator and Spanish Primary Language Support 1000-1999: Certificated Personnel Salaries LCFF 63,733</p> <p>Dual Language Coordinator and Spanish Primary Language Support 1000-1999: Certificated Personnel Salaries Title III 15,933</p> <p>Primary Language Curriculum Support 4000-4999: Books And Supplies LCFF 24,900</p> <p>Primary Language Assessment System 4000-4999: Books And Supplies LCFF 5,000</p> <p>Access to online resources, pictographic images, and online content to support language learning. 5000-5999: Services</p>	<p>Administrator to Support English Learner Program 1000-1999: Certificated Personnel Salaries LCFF 31,881</p> <p>Dual Language Coordinator and Spanish Primary Language Support 1000-1999: Certificated Personnel Salaries LCFF 59,731</p> <p>Dual Language Coordinator and Spanish Primary Language Support 1000-1999: Certificated Personnel Salaries Title III 13,308</p> <p>Primary Language Curriculum Support 4000-4999: Books And Supplies Federal Funds 16,642</p> <p>Primary Language Assessment System 4000-4999: Books And Supplies LCFF 5,000</p> <p>Access to online resources, pictographic images, and online content to support language learning. 5000-5999: Services</p>

		And Other Operating Expenditures LCFF 16,600	And Other Operating Expenditures LCFF 18,120
		Color printing to provide visual examples of academic vocabulary for students 5000-5999: Services And Other Operating Expenditures LCFF 3,000	Color printing to provide visual examples of academic vocabulary for students 5000-5999: Services And Other Operating Expenditures LCFF 1,491
		Teacher Recruitment for Dual Language Program 7000-7439: Other Outgo LCFF 4,000	Teacher Recruitment for Dual Language Program 7000-7439: Other Outgo LCFF 4,352
		Consultant services to support EL program, translation for enrollment and new families, and student. 1000-1999: Certificated Personnel Salaries LCFF 12,000	Consultant services to support EL program, translation for enrollment and new families, and student. 1000-1999: Certificated Personnel Salaries LCFF 3,000
		Classroom Supplies and Paper 4000-4999: Books And Supplies LCFF 20,333	Classroom Supplies and Paper 4000-4999: Books And Supplies LCFF 17,708

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There was a concerted effort to support our English Learners through highly effective instruction and enhanced systems of support. There was a focus on providing differentiated services and supports to students identified with diverse learning needs through our professional development and coaching for integrated and designated ELD and Universal Design for Learning. Resources and professional learning for designated and integrated ELD were consistent. Teachers piloted designated ELD resources. An Equity Centered Professional Learning Community focused on best practices for ELs. All teachers provided integrated ELD, while most provided designated ELD consistently.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

TECA Professional Development continued to focus on EL achievement this year. Based on the data we are happy to see that our EL students are making significant progress in ELA. This year, we are thrilled to see that the achievement gap between EL and non-EL

students is closing in both ELA and Math performance as measured by the CAASPP. In addition, we are happy to see that EL students are making more progress on the MAP assessments, further evidence that this gap is narrowing. While our reclassification rate did not improve from previous years, we are currently focused on the academic supports that EL students receive while they are classified as such, with the idea that as their academics further improve they will reach levels for reclassification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Primary language support items were purchased in other goal areas and purchased with other funds as well, resulting in a decreased actual amount spent in this goal area. A staff member prepares most translation documents, resulting in a decreased need for outside services to meet this need.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a part of the balanced approach to literacy, the phonics and phonemic awareness in TK-3 and for intervention will be aligned. To better support designated ELD, targeted grade levels will implement ELD curriculum. RTI services will be broadened to meet primary language needs for Spanish-speaking ELs in dual language program.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Some parents report need for more timely communication from school to home

**18-19**

Satisfaction with timely and clear communication from school to home articulated by parents

**Baseline**

Currently communication include: monthly newsletters, notice letters taken home by students, mailings to the home, auto dialer alerting parents on upcoming activities, sharing by TECA at Parent Cafes, every two months Parent Community Meetings, Site Council – LCAP Group, ELAC, Board Meeting

**Metric/Indicator**

Parents request (at Site Council and Parent Cafes) their need for help and support in working with their child on school academic work

**18-19**

Guidance (forums, discussions workshops) for parents in the academic support of their children

Actual

98% of English speaking families and 95% of Spanish speaking families reported that they received home communications in a variety of methods and a similar percentage of families report they receive communications in their home language. 83% (English) and 87% (Spanish) of families report that they are satisfied with the effectiveness of communication from administration.

Over 85% of both English and Spanish speaking families report they are able to provide academic support for their students at home, or know who to contact if they need assistance in this area. In addition, Parent Cafe meetings regularly included information on how to understand student assessments, and translations for conferences are always made available.

Expected

Actual

<p><b>Baseline</b> Parents are supported in this area at the once per year, Back to School Night – Curriculum meeting and at the twice per year Parent Teacher Conferences No practice is currently in place for ongoing parental training in this area</p>	
<p><b>Metric/Indicator</b> Parent, guardian and caregiver engagement and support will increase to include at least 75 participants at school wide events</p> <p><b>18-19</b> Parent, guardian and caregiver engagement and support will increase to include at least 65 participants at school wide events</p>	<p>Parent, guardian and caregiver engagement and support increased significantly and included an average of 115 participants at school wide events.</p>
<p><b>Metric/Indicator</b> The majority of parents, guardians and caregivers at TECA expressing satisfaction with school and district.</p> <p><b>18-19</b> 60% of parents, guardians and caregivers at TECA expressing satisfaction with school and district.</p>	<p>85% of families expressed that they feel the school holds high academic standards for their children and that their child receives the support they need to succeed academically at TECA, reflecting their satisfaction with the school and district.</p>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Goal 4 Priority 3 and 6</p> <p>Administer annual school and district parent, guardian and caregiver satisfaction survey to be shared with stakeholders.</p> <p>Parent, guardian and caregiver participation passport plan.</p> <p>Engage parents, guardians and caregivers of EL students in ELAC.</p>	<p>Goal 4 Priority 3 and 6</p> <p>Administered annual school and district parent, guardian and caregiver satisfaction survey to be shared with stakeholders.</p> <p>Raffles were held in lieu of parent, guardian and caregiver participation passport plan.</p>	<p>Survey Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 6,000</p> <p>Bright Arrow Communication Services 0000: Unrestricted LCFF 750</p> <p>Reproduction and Paper Costs 0000: Unrestricted LCFF 13,000</p>	<p>Survey Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 4,500</p> <p>Bright Arrow Communication Services 0000: Unrestricted LCFF 730</p> <p>Reproduction and Paper Costs 0000: Unrestricted LCFF 12,052</p>

Engage parents, guardians and caregivers of African American students in AAPAC.	Engaged parents, guardians and caregivers of EL students in ELAC.	Translation Fees 0000: Unrestricted LCFF 10,000	Translation Fees 0000: Unrestricted LCFF \$3,100
Engage parents, guardians and caregivers of all students in PTA.	Engaged parents, guardians and caregivers of African American students in AAPAC.	Incentives 0000: Unrestricted LCFF 3,000	Incentives (prizes for participation, food and childcare for meeting attendance incentive) 0000: Unrestricted LCFF 3,000
Sponsor quarterly parent, guardian and caregiver informational meetings to provide	Engaged parents, guardians and caregivers of some students in PTA.	Parent Liaison 2000-2999: Classified Personnel Salaries LCFF 30,000	Parent Liaison 2000-2999: Classified Personnel Salaries LCFF 23,893
Engage parents, guardians and caregivers of all students in weekly parent cafes.	Sponsored quarterly parent, guardian and caregiver informational meetings	Parent ESL Classes 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000	Parent ESL Classes 5800: Professional/Consulting Services And Operating Expenditures LCFF 4,500
Write monthly newsletter from district and school administrators.	Engaged parents, guardians and caregivers of all students in weekly parent cafes.	Food: New Student/Parent Events 0000: Unrestricted LCFF 6,340	Food: New Student/Parent Events 0000: Unrestricted LCFF 3,769
Continue to implement Bright Arrow communication system.	Wrote monthly newsletter from district and school administrators.	Postage 0000: Unrestricted LCFF 6,500	Postage 0000: Unrestricted LCFF 2,584
Continue to implement TECA Tuesday Envelope protocol.	Continued to implement Bright Arrow communication system.	ED Supporting Increased Parent Communication 1000-1999: Certificated Personnel Salaries LCFF 37,500	ED Supporting Increased Parent Communication 1000-1999: Certificated Personnel Salaries LCFF 37,500
Sponsor schoolwide events to celebrate TECA students while building the community.	Continued to implement TECA Tuesday Envelope protocol.		
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.	Sponsored schoolwide events to celebrate TECA students while building the community.		
Provide families with Instructional and Events Calendars.	Updated 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.		
Provide families with a Parent and Student Handbook including school policies and procedures.	Provided families with Instructional and Events Calendars.		

Provide access to parents to the School Information System Parent Portal.	Provided families with a Parent and Student Handbook including school policies and procedures.
Expand parent liaison services and supports.	<p>Provided access to parents to the School Information System Parent Portal.</p> <p>Expanded parent liaison services and supports.</p> <p>Implemented a new website with informal, formal, and required information regularly available in English and Spanish.</p>

## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Services to support parent involvement were implemented with fidelity at TECA. The new website provided more accessible, up-to-date information for parents, and over 70% of parents indicated they used the new website to find information and found it to be a good source of information. The parent liaison continued to build relationships with families and expand her services and offerings, always incorporating parent input into her planning. Parent groups such as ELAC, AAPAC, SSC, and PTA met monthly to provide guidance to school leaders on their decision-making process and create relationships within the community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As indicated by the data from the parent surveys, parents are very satisfied with their child’s school. Parents feel supported and safe. They feel as though their children's needs are being met. Parent attendance at school events and parent meetings continues to improve. Our improvements to home-school communication, along with further engagement with our parent groups are some of the factors that have attributed to these positive opinions of TECA from our parent community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Translation of documents is completed by a TECA staff member, resulting in a decrease in additional costs in this area. Postage costs were not as high as we had anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Parents reported last year that the Parent Liaison was a great resource to our community. As a result, this position has been increased. Parent involvement has increased at school events greatly. A variety of factors may have influenced this including increased communication with families from the site. We modified the parent incentive from a Passport model to a general attendance incentive, with nutritious meals and snacks being served. This continues to encourage parents to attend school events and has shown to be effective.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Evaluation and walkthrough documents show CCSS teaching and learning cycles.

**18-19**

All new and returning teachers are implementing CCSS in reading and writing (Balanced Literacy), and math are making progress in the implementation of Tiered Interventions.

**Baseline**

All returning teachers are implementing CCSS in reading and writing (Balanced Literacy) and are progressing in the implementation of CCSS mathematics

**Metric/Indicator**

Monthly review of collaborative teacher meetings agendas and minutes

**18-19**

Teachers meet to collaborate twice weekly using a school-wide agenda template, keep minutes, and analyze student work & data in core subjects monthly.

**Baseline**

Actual

All new and returning teachers are continuing to implement CCSS in reading and writing (Balanced Literacy), and math are making progress in the implementation of Tiered Interventions.

This 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.

Expected

Currently, teachers meet to collaborate twice weekly; however, a school-wide agenda template, meeting and minutes protocols have not been established.

Actual

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Goal # 5 Priority 1 and 7</p> <p>Balanced literacy framework professional development for teachers.</p> <p>Implement structure for equity centered professional learning communities (ECPLCs).</p> <p>Mathematics best practices professional development for teachers.</p> <p>Provide ongoing professional development on best practices for designated and integrated ELD.</p> <p>Provide coaching to teachers on best practices for meeting the needs of English learners.</p> <p>Provide professional development to instructional staff on inclusive practices and UDL.</p> <p>Attend SELPA professional development offerings.</p>	<p>Goal # 5 Priority 1 and 7</p> <p>Provided balanced literacy framework professional development for teachers.</p> <p>Implemented structure for equity centered professional learning communities (ECPLCs).</p> <p>Provided some mathematics best practices professional development for teachers with UDL focus.</p> <p>Provided extensive ongoing professional development on best practices for designated and integrated ELD.</p> <p>Provided coaching to teachers on best practices for meeting the needs of English learners.</p> <p>Provided professional development to instructional staff on inclusive practices and UDL.</p>	<p>Professional Development to support student achievement. 5800: Professional/Consulting Services And Operating Expenditures LCFF 86,300</p> <p>Professional Development to support student achievement. 5800: Professional/Consulting Services And Operating Expenditures Title II 30,600</p> <p>Principal to provide staff with PD support 1000-1999: Certificated Personnel Salaries LCFF 31,881</p> <p>Literacy Coaches for Middle and Elementary School 1000-1999: Certificated Personnel Salaries Title I 40,000</p> <p>Literacy Coaches for Middle and Elementary School 1000-1999: Certificated Personnel Salaries LCFF 119,300</p>	<p>Professional Development to support student achievement. 5800: Professional/Consulting Services And Operating Expenditures LCFF 42,252</p> <p>Professional Development to support student achievement. 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 53,733</p> <p>Principal to provide staff with PD support 1000-1999: Certificated Personnel Salaries LCFF 31,881</p> <p>Literacy Coaches for Middle and Elementary School 1000-1999: Certificated Personnel Salaries Title I 50,000</p> <p>Literacy Coaches for Middle and Elementary School 1000-1999: Certificated Personnel Salaries LCFF 119,300</p>

<p>Provide ongoing professional development on restorative practices.</p> <p>Provide professional development for online learning resources.</p>	<p>Attended SELPA professional development offerings.</p>	<p>ED to support State and Federal Compliance 1000-1999: Certificated Personnel Salaries LCFF 37,500</p>	<p>ED to support State and Federal Compliance 1000-1999: Certificated Personnel Salaries LCFF 37,500</p>
	<p>Provided ongoing professional development on restorative practices.</p>	<p>Professional Development from SELPA to support Special Education 5800: Professional/Consulting Services And Operating Expenditures Special Education 19,000</p>	<p>Professional Development from SELPA to support Special Education 5800: Professional/Consulting Services And Operating Expenditures Special Education 18,000</p>
	<p>Provided professional development for online learning resources.</p>	<p>Substitute Teachers to Support Release Time for Teacher PD 1000-1999: Certificated Personnel Salaries LCFF 30,000</p>	<p>Substitute Teachers to Support Release Time for Teacher PD 1000-1999: Certificated Personnel Salaries LCFF 30,000</p>
		<p>Teacher Laptops to Support Online Professional Development and Learning 4000-4999: Books And Supplies LCFF 10,000</p>	<p>Teacher Laptops to Support Online Professional Development and Learning 4000-4999: Books And Supplies LCFF 0</p>
		<p>Reproduction and Paper Costs for Continued Professional Learning; Food for PD Meetings (7k) 4000-4999: Books And Supplies LCFF 15,000</p>	<p>Reproduction and Paper Costs for Continued Professional Learning; Food for PD Meetings 4000-4999: Books And Supplies LCFF 15,052</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the priority actions were implemented with a high level of fidelity to meet the needs all students, especially our struggling learners. Teachers were provided professional development to support language and literacy development in English and Spanish across content areas. The professional learning focused on differentiated practices for meeting the needs ELs and students with IEPs. There was training to use online intervention resources and literacy intervention materials. Equity centered professional learning communities allowed instructional staff to focus on targeted areas of need.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Professional Development continues to be a bright spot at TECA for faculty. Providing time during the school day for teachers to collaborate regularly allows teachers to support each other and continuously learn. As evidenced in our teacher surveys, our faculty feel prepared to teach our diverse learners, and over 80% of teachers indicate they meet regularly with their colleagues, and over 90% of them feel supported by their team members. Analysis of student work needs to be more formally integrated into meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

EI Dorado SELPA cost includes the availability of Professional Development for all SPED staff. This year no new equipment for teachers were purchased, however they will be in 2019-20 as a part of our technology 3-year-plan.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Mathematics will be a focus to meet the needs of our diverse learners. Professional development for curriculum resources will be enhanced. ELD and SEL curriculum related PD will be implemented. Restorative Practices PD will be enhanced.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 6

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.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

**Metric/Indicator**

Disciplinary expectations public and implemented by all

**18-19**

Restorative responses practiced by all 75% of teachers responding to disciplinary issues by implementing articulated school-wide agreed upon protocols and practices

**Baseline**

Restorative responses not practiced by all Differing management strategies of disciplinary issues by individual teachers rather than a whole school approach

**Metric/Indicator**

Discipline incidents continue their downward trend

**18-19**

No more than 10 suspensions for 2018 - 19

**Baseline**

10 suspensions for 2016 - 17

Actual

Restorative responses practiced by more than 75% of teachers responding to disciplinary issues by implementing articulated school-wide agreed upon protocols and practices.

There were 15 suspensions during the 2018-19 school year.

Expected

**Metric/Indicator**

Adolescent development principles fully in place:

Middle school students have a well- organized and consistent program for leadership, student voice and community service

**18-19**

Teachers implement effective adolescent development practices in upper elementary and middle school

Principals of practice for instruction and social interaction in middle schools are research-based, implemented by all and benefit from administrator support and oversight

Teachers in all grades attend with students to TECA values by implementing them in social behaviors and teaching and learning

Teachers develop and implement a plan for in and out of school service by all TECA students

**Baseline**

Adolescent development principles not fully in place:

Middle school students do not have a well- organized and consistent program for leadership and student voice and community service

Actual

Middle school students have taken ownership over leadership roles and student organized clubs, with faculty available to support them.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Goal #6 Priorities 5 and 6	Goal #6 Priorities 5 and 6	Balanced Educational Program Support, including Behavior RTI and Restorative Practices 2000-	Balanced Educational Program Support, including Behavior RTI and Restorative Practices 2000-

Common understanding of school vision and focus developed through forums, meetings and committees with entire school community	Common understanding of school vision and focus developed through forums, meetings and committees with entire school community with development of civility expectations	2999: Classified Personnel Salaries LCFF 180,000	2999: Classified Personnel Salaries LCFF 193,800
Implementation and completion of at least one Kindness.org lesson/unit in all grades/classes	Implemented and completed of at least one Kindness.org lesson/unit in all grades/classes	Balanced Educational Program-STEAM, Movement, and PE; Administrator to support Balanced Educational Program 1000-1999: Certificated Personnel Salaries LCFF 507,530	Balanced Educational Program-STEAM, Movement, and PE; Administrator to support Balanced Educational Program 1000-1999: Certificated Personnel Salaries LCFF 404,032
Behavior support for students using Restorative Practices as first response to repair and restore relationships and community	Behavior support for students used Restorative Practices as first response to repair and restore relationships and community	Arts, Library, and Media Arts Education 1000-1999: Certificated Personnel Salaries Locally Defined 128,500	Arts, Library, and Media Arts Education 1000-1999: Certificated Personnel Salaries Locally Defined 135,901
Integration of Social and Emotional Learning (SEL) core competencies to support whole student development	Integrated Social and Emotional Learning (SEL) core competencies to support whole student development	Extracurricular Clubs for Student Support and Student Council 0000: Unrestricted LCFF 45,000	Extracurricular Clubs for Student Support and Student Council 0000: Unrestricted LCFF 47,500
Quarterly review of practices and implementation of SEL initiatives and monitoring of behavioral measures data	Reviewed practices and implementation of SEL initiatives and monitoring of behavioral measures data quarterly	Balanced Educational Program-Materials, Books and Supplies; Graduation (10k); Library Shelving (5k) 4000-4999: Books And Supplies LCFF 38,170	Balanced Educational Program-Materials, Books and Supplies; Graduation (10k); Library Shelving (5k) 4000-4999: Books And Supplies LCFF 36,170
Expand award and incentive programs to recognize students and faculty members who help create a positive school culture	Expanded award and incentive programs to recognize students and faculty members who help create a positive school culture	Before and After School Tutoring Program 1000-1999: Certificated Personnel Salaries LCFF 8,000	Before and After School Tutoring Program 1000-1999: Certificated Personnel Salaries LCFF 0
Middle School organized and functioning under best research practices	Middle School organized and functioning under best research practices	Before and After School Tutoring Program 2000-2999: Classified Personnel Salaries LCFF 10,000	Before and After School Tutoring Program 2000-2999: Classified Personnel Salaries LCFF 1,000
Development of student governing committee and student advisory program - Student Council and support with sponsor teacher and operating budget	Developed student governing committee and student advisory program - Student Council and support with sponsor teacher and operating budget	Administrative Support (AP) Support for Restorative Practices 1000-1999: Certificated Personnel Salaries LCFF 25,200	Administrative Support (AP) Support for Restorative Practices 1000-1999: Certificated Personnel Salaries LCFF 25,200
Early Childhood best practices guiding the social structures and		Student Laptops and Hardware 4000-4999: Books And Supplies LCFF 27,000	Student Laptops and Hardware 4000-4999: Books And Supplies LCFF 190,000

instructional practices in K-2 classes

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

Middle school redesign to include advisory for 6th & 8th grade and block scheduling with cored classes 6-8

Establishment of student representative position to school governing board

Early Childhood best practices guided the social structures and instructional practices in K-2 classes

Foster youth were identified this year to receive 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

Middle school redesign included advisory for 6th & 8th grade and block scheduling with cored classes 6-8

Establishment of student representative position to school governing board was postponed until the student council launched successfully

Professional Development on Trauma-Informed Practices; America Scores Programming; Yondr 5800: Professional/Consulting Services And Operating Expenditures LCFF 17,000

Professional Development on Trauma-Informed Practices; America Scores Programming; Yondr 5800: Professional/Consulting Services And Operating Expenditures LCFF 12,000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The entire community worked align all efforts to our newly adopted code of civility with community expectations. Our mentor teachers have worked as liaisons between administrators and teachers to implement our agreements and operationalize them schoolwide. Teachers consistently use restorative practices techniques in the classroom, especially community circles. Teachers have expressed the need for more professional development and resources for social emotional learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With our Middle School population increasing from 160 to 190, it has come with its share of complications that we have been trying to resolve. The reduction of class size in the upper grades from 32 to 30 per classroom has been integral in providing teachers more time

and space for their students, and to be able to use restorative practices in the classroom. In addition, creating a community of student leaders has supported the development of leadership qualities in many of our middle school students. Students participated in Student Council and raised funds for various activities. Students also organized a Gay Straight Alliance (GSA) where they made themselves available to talk to other students about how they can be an ally to LGBTQ students and create a more tolerant, inviting community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A third party provider supported students in their after school academic work. A needs assessment revealed that new student laptops were crucial to the technological advancement of our students. As a result, 510 new Chromebook laptops were purchased.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Adoption of SEL curriculum with professional development for high level implementation with aligned restorative practices strategies.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 7

A highly effective administrative operation that provides wraparound supports for all levels of the organization, the community, and all learners.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

School is operating on a balanced budget annually.

**18-19**

School is operating \$250,000 over budget annually.

**Baseline**

School is operating \$500,000 over budget annually.

School is operating \$250,000 over budget annually.

**Metric/Indicator**

Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.

**18-19**

Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.

**Baseline**

Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.

Local state and federal funds were expended in a compliant manner, as evidenced by successful fiscal audits.

Expected

**Metric/Indicator**

Stakeholders are supported by school and district services, as evidenced by survey results.

**18-19**

The aim is to achieve an increase in satisfaction.

**Baseline**

First year of survey administered to community.

Actual

86% of parents indicate they feel administration clearly communicated with them regarding school matters, which is an increase in satisfaction from the previous school year.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Organization of regular, local, fiscal audits to review budgetary items and practices.	Goal 7; Priority 1, 3, and 6 Organized regular, local, fiscal audits to review budgetary items and practices.	Campus Rental, Maintenance, Utilities, and Custodial 5000-5999: Services And Other Operating Expenditures LCFF 490,276	Campus Rental, Maintenance, Utilities, and Custodial 5000-5999: Services And Other Operating Expenditures LCFF 480,626
Organization of state and federal fiscal audits to review budgetary items and practices.	Organized state and federal fiscal audits to review budgetary items and practices.	Custodial and Maintenance Materials and Supplies 4000-4999: Books And Supplies LCFF 34,500	Custodial and Maintenance Materials and Supplies 4000-4999: Books And Supplies LCFF 58,442
Administer survey in early Spring to be distributed to community members to regularly monitor stakeholder satisfaction.	Administered survey in early Spring to be distributed to community members to regularly monitor stakeholder satisfaction.	Student Food Services- Sub Agreement 5000-5999: Services And Other Operating Expenditures LCFF 354,255	Student Food Services- Sub Agreement 5000-5999: Services And Other Operating Expenditures Federal Funds 318,271
Organize community review of annual budget to receive feedback on budgetary items and spending.	Organized community review of annual budget to receive feedback on budgetary items and spending.	Student Food Services- Lunch Supplies 4000-4999: Books And Supplies LCFF 7,200	Student Food Services- Lunch Supplies 4000-4999: Books And Supplies LCFF 6660
		Food Service Staffing 2000-2999: Classified Personnel Salaries Federal Funds 278,355	Food Service Staffing 2000-2999: Classified Personnel Salaries Federal Funds 233,150

District and School Support Staff  
2000-2999: Classified Personnel  
Salaries LCFF 648,482

District and School Support Staff  
2000-2999: Classified Personnel  
Salaries LCFF 620,430

District and School Support-  
Administration 1000-1999:  
Certificated Personnel Salaries  
LCFF 151,967

District and School Support-  
Administration 1000-1999:  
Certificated Personnel Salaries  
LCFF 147,000

School and District Supplies,  
Materials, Equipment, Furniture,  
Food and Assessment Support,  
Including Homeless Children  
Supplies 4000-4999: Books And  
Supplies LCFF 73,510

School and District Supplies,  
Materials, Equipment, Furniture,  
Food and Assessment Support,  
Including Homeless Children  
Supplies 4000-4999: Books And  
Supplies LCFF 84,663

Technology Subscriptions and  
Memberships for School and  
District 5000-5999: Services And  
Other Operating Expenditures  
LCFF 28,932

Technology Subscriptions and  
Memberships for School and  
District 4000-4999: Books And  
Supplies LCFF 29,800

Technology Lease Expenses and  
Agreements; Purchases (IT),  
Laptops Non-Instructional 5000-  
5999: Services And Other  
Operating Expenditures LCFF  
106,604

Technology Lease Expenses and  
Agreements; Purchases (IT),  
Laptops Non-Instructional 5000-  
5999: Services And Other  
Operating Expenditures LCFF  
133,247

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented as planned to support district operations.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

TECA District Office team members successfully completed fiscal audits without findings, serving as evidence for the organized and efficient work being done. In addition, while the operating budget exceeded the planned budget, it remained within the goal of \$250,000 over budget. Family satisfaction is high with schoolwide operations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal or metrics this year, and actions remain consistent to continue meeting the needs of our community.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LEA consulted with the following through the budget review process:

- School Site Council
- Teachers formal and informal sharing at staff meetings
- School administrators, Superintendent, and the Director of Finance
- School Board at monthly Board meetings
- Parents at Parent-Community Meetings
- Parents at parent Café Meetings

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Concerns and recommendations of parents, staff and school board, along with careful student data analysis, informed the goals developed for 2018–19 LCAP.

Parent feedback is solicited regularly throughout the year in multiple ways. The English Learner Advisory Committee, School Site Council, Parent Teacher Committee and African American Parent Advisory Council have met regularly throughout the year to provide guidance to school programs, services and supports. Additionally, quarterly parent engagement meetings are facilitated to get feedback on what is working well and potential for growth. Finally, parents participate in weekly parent cafe workshops to learn about school programs and provide feedback. Teachers are regularly surveyed following weekly professional development activities to understand needs for improvement. The student council meets regularly with the principal to provide feedback to school programs and activities.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## 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)

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

All students need close academic monitoring and high quality curriculum and instructional staff to assure academic success in ELA.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	50% students in grades 3 – 8 Met or Exceeded 2016 - 17	60% students in grades 3–8 meet or exceed proficiency on the CAASSP	65% students in grades 3–8 meet or exceed proficiency on the CAASSP	60% students in grades 3 – 8 meet or exceed proficiency on the CAASSP
IRLA, ENIL, Fountas and Pinnell	85% students in grades TK– 2 reading a grade level in 2016 - 17	90% of students in grades TK – 2 reading at grade level	95% of students in grades TK – 2 reading at grade level	85% of students in grades TK – 2 reading at grade level
% of Students Reclassified	28% of English learner students reclassified in 2016 - 17	35% of English learner students reclassified	45% of English learner students reclassified	40% of English learner students reclassified

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measures of Academic Progress (MAP)	60% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 - 17	65% of students demonstrate growth on Measures of Academic Progress (MAP)	70% of students demonstrate growth on Measures of Academic Progress (MAP)	75% of students demonstrate growth on Measures of Academic Progress (MAP)

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Goal #1 Priority 4, 7 and 8 Implementation of:

Supplemental instruction for small groups through RtI Educators, and aides to support Tiered interventions

Balanced Literacy K-8

Early childhood best instructional practices (CAFÉ and Daily 5)

Comprehension in literacy (Toolkit Strategies by Stephanie Harvey)

State Guidelines-School Developed Curriculum for Each Grade

State adopted instructional textbooks and materials in ELA/Journeys

Expanded Classroom Libraries including class sets of fiction and non-fiction books

Accelerated Reader Supports student daily reading challenge

100 Book Challenge provides key assessment information to keep students progressing in their reading levels

Benchmark Assessments: NWEA Fountas and Pinnell Benchmark Assessments

Student Assessments: Student Portfolios Analysis of Student Work Weekly Skills Tests (WST) Summary grades at mid-year and year-of-end

Goal #1 Priority 2 and 4

TK-8 grade teachers will implement a Common Core State Standards driven balanced literacy instructional program for all students with fidelity.

TK-8 grade teachers will use the IRLA and MAP to assess all students and plan for differentiated instruction.

TK-8 grade teachers will deliver integrated and designated English Language Development to all English Learners.

RTI instructional support for all students not meeting benchmarks through Tier One instruction.

Balanced literacy framework professional development for teachers.

Implement school-wide and classroom Guided Reading Libraries.

Implement structure for equity centered professional learning communities (ECPLCs).

Provide supplemental support through before and after school tutoring.

Provide online supplemental supports for literacy and content area learning.

Implement class size reduction in grades 4-8.

Goal #1 Priority 2 and 4

TK-8 grade teachers will implement a Common Core State Standards driven balanced literacy instructional program for all students with fidelity.

TK-8 grade teachers will use the IRLA and MAP to assess all students and plan for differentiated instruction.

TK-8 grade teachers will deliver integrated and designated English Language Development to all English Learners.

Expanded RTI instructional support for all students not meeting benchmarks through Tier One instruction including primary language support.

Balanced literacy framework professional development for teachers.

Implement school-wide and classroom Guided Reading Libraries.

Implement structure for equity centered professional learning communities (ECPLCs).

Provide supplemental support through before and after school tutoring.

Provide online supplemental supports for literacy and content area learning.

Implement class size reduction in grades 4-8.

Performance-based learning practices  
 Project-Based Learning Research-based instructional strategies to support struggling learners (small group learning opportunities, anchor chart, mini-lessons, guided practice, independent practice)

Provide access to core through specialized academic instruction and related services in an inclusive practices model TK-8.

Implement Universal Design Learning (UDL) TK-8.

Provide professional development to instructional staff on inclusive practices and UDL.

Attend SELPA professional development offerings.

Provide access to core through specialized academic instruction and related services in an inclusive practices model TK-8.

Implement Universal Design Learning (UDL) TK-8.

Provide professional development to instructional staff on inclusive practices and UDL.

Attend SELPA professional development offerings.

Adopt and implement cohesive phonemic awareness and phonics curriculum.

Adopt and implement ELD curriculum in targeted grade levels.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$360,791	139,362	130,027
Source	LCFF	LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Administrative Support for Literacy	1000-1999: Certificated Personnel Salaries Administrative Support Literacy
Amount		1,990,500	2,180,148
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Classroom Teachers	1000-1999: Certificated Personnel Salaries Classroom Teachers

Amount		83,500	86,415
Source		Quality Education Investment Act	Quality Education Investment Act
Budget Reference		1000-1999: Certificated Personnel Salaries Classroom Teachers	1000-1999: Certificated Personnel Salaries Classroom Teachers
Amount		109,700	112,991
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries Special Education Teachers	1000-1999: Certificated Personnel Salaries Special Education Teacher
Amount		94,000	94,000
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries General Ed Paraprofessionals	2000-2999: Classified Personnel Salaries General Ed Paraprofessionals
Amount		55,470	53,503
Source		Special Education	Special Education
Budget Reference		2000-2999: Classified Personnel Salaries Special Education Paraprofessionals	2000-2999: Classified Personnel Salaries Special Education Paraprofessionals
Amount		37,500	111,000
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Class Size Reduction in Grades 4-8	1000-1999: Certificated Personnel Salaries Class Size Reduction in Grades 4-8. Instructional Coaching and support

Amount		85,800	40,700
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Materials, Curriculum and Assessment to Support Literacy	4000-4999: Books And Supplies Materials, Curriculum and Assessment to support Literacy
Amount		20,333	21,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Classroom Supplies and Paper to Support Learning	4000-4999: Books And Supplies Classroom Supplies and Paper to Support Learning
Amount		79,700	123,630
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Support for continuous, uninterrupted common core instruction by credentialed staff (substitutes)	1000-1999: Certificated Personnel Salaries Support for continuous, uninterrupted common core instruction by credentialed staff (substitutes)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## 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

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

All students need close academic monitoring and high quality curriculum and instructional staff to assure academic success in Math.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASSP Grades 3 - 8	39% meeting or exceeding standards for 2016 – 17 in mathematics	45% students in grades 3 –8 meet or exceed proficiency on the CAASSP	50% students in grades 3 –8 meet or exceed proficiency on the CAASSP	50% students in grades 3 – 8 meet or exceed proficiency on the CAASSP
Standards based report card outcomes grades TK - 2	80% meeting standards for 2016 – 17 in mathematics	85% of students in grades TK – 2 performing at grade level in mathematics	90% of students in grades TK – 2 performing at grade level in mathematics	95% of students in grades TK – 2 performing at grade level in mathematics
Report card outcomes at the end of semester 1	75 % earning a C+ or better on 2016 – 17 in mathematics	75 % of students in grades 3– 8 earn a B or better in mathematics	80 % of students in grades 3– 8 earn a B or better in mathematics	85 % of students in grades 3– 8 earn a B or better in mathematics

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and semester 2 in grades 3 - 8				
Measures of Academic Progress (MAP)	63% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 -17	70% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 - 17	75% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 - 17	75% of students demonstrate growth on Measures of Academic Progress (MAP) in 2016 - 17

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

Goal # 2 Priority 4, 7 and 8  
Implementation of:

Supplemental instruction for small groups through RtI Educators, and aides to support Tiered interventions

Math Talks -- Mathematics Reasoning and Discourse

State Guidelines-School Developed Supplemental Curriculum for Each Grade based on Engage NY

State Adopted Mathematics Books and Curriculum Materials (Go Math, Springboard)

Benchmark Assessments:  
NWEA

Pilot 21st Century Technology Software supports student learning (Dreambox or other similar program.)

Student Assessments: Student Portfolios Analyze Student Work Weekly Skills Tests (WST) Summary grades at mid-year and year end

Performance based learning practices Project-Based Learning Research-based instructional strategies to support struggling learners

## 2018-19 Actions/Services

Goal # 2 Priority 2 & 4

TK-8 grade teachers will implement a Common Core States Standards driven program, including math talks, for all students with fidelity.

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

RTI instructional support for selected students who are not meeting benchmarks through Tier One instruction and interventions.

Mathematics best practices professional development for teachers.

Provide supplemental support through before and after school tutoring.

Provide online supplemental supports for mathematics.

Implement class size reduction in grades 4-8.

Provide access to core through specialized academic instruction and related services in an inclusive practices model TK-8.

Implement Universal Design Learning (UDL) TK-8.

## 2019-20 Actions/Services

Goal # 2 Priority 2 & 4

TK-8 grade teachers will implement a Common Core States Standards driven program, including math talks, for all students with fidelity.

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

Expanded RTI instructional support for selected students who are not meeting benchmarks through Tier One instruction and interventions in Mathematics.

Mathematics best practices professional development for teachers.

Provide supplemental support through before and after school tutoring.

Provide online supplemental supports for mathematics.

Implement class size reduction in grades 4-8.

Provide access to core through specialized academic instruction and related services in an inclusive practices model TK-8.

Implement Universal Design Learning (UDL) TK-8.



Provide professional development to instructional staff on inclusive practices and UDL.

Attend SELPA professional development offerings.

Provide professional development to instructional staff on inclusive practices and UDL.

Attend SELPA professional development offerings.

STEAM TSA provides coaching and professional learning opportunities TK-3.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$174,679	17,600	18,000
Source	LCFF	LCFF	Title I
Budget Reference		0000: Unrestricted Math Software	0000: Unrestricted Math Software
Amount		30,333	11,000
Source		LCFF	LCFF
Budget Reference		0000: Unrestricted Materials, Supplies, Reproduction, and Paper Costs	4000-4999: Books And Supplies Core Curriculum Materials, Supplies, Reproduction, and Paper Cost
Amount		80,000	100,000
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Intervention Instruction Teacher	1000-1999: Certificated Personnel Salaries Math Intervention
Amount		13,200	10,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Reproduction Equipment Lease	5000-5999: Services And Other Operating Expenditures Reproduction Equipment Lease

Amount		8,900	9,000
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Monitoring Student Progress (NWEA, MMARS)	5800: Professional/Consulting Services And Operating Expenditures Monitoring Student Progress (NWEA, MMARS)
Amount		37,500	23,000
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Implement Class Size Reduction in Grades 4-8	1000-1999: Certificated Personnel Salaries Implement Class Size Reduction in Grades 4-8
Amount		94,000	94,0000
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries Classified Staff Support for Learning	2000-2999: Classified Personnel Salaries Classified Staff Support for Learning
Amount		1,099,000	2,040,637
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries TK-8 Classroom Teachers	1000-1999: Certificated Personnel Salaries TK-8 Classroom Teachers
Amount		83,500	86,415
Source		Quality Education Investment Act	Quality Education Investment Act
Budget Reference		1000-1999: Certificated Personnel Salaries TK-8 Classroom Teachers	1000-1999: Certificated Personnel Salaries TK-8 Classroom Teachers

Amount		109,700	112,990
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries Special Education Teachers	1000-1999: Certificated Personnel Salaries Special Education Teachers

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 3

English learner students make significant progress in English language development and on reclassification as English proficient

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

English Learners need access to high quality, highly trained instructors to provide them with access to curricular materials.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification data	28% of English learner students reclassified in	35% of English learner students reclassified	45% of English learner students reclassified	40% of English learner students reclassified
CAASPP EL Data	9% of ELs Met or Exceeded Standards on the CAASPP ELA in 2017-18	9% of ELs Met or Exceeded Standards on the CAASPP ELA in 2017-18	15% of ELs will Meet or Exceed Standards on the CAASPP ELA in 2018-19	20% of ELs will Meet or Exceed Standards on the CAASPP ELA in 2019-20
Student Achievement on IRLA, ENIL, Fountas and Pinnel Assessments and Measures of Academic Progress (MAP)	ELL students performed similar to all other students on the MAP assessment	ELL students continue to make progress as outlined in goals 1 and 2	ELL students continue to make progress as outlined in goals 1 and 2	ELL students continue to make progress as outlined in goals 1 and 2

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Goal #3 Priority 2, 4, 7 and 8 Implementation of:

ELL coordinator insures comprehensive services for all Els

Specialized RTI small group and individual support for ELLs and newly re-classified ELLs

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Goal #3 Priority 4 and 8

Implement designated ELD for a minimum of 30 minutes daily and integrated ELD throughout all instructional minutes in TK-8.

Implement ELD core and supplemental curriculum TK-8.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Goal #3 Priority 4 and 8

Implement designated ELD for a minimum of 30 minutes daily and integrated ELD throughout all instructional minutes in TK-8.

Implement ELD core and supplemental curriculum TK-8.

Best practice strategies for ELL learners implemented in all classes during designated and integrated ELD

Language objectives, sentence frames, vocabulary development, and high engagement strategies using the ELA/ELD framework

State Guidelines-School Developed Curriculum for Each Grade

State Adopted Mathematics Books and Curriculum Materials

Primary language support and/or instruction is available for ELs in the general and the dual language program

Pilot 21st Century Technology Software supports student learning (Dreambox or other similar program.)

Benchmark Assessments: NWEA Fountas and Pinnell Benchmark Assessments

Student Produced Assessments: Student Portfolios Looking at Student Work Weekly Skills Tests (WST) School-wide Common Semester Examinations (Midterm) Summary grades at mid-year and year end

Provide ongoing professional development on best practices for designated and integrated ELD.

Provide tutoring for students who are identified for English Learner services and supports that are not meeting benchmark goals/expectations.

Provide individual and small group intervention for targeted ELs.

Provide coaching to teachers on best practices for meeting the needs of English learners.

Provide ongoing professional development on best practices for designated and integrated ELD.

Provide tutoring for students who are identified for English Learner services and supports that are not meeting benchmark goals/expectations.

Provide individual and small group intervention for targeted ELs.

Provide coaching to teachers on best practices for meeting the needs of English learners.

Expanded RTI instructional support for all students not meeting benchmarks through Tier One instruction including primary language support

Adopt and implement cohesive phonemic awareness and phonics curriculum

Adopt and implement ELD curriculum in targeted grade levels.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$252,544	31,881	47,228
Source	Title III	LCFF	Governors CTE Initiative: California Partnership Academies
Budget Reference		1000-1999: Certificated Personnel Salaries Administrator to Support English Learner Program	1000-1999: Certificated Personnel Salaries Administrator to Support English Learner Program
Amount		63,733	20,900
Source		LCFF	Title III
Budget Reference		1000-1999: Certificated Personnel Salaries Dual Language Coordinator and Spanish Primary Language Support	1000-1999: Certificated Personnel Salaries Dual Language Coordinator and Spanish Primary Language Support
Amount		15,933	61,595
Source		Title III	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Dual Language Coordinator and Spanish Primary Language Support	1000-1999: Certificated Personnel Salaries Dual Language Coordinator and Spanish Primary Language Support
Amount		24,900	11,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Primary Language Curriculum Support	4000-4999: Books And Supplies Primary Language Curriculum Support
Amount		5,000	3500
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Primary Language Assessment System	4000-4999: Books And Supplies Primary Language Assessment System

Amount		16,600	20,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Access to online resources, pictographic images, and online content to support language learning.	5800: Professional/Consulting Services And Operating Expenditures Access to online resources, pictographic images, and online content to support language learning.
Amount		3,000	3,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Color printing to provide visual examples of academic vocabulary for students	5000-5999: Services And Other Operating Expenditures Color printing to provide visual examples of academic vocabulary for students
Amount		4,000	3,000
Source		LCFF	LCFF
Budget Reference		7000-7439: Other Outgo Teacher Recruitment for Dual Language Program	7000-7439: Other Outgo Teacher Recruitment for Dual Language Program
Amount		12,000	16,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Consultant services to support EL program, translation for enrollment and new families, and student.	1000-1999: Certificated Personnel Salaries Consultant services to support EL program, translation for enrollment and new families, and student.

Amount		20,333	20,3333
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Classroom Supplies and Paper	4000-4999: Books And Supplies Classroom Supplies and Paper

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Communication in the school has improved.  
 Stakeholders feel that they have a voice in the functioning of the school.  
 Enhanced services and supports for English Learner students.  
 Cultural competency training and cross-cultural activities for all stakeholders.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Some parents report need for more timely communication from school to home	Currently communication include: monthly newsletters, notice letters taken home by students, mailings to the home, auto dialer alerting parents on upcoming activities, sharing by	Timely and clear communication from school to home / pilot weekly communication folder	Satisfaction with timely and clear communication from school to home articulated by parents	Satisfaction with timely and clear communication from school to home articulated by parents

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	TECA at Parent Cafes, every two months Parent Community Meetings, Site Council – LCAP Group, ELAC, Board Meeting			
Parents request (at Site Council and Parent Cafes) their need for help and support in working with their child on school academic work	Parents are supported in this area at the once per year, Back to School Night – Curriculum meeting and at the twice per year Parent Teacher Conferences No practice is currently in place for ongoing parental training in this area	Guidance (forums, discussions workshops) for parents in the academic support of their children	Guidance (forums, discussions workshops) for parents in the academic support of their children	Guidance (forums, discussions workshops) for parents in the academic support of their children
Parent, guardian and caregiver engagement and support will increase to include at least 75 participants at school wide events		Parent, guardian and caregiver engagement and support will increase to include at least 50 participants at school wide events	Parent, guardian and caregiver engagement and support will increase to include at least 65 participants at school wide events	Parent, guardian and caregiver engagement and support will increase to include at least 75 participants at school wide events
The majority of parents, guardians and caregivers at TECA expressing satisfaction with school and district.		50% of parents, guardians and caregivers at TECA expressing satisfaction with school and district.	60% of parents, guardians and caregivers at TECA expressing satisfaction with school and district.	70% of parents, guardians and caregivers at TECA expressing satisfaction with school and district.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

Goal 4 Priority 3

Parent Liaison's duties increase to include parent ESL support and communication liaison with communitybased after school program

Weekly and clear communication from school to home

Guidance (forums, discussions workshops) for parents in the academic support of their children

## 2018-19 Actions/Services

Goal 4 Priority 3 and 6

Administer annual school and district parent, guardian and caregiver satisfaction survey to be shared with stakeholders.

Parent, guardian and caregiver participation passport plan.

Engage parents, guardians and caregivers of EL students in ELAC.

Engage parents, guardians and caregivers of African American students in AAPAC.

## 2019-20 Actions/Services

Goal 4 Priority 3 and 6

Administer annual school and district parent, guardian and caregiver satisfaction survey to be shared with stakeholders.

Parent, guardian and caregiver participation incentive for school meetings and events.

Engage parents, guardians and caregivers of EL students in ELAC.

Supports to connect parents with their articulated needs (mental health, physical health, employment, housing, school supplies, social and family issues, education and ESL)

Formalized training of parents as school volunteers for student academic and social support

Through a highly effective SSC and ELAC, conduct a quarterly analysis of schoolwide actions and services using formative and summative data

Engage parents, guardians and caregivers of all students in PTA.

Sponsor quarterly parent, guardian and caregiver informational meetings to provide

Engage parents, guardians and caregivers of all students in weekly parent cafes.

Write monthly newsletter from district and school administrators.

Continue to implement Bright Arrow communication system.

Continue to implement TECA Tuesday Envelope protocol.

Sponsor schoolwide events to celebrate TECA students while building the community.

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.

Provide families with Instructional and Events Calendars.

Provide families with a Parent and Student Handbook including school policies and procedures.

Provide access to parents to the School Information System Parent Portal.

Engage parents, guardians and caregivers of African American students in AAPAC.

Engage parents, guardians and caregivers of all students in PTA.

Sponsor quarterly parent, guardian and caregiver informational meetings to provide

Engage parents, guardians and caregivers of all students in weekly parent cafes.

Write monthly newsletter from district and school administrators.

Continue to implement Bright Arrow communication system.

Continue to implement TECA Tuesday Envelope protocol.

Sponsor schoolwide events to celebrate TECA students while building the community.

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.

Provide families with Instructional and Events Calendars.

Provide families with a Parent and Student Handbook including school policies and procedures.

Expand parent liaison services and supports.

Provide access to parents to the School Information System Parent Portal.

Expand parent liaison services and supports.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$110,244	6,000	\$6,000
Source	Title I	LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Survey Services	5800: Professional/Consulting Services And Operating Expenditures Survey Services
Amount		750	760
Source		LCFF	LCFF
Budget Reference		0000: Unrestricted Bright Arrow Communication Services	0000: Unrestricted Bright Arrow Communication Services
Amount		13,000	14,000
Source		LCFF	LCFF
Budget Reference		0000: Unrestricted Reproduction and Paper Costs	5800: Professional/Consulting Services And Operating Expenditures Reproduction and Paper Costs
Amount		10,000	15,000
Source		LCFF	LCFF
Budget Reference		0000: Unrestricted Translation Fees	2000-2999: Classified Personnel Salaries Translation Cost. Personnel

Amount		3,000	3,000
Source		LCFF	LCFF
Budget Reference		0000: Unrestricted Incentives	0000: Unrestricted Incentives
Amount		30,000	30,000
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison
Amount		5,000	5,000
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Parent ESL Classes	5800: Professional/Consulting Services And Operating Expenditures Parent ESL Classes
Amount		6,340	8,840
Source		LCFF	LCFF
Budget Reference		0000: Unrestricted Food: New Student/Parent Events	4000-4999: Books And Supplies Food New Students and Parents community events
Amount		6,500	8,100
Source		LCFF	LCFF
Budget Reference		0000: Unrestricted Postage	4000-4999: Books And Supplies Postage
Amount		37,500	37,500
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries ED Supporting Increased Parent Communication	1000-1999: Certificated Personnel Salaries ED Support Increased Parent and Community Communications



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 5

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Increased strategies for differentiation of instruction for diverse learners (ELs, Students with IEPs, students not yet reaching benchmarks).

Implement tiered behavioral supports with fidelity. Improve instructional strategies for teaching mathematics.

Continue to support full implementations of balanced literacy framework. Increase cultural competency across instructional staff.

Increase depth and differentiation in PD to meeting the needs of diverse learners and core content instruction. Develop clear guidelines for collaboration time

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Evaluation and walkthrough documents show CCSS teaching and learning cycles.	All returning teachers are implementing CCSS in reading and writing (Balanced Literacy) and are progressing in the implementation of CCSS mathematics	All new and returning teachers are implementing CCSS in reading and writing (Balanced Literacy,) and all new and returning teachers are making	All new and returning teachers are implementing CCSS in reading and writing (Balanced Literacy, and math are making progress in the	100% implementation of Common Core State Standards in English and Math, including Tiered Interventions.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		further progress in the complete implementation of CCSS mathematics.	implementation of Tiered Interventions.	
Monthly review of collaborative teacher meetings agendas and minutes	Currently, teachers meet to collaborate twice weekly; however, a school-wide agenda template, meeting and minutes protocols have not been established.	Teachers meet to collaborate twice weekly using a school-wide agenda template, keep minutes, and analyze student work at least once a quarter.	Teachers meet to collaborate twice weekly using a school-wide agenda template, keep minutes, and analyze student work & data in core subjects monthly.	Teachers meet to collaborate twice weekly using a school-wide agenda template, keep minutes, and analyze student work & data in core subjects bi-weekly.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Goal # 5 Priority 1, 2, and 7

Professional development provided throughout the school year in: reading comprehension; mathematical reasoning and discourse; grading and assessment; writing; balanced literacy; best strategies for designated and integrated ELD in dual-language and general education pathways.

Timely and public professional development schedule

High % of teacher attendance at PD sessions

Positive evaluation of PD by teachers

High level of implementation of PD strategies by teachers

PD selection driven by schoolwide data measures and identified areas of need

Teacher input into PD needs, goals and learning experiences

Differentiated PD: new teacher development; best practices; targeted subject and pedagogical focus

2018-19 Actions/Services

Goal # 5 Priority 1 and 7

Balanced literacy framework professional development for teachers.

Implement structure for equity centered professional learning communities (ECPLCs).

Mathematics best practices professional development for teachers.

Provide ongoing professional development on best practices for designated and integrated ELD.

Provide coaching to teachers on best practices for meeting the needs of English learners.

Provide professional development to instructional staff on inclusive practices and UDL.

Attend SELPA professional development offerings.

Provide ongoing professional development on restorative practices.

Provide professional development for online learning resources.

2019-20 Actions/Services

Goal # 5 Priority 1 and 7

Balanced literacy framework professional development for teachers. Include focus on TK-3 phonics and phonemic awareness.

Implement structure for equity centered professional learning communities (ECPLCs).

Mathematics best practices professional development for teachers.

Provide ongoing professional development on best practices for designated and integrated ELD including newly adopted materials.

Provide coaching to teachers on best practices for meeting the needs of English learners.

Provide professional development to instructional staff on inclusive practices and UDL.

Attend SELPA professional development offerings.

<p>Dual Language/English language Learner Coordinator, Early Childhood Coach, ELA Coach, Student Assessment Coordinator in place and providing services to teachers to improve instruction</p> <p>Teacher Instructional Mentors in place; Project Based Mentors in Place</p> <p>Sharing, collaborative learning and decision making by teachers at grade/subject meetings and staff minimum day meetings</p>		<p>Provide ongoing professional development on restorative practices and social-emotional learning.</p> <p>Provide professional development for online learning resources.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$83,780	86,300	47,000
Source	Title II	LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Professional Development to support student achievement.	5800: Professional/Consulting Services And Operating Expenditures Professional Development to support student achievement.
Amount		30,600	30,000
Source		Title II	Title II
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Professional Development to support student achievement.	5800: Professional/Consulting Services And Operating Expenditures Professional Development to support student achievement.

Amount		31,881	47,228
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Principal to provide staff with PD support	1000-1999: Certificated Personnel Salaries Administration to provide staff with PD support
Amount		40,000	188,000
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Literacy Coaches for Middle and Elementary School	1000-1999: Certificated Personnel Salaries Instructional Coaches/Instructional Support
Amount		119,300	87,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Literacy Coaches for Middle and Elementary School	1000-1999: Certificated Personnel Salaries Instructional Coaches/Instructional Support
Amount		37,500	37,500
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries ED to support State and Federal Compliance	1000-1999: Certificated Personnel Salaries ED to support State and Federal Compliance
Amount		19,000	19,000
Source		Special Education	Special Education
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Professional Development from SELPA to support Special Education	5800: Professional/Consulting Services And Operating Expenditures Professional Development from SELPA to support Special Education

Amount		30,000	35,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Substitute Teachers to Support Release Time for Teacher PD	1000-1999: Certificated Personnel Salaries Substitute Teachers to Support Release Time for Teacher PD
Amount		10,000	20,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Teacher Laptops to Support Online Professional Development and Learning	4000-4999: Books And Supplies Teacher Laptops to Support Online Professional Development and Learning
Amount		15,000	15,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Reproduction and Paper Costs for Continued Professional Learning; Food for PD Meetings (7k)	4000-4999: Books And Supplies Reproduction and Paper Costs for Continued Professional Learning; Food for PD Meetings (7k)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 6

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.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Increased professional development for teachers to serve diverse learners.  
 More fidelity to current tiered behavioral support systems including discipline procedures and protocols.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disciplinary expectations public and implemented by all	Restorative responses not practiced by all Differing management strategies of disciplinary issues by individual teachers rather than a whole school approach	Restorative responses practiced by all 75% of teachers responding to disciplinary issues by implementing articulated school-wide agreed upon protocols and practices	Restorative responses practiced by all 75% of teachers responding to disciplinary issues by implementing articulated school-wide agreed upon protocols and practices	Restorative responses practiced by all 75% of teachers responding to disciplinary issues by implementing articulated school-wide agreed upon protocols and practices

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Discipline incidents continue their downward trend	10 suspensions for 2016 - 17	No more than 10 suspensions for 2017 - 18	No more than 10 suspensions for 2018 - 19	No more than 10 suspensions for 2019 - 20
Adolescent development principles fully in place:  Middle school students have a well- organized and consistent program for leadership, student voice and community service	Adolescent development principles not fully in place:  Middle school students do not have a well-organized and consistent program for leadership and student voice and community service	Teachers receive PD on adolescent development  Teachers receive collaborative PD on the adolescent 'brain'  Middle school teachers and administrators develop and implement principles of practice for instruction and social interaction in middle schools  Teachers in all grades attend with students to TECA values by implementing them in social behaviors and teaching and learning  Teachers implement a plan for in and out of school service by all TECA students	Teachers implement effective adolescent development practices in upper elementary and middle school  Principals of practice for instruction and social interaction in middle schools are research-based, implemented by all and benefit from administrator support and oversight  Teachers in all grades attend with students to TECA values by implementing them in social behaviors and teaching and learning  Teachers develop and implement a plan for in and out of school service by all TECA students	Teachers implement effective adolescent development practices in upper elementary and middle school  Principals of practice for instruction and social interaction in middle schools are research-based, implemented by all and benefit from administrator support and oversight  Teachers in all grades attend with students to TECA values by implementing them in social behaviors and teaching and learning  Teachers develop and implement a plan for in and out of school service by all TECA students

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

### 2017-18 Actions/Services

Goal #6 Priorities 5, 6, 10  
Common understanding of school vision and focus developed through forums, meetings and committees with entire school community

Implementation and completion of at least one Community Serving and Caring Unit in all grades/classes

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

Goal #6 Priorities 5 and 6

Common understanding of school vision and focus developed through forums, meetings and committees with entire school community

Implementation and completion of at least one Kindness.org lesson/unit in all grades/classes

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2019-20 Actions/Services

Goal #6 Priorities 5 and 6

Common understanding of school vision and focus developed through forums, meetings and committees with entire school community

Implementation and completion of at least one Kindness.org lesson/unit in all grades/classes

Behavior support for students using Restorative Practices as first response to repair and restore relationships and community

Integration of Social and Emotional Learning (SEL) core competencies to support whole student development

Quarterly review of practices and implementation of SEL initiatives and monitoring of behavioral measures data

Award assemblies and incentive programs to recognize students and faculty members who help create a positive school culture Middle School organized and functioning under best research practices including Turning Points

Development of student governing committee and student advisory program

Early Childhood best practices guiding the social structures and instructional practices in K-2 classes

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

Establishment of student representative position to school governing board

Behavior support for students using Restorative Practices as first response to repair and restore relationships and community

Integration of Social and Emotional Learning (SEL) core competencies to support whole student development

Quarterly review of practices and implementation of SEL initiatives and monitoring of behavioral measures data

Expand award and incentive programs to recognize students and faculty members who help create a positive school culture

Middle School organized and functioning under best research practices

Development of student governing committee and student advisory program - Student Council and support with sponsor teacher and operating budget

Early Childhood best practices guiding the social structures and instructional practices in K-2 classes

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

Behavior support for students using Restorative Practices as first response to repair and restore relationships and community

Integration of Social and Emotional Learning (SEL) core competencies to support whole student development

Quarterly review of practices and implementation of SEL initiatives and monitoring of behavioral measures data

Expand award and incentive programs to recognize students and faculty members who help create a positive school culture

Middle School organized and functioning under best research practices

Development of student governing committee and student advisory program - Student Council and support with sponsor teacher and operating budget

Early Childhood best practices guiding the social structures and instructional practices in K-2 classes

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

	<p>Middle school redesign to include advisory for 6th &amp; 8th grade and block scheduling with cored classes 6-8</p> <p>Establishment of student representative position to school governing board</p>	<p>Middle school redesign to include advisory for 6th &amp; 8th grade and block scheduling with cored classes 6-8</p> <p>Establishment of student representative position to school governing board</p> <p>Adopt Social-Emotional Learning Curriculum schoolwide</p> <p>Implement new policy and teach lessons regarding civility expectations</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$46,247	180,000	195,391
Source	Title I	LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries Balanced Educational Program Support, including Behavior RTI and Restorative Practices	2000-2999: Classified Personnel Salaries Balanced Educational Program Support, including Behavior RTI and Restorative Practices
Amount		507,530	400,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Balanced Educational Program-STEAM, Movement, and PE; Administrator to support Balanced Educational Program	1000-1999: Certificated Personnel Salaries Balanced Educational Program-STEAM, Movement, and PE; Administrator to support Balanced Educational Program

Amount		128,500	122,888
Source		Locally Defined	Locally Defined
Budget Reference		1000-1999: Certificated Personnel Salaries Arts, Library, and Media Arts Education	1000-1999: Certificated Personnel Salaries Arts, Library, and Media Arts Education
Amount		45,000	48,000
Source		LCFF	Title I
Budget Reference		0000: Unrestricted Extracurricular Clubs for Student Support and Student Council	1000-1999: Certificated Personnel Salaries Extracurricular Clubs for Student Support and Student Council
Amount		38,170	40,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Balanced Educational Program- Materials, Books and Supplies; Graduation (10k); Library Shelving (5k)	4000-4999: Books And Supplies Balanced Educational Program- Materials, Books and Supplies; Graduation (10k); Library Shelving (5k)
Amount		8,000	4,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Before and After School Tutoring Program	1000-1999: Certificated Personnel Salaries Before and After School Tutoring Program
Amount		10,000	10,000
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries Before and After School Tutoring Program	2000-2999: Classified Personnel Salaries Before and After School Tutoring Program

Amount		25,200	23,600
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Administrative Support (AP) Support for Restorative Practices	1000-1999: Certificated Personnel Salaries Administrative Support (AP) Support for Restorative Practices
Amount		27,000	10,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Student Laptops and Hardware	4000-4999: Books And Supplies Social-Emotional Learning Curriculum
Amount		17,000	19,600
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Professional Development on Trauma-Informed Practices; America Scores Programming; Yondr	5800: Professional/Consulting Services And Operating Expenditures Professional Development on Trauma-Informed Practices; America Scores Programming; Yondr

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 7

A highly effective administrative operation that provides wraparound supports for all levels of the organization, the community, and all learners.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

There is an identified need to organize school office practices to ensure efficiency and compliance to benefit student learning.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School is operating on a balanced budget annually.	School is operating \$500,000 over budget annually.	School is operating \$500,000 over budget annually.	School is operating \$250,000 over budget annually.	School is operating \$250,000 over budget annually.
Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.	Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.	Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.	Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.	Local state and federal funds are expended in a compliant manner, as evidenced by fiscal audits.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Stakeholders are supported by school and district services, as evidenced by survey results.	First year of survey administered to community.		The aim is to achieve an increase in satisfaction.	The aim is to achieve an increase in satisfaction.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

<p>Organization of regular, local, fiscal audits to review budgetary items and practices.</p> <p>Organization of state and federal fiscal audits to review budgetary items and practices.</p> <p>Develop survey to be distributed to community members to regularly monitor stakeholder satisfaction.</p> <p>Organize community review of annual budget to receive feedback on budgetary items and spending.</p>	<p>Organization of regular, local, fiscal audits to review budgetary items and practices.</p> <p>Organization of state and federal fiscal audits to review budgetary items and practices.</p> <p>Administer survey in early Spring to be distributed to community members to regularly monitor stakeholder satisfaction.</p> <p>Organize community review of annual budget to receive feedback on budgetary items and spending.</p>	<p>Organization of regular, local, fiscal audits to review budgetary items and practices.</p> <p>Organization of state and federal fiscal audits to review budgetary items and practices.</p> <p>Administer surveys in early Spring to be distributed to community members to regularly monitor stakeholder satisfaction.</p> <p>Organize community review of annual budget to receive feedback on budgetary items and spending in relation to specified goals.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		490,276	444,761
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Campus Rental, Maintenance, Utilities, and Custodial	5000-5999: Services And Other Operating Expenditures Campus Rental, Maintenance, Utilities, and Custodial
Amount		34,500	66,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Custodial and Maintenance Materials and Supplies	4000-4999: Books And Supplies Custodial and Maintenance Materials and Supplies

Amount		354,255	360,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Student Food Services- Sub Agreement	5000-5999: Services And Other Operating Expenditures Student Food Services- Sub Agreement
Amount		7,200	7,200
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Student Food Services- Lunch Supplies	4000-4999: Books And Supplies Student Food Services- Lunch Supplies
Amount		278,355	330,000
Source		Federal Funds	Federal Funds
Budget Reference		2000-2999: Classified Personnel Salaries Food Service Staffing	2000-2999: Classified Personnel Salaries Food Service Staffing
Amount		648,482	565,572
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries District and School Support Staff	2000-2999: Classified Personnel Salaries District and School Support Staff
Amount		151,967	216,578
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries District and School Support-Administration	1000-1999: Certificated Personnel Salaries District and School Support-Administration

Amount		73,510	94,760
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies School and District Supplies, Materials, Equipment, Furniture, Food and Assessment Support, Including Homeless Children Supplies	4000-4999: Books And Supplies School and District Supplies, Materials, Equipment, Furniture, Food and Assessment Support
Amount		28,932	104,243
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Technology Subscriptions and Memberships for School and District	5000-5999: Services And Other Operating Expenditures Technology Subscriptions and Memberships for School and District. Technology Lease Expenses and Agreements; Purchases (IT), Laptops Non-Instructional.
Amount		106,604	626,072
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Audit and Legal Agreements; Bank and Payroll Services	5800: Professional/Consulting Services And Operating Expenditures Audit and Legal Agreements; Bank and Payroll Services

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Although previously mentioned, we will reiterate our plans to increase and improve services to low-income students, English learners and foster youth.

- 1- In all grades and classes students in each of these categories will be identified for teachers.
- 2- In all grades and classes numbers of students in each of these categories will be identified to stakeholders: parents, Site Council – LCAP Group, ELAC, School Board
- 3- Added to Instructional and Cultural Norms will be bi-monthly progress monitoring of all students
- 4- All teachers will receive professional learning on best research based instructional strategies and learning practices and to advanced learning and social development of students in these categories
- 5- A once per month check-in will be instituted at grade meeting on the academic and social progress of students in these categories
- 6- Once per quarter at a staff meeting data of the academic progress will be reviewed and best practice next steps will be developed and agreed upon with a timeline for implementation and identified oversight personnel and protocols
- 7- Once per semester progress of students in these categories will be shared with Site Council – LCAP Group, School Board and ELAC
- 8- Progress of these student groups will be shared at Parent - Community meetings and Parent Cafes
- 9- Guidance Counselor will meet and develop with families a plan for additional support and inform teachers of any considerations they should be aware of as needed. Guidance Counselor will also implement individual counseling or small group counseling as needed. Guidance Counselor will also refer families when indicated to Parent Liaison for additional supports
- 10 – Deliberate attention will be made to obtaining and providing cultural and socially relevant instructional materials such as literature, articles, manipulatives, trips, presentations that would support and advance the progress of students in these categories

- 11-- ECPLCs focus on services and supports for students in these categories.
- 12-- Adopt and implement new social-emotional learning curriculum to support the whole child.
- 13-- Expanded RTI instructional support for all students not meeting benchmarks through Tier One instruction including primary language support.
- 14-- Adopt and implement ELD curriculum in targeted grade levels.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Although previously mentioned, we will reiterate our plans to increase and improve services to low-income students, English learners and foster youth.

- 1- In all grades and classes students in each of these categories will be identified for teachers.
- 2- In all grades and classes numbers of students in each of these categories will be identified to stakeholders: parents, Site Council – LCAP Group, ELAC, School Board
- 3- Added to Instructional and Cultural Norms will be bi-monthly progress monitoring of all students
- 4- All teachers will receive professional learning on best research based instructional strategies and learning practices and to advanced learning and social development of students in these categories
- 5- A once per month check-in will be instituted at grade meeting on the academic and social progress of students in these categories
- 6- Once per quarter at a staff meeting data of the academic progress will be reviewed and best practice next steps will be developed and agreed upon with a timeline for implementation and identified oversight personnel and protocols

7- Once per semester progress of students in these categories will be shared with Site Council – LCAP Group, School Board and ELAC

8- Progress of these student groups will be shared at Parent - Community meetings and Parent Cafes

9- Guidance Counselor will meet and develop with families a plan for additional support and inform teachers of any considerations they should be aware of as needed. Guidance Counselor will also implement individual counseling or small group counseling as needed. Guidance Counselor will also refer families when indicated to Parent Liaison for additional supports

10 – Deliberate attention will be made to obtaining and providing cultural and socially relevant instructional materials such as literature, articles, manipulatives, trips, presentations that would support and advance the progress of students in these categories

11-- ECPLCs focus on services and supports for students in these categories.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,126,633

40%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Services provided for unduplicated students include:

- o targeted instructional materials, (summer reading books, classroom libraries, reluctant reader libraries, Write Steps, 100 Book Challenge.)
- o small group instruction (see attached Instructional Norms)
- o conferencing, (see attached instructional norms)
- o differentiated instruction, (grade and subject level collaboratively developed units and lesson plans that attend to differentiation)
- o counseling, (services provided for all students where IEP designates and all other students as needs are determined; supportive 504 management; SST, small groups convened as needed – girls group, boys group, etc.)
- o community circles, (in place once per week in all classes; teachers implement protocols for effective community circles)
- o professional learning (teachers and administrators collaboratively identify professional learning needs and develop plans for serving those needs both with outside providers and school staff)
- o parental support – help with social services referrals as needed, parent café twice per week, translation services as needed, all school documents translated to Spanish including weekly communication, ESL classes for parents, workshops for parents etc

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

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