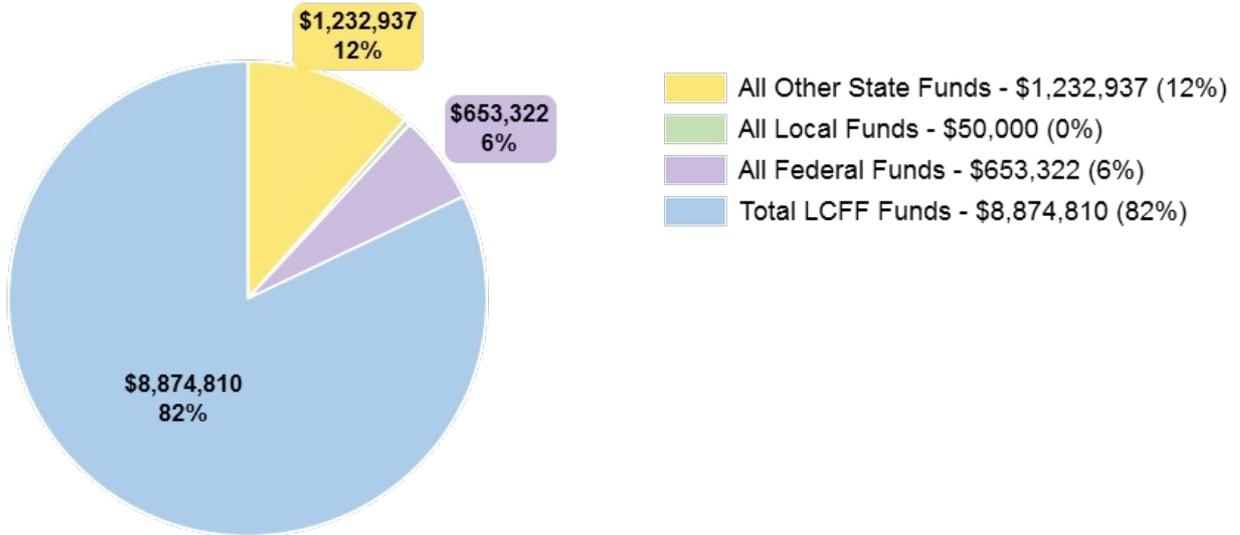# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEAM Charter
CDS Code: 39686760124958
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Debbie Vallejo | dvallejo@team-charter.org | 209-462-2282

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Legend:
- All Other State Funds - $1,232,937 (12%)
- All Local Funds - $50,000 (0%)
- All Federal Funds - $653,322 (6%)
- Total LCFF Funds - $8,874,810 (82%)

Source	Funds	Percentage
All Other State Funds	$1,232,937	12%
All Local Funds	$50,000	0%
All Federal Funds	$653,322	6%
Total LCFF Funds	$8,874,810	82%

Breakdown of Total LCFF Funds

LCFF Supplemental & Concentration Grants - $2,115,317 (20%)

All Other LCFF Funds - $6,759,493 (62%)
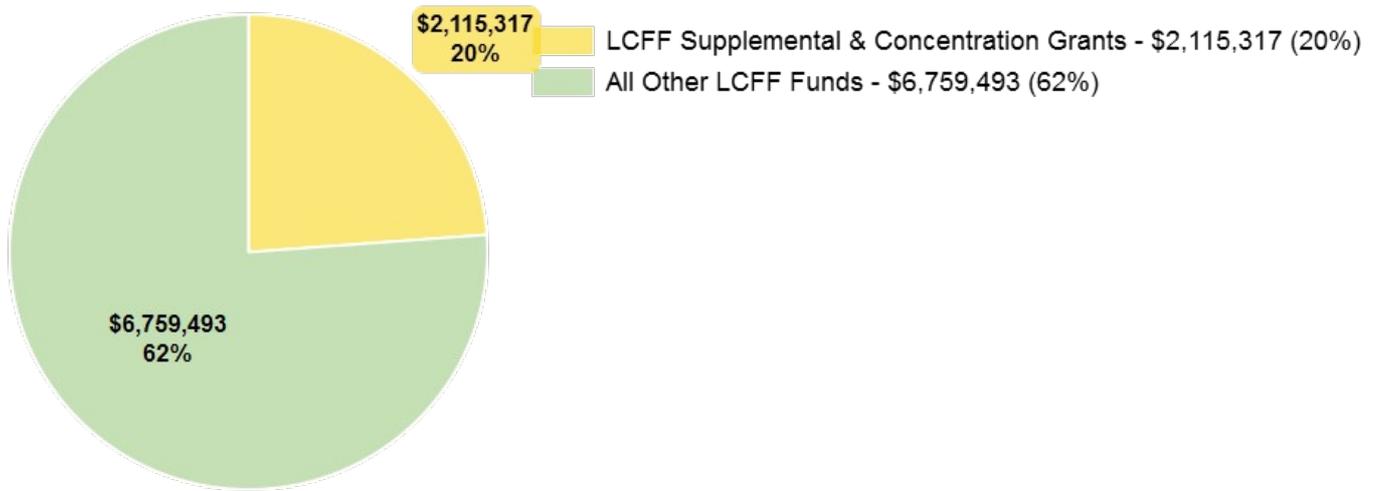
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$2,115,317	20%
All Other LCFF Funds	$6,759,493	62%

These charts show the total general purpose revenue TEAM Charter expects to receive in the coming year from all sources.

The total revenue projected for TEAM Charter is $10,811,069, of which $8,874,810 is Local Control Funding Formula (LCFF), $1,232,937 is other state funds, $50,000 is local funds, and $653,322 is federal funds. Of the $8,874,810 in LCFF Funds, $2,115,317 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
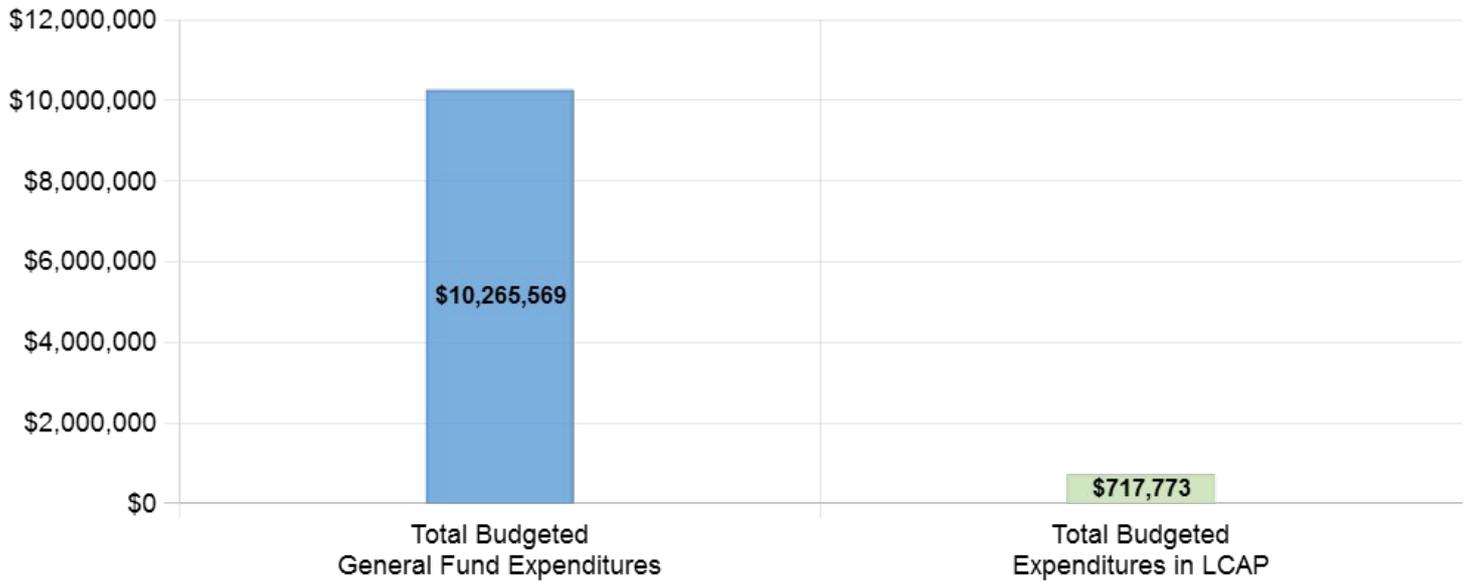
Source	Funds
Total Budgeted General Fund Expenditures	$10,265,569
Total Budgeted Expenditures in LCAP	$717,773

This chart provides a quick summary of how much TEAM Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

TEAM Charter plans to spend $10,265,569 for the 2019-20 school year. Of that amount, $717,773 is tied to actions/services in the LCAP and $9,547,796 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school has fundamental expenditure for daily operation of school that was not included LCAP expenditure.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, TEAM Charter is projecting it will receive $2,115,317 based on the enrollment of foster youth, English learner, and low-income students. TEAM Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP TEAM Charter plans to spend $96,120 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

TCS will receive Lottery funds, ASES funds, and Title funds which funds are restricted to spend for designated school's goal.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
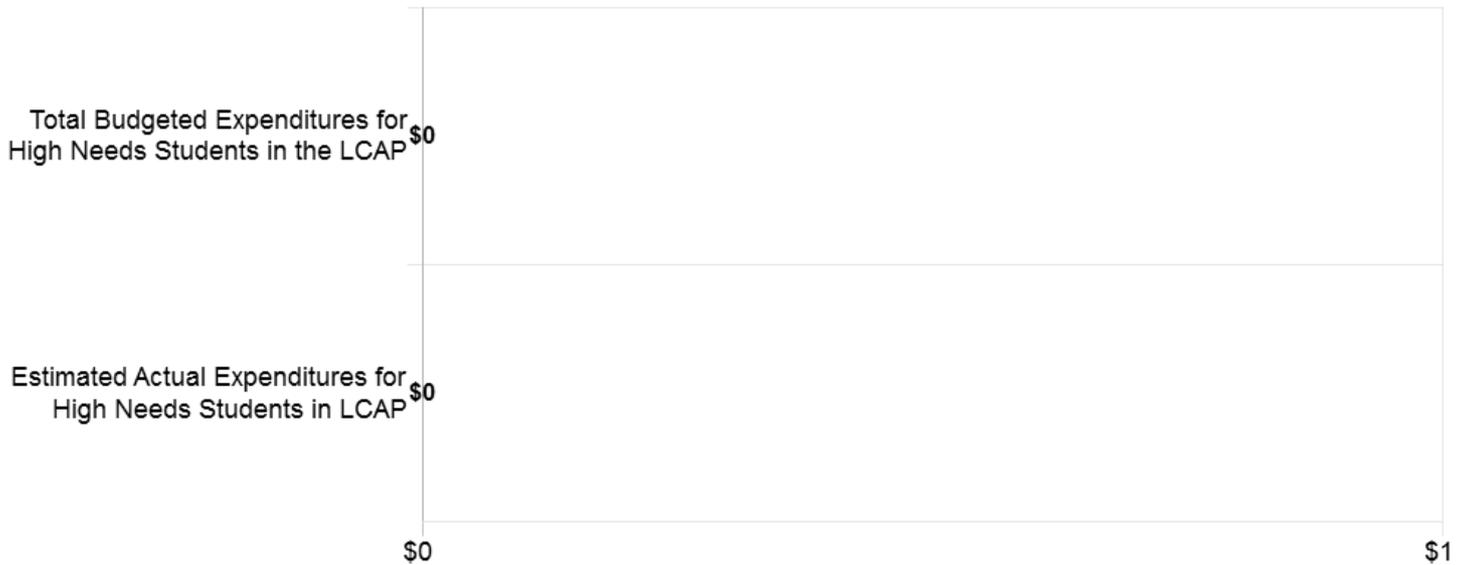
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$0
Estimated Actual Expenditures for High Needs Students in LCAP	$0

This chart compares what TEAM Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEAM Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, TEAM Charter's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. TEAM Charter estimates that it will actually spend $0 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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
TEAM Charter	Debbie Vallejo	dvallejo@team-charter.org
	Executive Director	209-462-2282

2017-20 Plan Summary

The Story

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

TEAM Charter School opened in the Fall of 2011. Located in the heart of downtown Stockton, TEAM Charter is nestled in the middle of the historical district. Starting with approximately 120, K-5 students, TEAM has increased its enrollment by approximately 100 students each year. Transitional Kindergarten was added to the program in the fall of 2013. This year student enrollment has increased to accommodate 568 students. The theme of our charter is "Social Justice." The TEAM mission is "To cultivate healthy bodies, minds, and spirits based on compassion and love for all humanity." TEAM's student population is made up of the following demographics: 75% Hispanic/Latino; 13% Black/African American; 4% White; 4% Asian; 4% two or more races; 33% ELL; 82% Socioeconomically Disadvantaged; 50% males; 50% females. TEAM Charter offers students a viable educational program that includes many opportunities and pathways to engage in high levels of learning that lead to academic success and productive citizens.

TEAM Charter Schools recognize that many of our families are in transition, and we are proud to offer free breakfast and lunch programs to all students, as well as an After School Program. In 2017, TEAM Charter Schools became a Leader in Me school to develop growth minded, global leaders.

LCAP Highlights

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

The LCAP is comprised of three District Goals with a focus on: Students Achievement, Learning Environment, and Meaningful Partnerships.

1-Prepare all students to be 21st century learners by raising the academic and social emotional learning bar and closing the gaps of achievement.

The highlights of Goal 1 include State Priorities 2,4,7, and 8 with supporting actions and services listed below.

2.-Engage parents, students, staff and community in two way communications focused on equity and excellence by focusing on school climate.

The highlights of Goal 2 include State Priorities 3, 5, and 6 with supporting actions and services listed below.

3.Create effective organizational systems that reinforce equity and excellence. Recruit, hire, develop, and retain a highly qualified, diverse workforce.

The highlights of Goal 3 include State Priorities 1 and 2 with supporting actions and services listed below.

TEAM Charter Schools will continue into Year 3 with Stephen Covey's Leader in Me promoting leadership in staff, parents and students.

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

According to the CAASPP, in English Language Arts, although TEAM students scored in the low and very low range, the overall student group showed an increase.

As illustrated on the California Data Dashboard, all students and subgroups are scoring in the low and very low groups and there are no significant gaps between any specific groups as they all performed consistently with no more than one level of difference.

At the time of writing this review, the actual CAASPP scores have not been updated on the California Dashboard, so an analysis was performed at the school site using raw data. (Please note that the actual data submitted from the State may change the predicted outcomes.)

In both ELA and Math, ALL students and subgroups, with the exception of the Black student group, showed a slight increase in the area of proficient and advanced in ELA and Math. The breakdown is as follows.

CAASPP ELA :

ALL students: +1.06%

SED students: +1.66%

SPED students: +2.78% (12 students in grouping)

HISP students: +1.99%

ELL students: +0.48%

Black students: -1.77%

CAASPP Math:
ALL students: -2.11%
SED students: -2.96%
SPED students: -21.98% (12 students in grouping)
HISP students: -3.44%
ELL students: +0.88
Black students: -2.07%

This year teachers met weekly in Professional Learning Communities to focus on student data and plan for their instruction. This was a new process for most teachers, but they found it helpful in preparing their lessons.

Another area of greatest progress was the area of school climate and culture. This year, TEAM Charter Schools contracted with and received Year 2 training from Stephen Covey's The Leader in Me which manifests itself with leadership opportunities for staff and students in the values, norms, language, and systems of a school.

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

TEAM Charter School's teaching staff is predominately new to the field of teaching and there is a great need for curriculum and instruction training. We noticed on our MAP and CAASPP data that veteran teachers had better student results than newer teachers.
We also noticed a need for more training for classroom management.

According to our office referrals and suspension data, we have a great need to support our students who have experienced seriously traumatic events in their lives. Therefore, we partnered with San Joaquin county behavior therapists to offer counselling to students and their parents.

There was an increase of 10 students added to our Special Education caseload, all qualifying and receiving their initial IEPs.

Next year, TEAM will offer:
*Training and collaboration among general education teachers and special education department to identify and support students with disabilities.
*Curriculum and instruction training and lesson design for all teachers
*Extra support and training for new teachers
*Improved RTI system

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 ELA, all students increased 1.6% on the CAASPP assessment in proficiency.

We did not have any significant gaps in performance, but each student group is performing low, with only a slight increase in proficiency.

Our African American student group is the only group that did not show an increase in proficiency. They decreased by 1.77%. Although that isn't a significant decrease, it does show the need to offer targeted instruction and intervention to this student group.

As a staff, we will look at our current curriculum and evaluate it for relevance and cultural proficiency. We will also monitor our students' progress closely and see where the gaps in learning are, so we can address them. In addition, we will:

*Refine formative assessment process

*Continue systemic approach to analyzing data

*Increase the use of student progress monitoring

*Increase the use of data informed targeted instruction

*Provide professional development for ELA TK-5 textbooks

*Integrate instructional strategies for Differentiation for Gifted and Advanced Learners

*Integrate ELD supplemental curriculum material to support language acquisition

*Provide training on Guided Language Acquisition Design (GLAD instructional strategies)

*Wonders intervention training

*Add a Multiple Subject Support Intervention Specialist

*Develop a matrix of professional development for English Language Arts

*Provide vertical articulation professional development opportunities across grade level spans

*Provide professional development for Universal Design for Learning (UDL) to support differentiation of instruction

*Provide training and support for integrated and designated English Language Development (ELD)

*Provide ongoing training and support for ELD supplemental curricular

*Provide ongoing training and support for ELD core curricular

In Math, all students decreased 2.11%. Each student group has a slight decrease, but our SPED students had the greatest decrease at 21.98%. We will have training in our core curriculum, as well as supplemental math supports and training in instructional strategies that will support better target math instruction for our students.

We will also:

*Refine formative assessment process

*Continue developing assessment items aligned to SBAC task models

*Continue systemic approach to data analysis

*Provide professional development and coaching to pair effective instructional strategies with math progressions

*Provide teacher support for effective lesson design

*Provide Professional Development for math literacy

*Establish a TEAM Math Cadre to develop integrated tasks, performance tasks, test item bank

*Provide vertical articulation professional development opportunities across grade level spans

*Provide professional development for Universal Design for Learning (UDL) to support differentiation of instruction

*Use Envision Math and other supplemental curricula that align with grade level standards

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.

N/A

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.

N/A

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.

N/A

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

Prepare all students to be 21st-century learners by raising the academic and social-emotional learning bar and closing the gaps of achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities: 2, 7

Annual Measurable Outcomes

Expected	Actual
Continue to ensure that 100% of all classroom curriculum aligns with CCSS.	All classes have CCSS state adopted curriculum delivered to classrooms in August 2019.
Professional development will be offered Wonders and Envision 2.0 curriculums	Wonders and Envision training for all teachers during the week of August 6, 2019

Expected

Actual

Continue to ensure that 100% of classrooms have technology in order to teach specific technical skills to students.	The Information Technology Department distributed and maintained technology for each class. TK-1st - computer lab 2nd - Shared Chrome Cart 3-5 - 1-to-1 devices for each student
Continue to use the SEL checklist completed by each teacher.	The SEL checklist was used for students exhibiting extreme behaviors and they were referred to CARES.

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
100% of teachers will engage in professional development for common core standards, curriculum, and effective instructional practices.	100% of teachers engaged in: Wonders and Envision training(August) PLCs (ongoing) Writing webinar (Jan. - Feb.)	$35,949	$37,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add .75 FTE SEL Coordinator to organize and facilitate a program to meet the needs of our students who need support in self-management, so they can access more learning opportunities.	TEAM retained Deans of Student Supports contracted with IYCC to counsel students, and partnered with the school nurse to present SEL curriculum to students.	$107,304	$110,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development will be mandatory for all teachers to support the SEL program	Faculty and staff attended professional developments led by Nathan Houston of I Am Impact, a restorative justice presenter.	$25,000	$27,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Purchase 120 Chromebooks to add to the inventory for K1 teachers	Computers were purchased for Bianchi grades 3- 5 because they need to prepare for SBAC. The older computers on the campus were passed on to K-2 classes.	$24,000	$28,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of the TK5 teachers will receive professional development in using technology effectively in the classroom.	TEAM offered one PD on technology for teachers and one-on-one assistance for teachers that needed more support. Teachers were also offered a Riso (copy machine) training.	$55,000	$57,500

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a baseline using SEL checklist referrals	We used this for our students with the most severe emotional concerns and referred them to C.A.R.E.S.	$25,000	$22,700

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.

100% of teachers will engage in professional development for common core standards, curriculum, and effective instructional practices.
We scheduled training with the publishing companies, for our Math, English Language Arts, and Writing programs. We offered training for all teachers during our Professional Learning week and throughout the school year.

We added the job duties of the SEL Coordinator to the Deans of Student Support. They used restorative practices to work with students who needed extra support in self-management. We also added FTE classified staff member to work with students in our Calming room and Student Support Center.
Our school nurse piloted Second Step, a tier 2 social-emotional learning program with 1st and 5th-grade classes at TEAM Main, and all classes at TEAM Bianchi.
We contracted with Inspiring You Counseling Center (IYCC) to provide group and individual counseling sessions with tier 3 students. Students were identified through the SST process, teacher referral, and administration referral.

We offered 2 full day trainings with Nathan Houston of I AM IMPACT.
The presentation was on a staff development day, however, some staff members did not attend.
Approximately 3 staff members were absent.
He presented on restorative circles, and the importance of restorative justice and trauma-sensitive practices.

Purchase 120 Chromebooks to add to the inventory for Kindergarten and first-grade classes.

Create a baseline using SEL checklist referrals

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

We measured our effectiveness by sign-in sheets -100% of teachers attended professional development sessions at the time it was offered. However, we had staff changes in the middle of the school year and the new teachers did not receive the same professional development that others were offered at the beginning of the year.
Although we had teachers attend the Math training, it was by webinar. Teachers surveys indicated they would learn better from a live training.

1st-grade teachers reported a positive change in the social behaviors of their students.
They learned a common language and a way to express their feelings. For fifth graders, it may be more effective in a small group setting.
It was also reported that the program will be more effective if teachers taught it and not a class guest (the nurse in this case). We began the program in January - approximately halfway through the school year. It was agreed that for maximum effectiveness, we need to begin teaching the program at the beginning of the year. It was also agreed that this program is more effective for students in grades K - 2. If we use it for intermediate grade students it should be in a small group.

IYCC serviced approximately 60 students. We saw a slight improvement in social behaviors of the students in the counseling services. The students had a person to talk to and were given powerful information for how to self-regulation and making better choices. It was a challenge getting their parents fully engaged.
98% of our classes used restorative circles in their classes weekly.

We purchased 150 Chromebooks this year. After further analysis, it was determined that our 3 -5 grade classes on our Bianchi campus were in greater need of Chromebooks. So they were distributed at that campus. It was also determined by our Informational Technology (IT) department that the infrastructure of our Main campus building needed rewiring before we could add extra computers to the system.

We used the services of San Joaquin County Behavioral Therapists to provide this action.
They had a checklist for Tier 3 students that were referred to their services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None Noted

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 to the goal.

Goal 2

Engage Students Staff and Community in two way communications focused on equity and excellence by focusing on school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: 2, 7

Annual Measurable Outcomes

Expected	Actual
Social Media: Twitter Account to be established. Video blogging to be established. Survey will be established for spring and fall	A Facebook account was established and maintained. Live streaming on Facebook is done periodically. The school website was updated and is in the process of being completely revamped. A spring survey of parents, staff and students was given
Event Attendance: Establish a clear calendar of events so that parents may arrange their schedules to attend. Establish a baseline for parent attendance at events.	A clear calendar of events was established. A baseline of 5 regularly attending parents at each Parent Coffee was established.

Expected	Actual
School Cast Broadcasts: Validate that parents are receiving communications at least weekly from school administration.	School cast broadcasts were distributed to parents as a means to communicate valuable information in regards to TCS as well as promote school-related events to our families.

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
Monthly parent coffee meetings will be held for parents with refreshments & child care offered.	Monthly meetings were held with the exception of the month of December.	$1,500	$1,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Four parent evening events will be held: Back to School Night, Read Across America, Leader in Me Family Night and Science Fair Night.	Back to School Night, Read Across America and Leader in Me Family Night were held during the school year.	$5,000	$1,750

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The administrators will use School Cast or Social Media to provide school information on a weekly basis	School Cast and Social Media were used frequently to provide school information throughout the 2018-19 academic year.	$12,000	$2,000

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.

Monthly parent coffee meetings will be held for parents with refreshments & child care offered.
Four parent evening events will be held: Back to School Night, Read Across America, Leader in Me Family Night and Science Fair Night.
The administration will use School Cast or Social Media to provide school information on a weekly basis

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

We held monthly parent coffees for our parents at 8:30 AM.
Parents were given information about TEAM Charter schools, our LCAP, and schoolwide initiatives.
Parents were also able to give feedback and input on our LCAP.

We had an overwhelming turn out for our Back to School Night. We had an average of 75% parent turn out in each class. Parents were able to meet their child's teacher, hear about class expectations, homework plans, and the curriculum.
Our Leader in Me Night was a huge success. At TEAM Bianchi, we had over 50 parents attend the Leader in Me event. They were able to visit their child's classroom and others as well. At TEAM Main, Over 400 Parents and students filed out halls and classrooms. Each classroom had an "Everyday Hero" themed project, students presented to visitors. Everyone enjoyed the event and look forward to it becoming an annual tradition at TEAM.

We shared information about TEAM Charter school through school cast, Twitter, and Facebook weekly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since we were not able to accomplish as much as we did not spend as much as we budgeted on this goal.

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 to the goal.

Goal 3

Create effective organizational systems that reinforce equity and excellence. Recruit, hire, develop, and retain a highly qualified diverse workforce.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities Implementation of State Academic Standards

Annual Measurable Outcomes

Expected

10% increase in student and staff satisfaction with school climate according to TLIM online survey

Actual

staff social-emotional teaching readiness - 86%, this is a 3% increase
family involvement according to 26 responses is at 76% which is a 6% decrease
student involvement in leadership was 64%, a 5% decrease

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
Leader in Me Year 2 Contract .75	Faculty and staff attended one professional development in August of 2018. Some of our faculty and staff visited a Leader in Me school.	$93,500	$93,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to employ a .75 Parent Outreach Coordinator.	A new Parent Outreach Coordinator was retained January 2019.	$75,000	$77,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue .75 Program Specialist to assist with Data and Accountability system, monitoring and compliance of ELLs and Special Education Students.	Employed a .75 Program Specialist, Testing and SPED Coordinator.	$75,000	$75,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

An attendance plan will be created to add consistency to acknowledge perfect attendance and address the need for Student Attendance Review Teams.	Leader in Me Action Teams were initiated to implement systems for attendance.	$35,000	$33,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add .75 SEL Coordinator. Continue .75 SEL Coordinator	Faculty and staff were trained on restorative justice strategies by Nathan Houston of I Am Impact. Dean of Student Support were retained.	$45,000	$45,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement after school interventions using iREAD, Wonders, Splash Math and IXL 2 - 4 days per week	Wonders online support, Envision Math online support, Splash Math, Prodigy, Starfall List the free programs we are using	$91,542	$93,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Purchase incentives for the school-wide incentive plan.	Titan Tickets, Attendance reward, 7 Habits book,	$12,000	$12,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase incentives to increase reading with a schoolwide Accelerated Reader Plan.	Students who met their Accelerated Reader goal received a free ticket to Six Flags Theme Park.	$15,000	$14,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.

Faculty and staff were offered one professional development in August 2018.
The Leader in Me Coach visited our school and held 2 coaching sessions with administration and The Lighthouse team in early 2019.
Two teachers visited a Leader in Me school in the fall of 2018.

In January we hired a part-time parenting outreach coordinator.

We hired a .75 Program Specialist, Testing, and SPED Coordinator. This employee coordinated our MAP, CAASPP, and ELPAC testing. She received extensive training in ELPAC administration. She trained our teachers on EL monitoring and reporting for reclassification.

Certificates were given to students monthly for perfect attendance and a special medal was given to students with perfect attendance for the year.
During our state testing days, we had a school-wide attendance goal and students were given a ticket for each day they came to school. At the end of the testing cycle, we held a raffle drawing in each class with the tickets they received for attendance during the testing days.
During the morning announcements, we announced which classes had perfect attendance each morning, from the previous day.
Each class had a "Perfect Attendance" poster to hang on their door to celebrate when they had 100% attendance in their class for that day.
Each class celebrated student attendance in the following ways:
Tracking daily attendance
Pizza party when they reached their class attendance goal
reminders sent to families about their attendance goal to encourage parents to send their students to school daily

Faculty and staff were trained on restorative justice strategies by Nathan Houston, of I AM IMPACT.

In August 2018 at our Professional Development session training was offered on Wonders online support and Envision Math online support. Teachers were also given access to Splash Math, Prodigy, and Starfall - free sites for students.

We purchased incentives to celebrate students' successes throughout the school year.
We held daily and weekly drawings for students who received Titan Tickets for good behavior.
Students were able to visit the office and get a gift from the "AWESOME" prize box.
At our Family Night, we had a raffle for families that signed in at each classroom -this was to encourage families to visit multiple classrooms.
For our MAP assessments, we gave out prizes for students who reached their goals.
We have monthly certificates for students with good attendance, and a trophy for the class with the best attendance for the month. Classes had parties for classroom attendance goals reached.

We did not purchase any incentives to increase reading with the School wide Accelerated Reader plan. This program was new to many of our teachers and they needed assistance getting students assessed to begin the program. Because it took almost half the school year to get all students assessed for the program we did not have high percentage of usage.

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

Each teacher joined an Action Team and helped plan school-wide events.

The Coordinator attended 5 outreach events to promote the school and encourage families to enroll at TEAM Schools. She also advertised for all of our parent coffees and attended them as well.
She promoted events on our social media outlets.

99% of teachers were able to complete the EL Reclassification Monitoring forms for the first time in TEAM Charter school history. The testing coordinator offered 4 PDs throughout the school year to instruct teachers the how and the why of the EL Monitoring forms and the reclassification process.

We had 12 students reclassified this year.

We had an overall attendance rate of 92%.
We have a big problem with tardiness. We had parent meetings and sent out reminders about coming to school daily and on time.
We also have a problem with parents taking students on vacation or to visit long distance relatives during the school year.
While our students like being in school, many of them are at the mercy of their families to get them to school.
We will do more to reach out to parents to find out how we can assist them in getting their students to school regularly and on time.
We had a decrease in the number of students referred to the office for major incidents.
The administration used counseling and self-regulation techniques as an alternative to suspension.

We offered after-school tutoring for students referred by their teachers.
Instructional Aides ran the after-school tutoring sessions.
Each teacher sent approximately 5 students to tutoring.
The students attended tutoring 2 days a week.

We had a 100% completion rate of our CAASPP and CAST assessments.
Our attendance rate did not increase but as a staff, we began to plan better for attendance incentives and even created an attendance scoreboard in our office and in each classroom.

While many teachers think the idea of Accelerated REader is good, they were not able to find a good way to implement into their daily routine for students. The few teachers that did use Accelerated Reader faithfully found an increase in the time their students spent reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None Noted

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 to the goal.

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?

TEAM Charter School values parent and community engagement and input.
We held Parent Coffees where we discussed the LCAP, reviewed our goals, and got parent input:
January 18, 2019
February 15, 2019
March 15, 2019
We engaged in the planning process with Staff at our weekly staff meeting in the month of April. They responded to surveys and gave input on our goals.

Parent, Student, Staff survey was sent out in the month of April and May for feedback on our school climate through our Leader in Me program.

We had a board presentation and received their feedback at our MAy board meeting - May 13, 2019.

Impact on LCAP and Annual Update

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

Parents Responses:
On The Leader In Me MRA survey we had 26 responses - 76% feel satisfied and involved
At our Monthly Parent Coffees parents responses to the LCAP and school performance:

This is a safe school
We like having a security guard
We need a safety plan at Bianchi in case of an active shooter
EL Parent wants to observe when teachers are teaching ELD
After School clubs for students (chess, 2nd language, computer)
Better attention to 504. IEPs, and possible referrals to special education'
TEAM needs a bus to increase student attendance and for school growth
Community garden
Student Council
Earthquake drills
more supervision at drop off and pick up so parents do not park illegally or block the way
Have one designated pick-up spot for parents with students at TCS and TCA
More social and city engagement
Girls Who Code
Parenting Classes
Uniforms - stronger policy

Students Responses:
On The Leader in Me MRA survey 34 students responded: 65% feel they are engaged at school, and 65% reported they have leadership responsibilities.

Staff Responses: At our May 22, 2019 Staff Meeting, staff members gave LCAP feedback
The PLCs were effective.
After school intervention was effective. More teacher input on lessons.
More hands-on training from Informational Technology department on technology use.
More School wide incentives for student participation.
Team building outside of school for staff members
Hire more male role models for our young men
Hire more Spanish Speaking staff members and aids
Hire an SEL specialists

Mandatory parent workshops, including bilingual workshops (ie, how to help their students at home, how co-parent, collaborate, be a team player)

Discipline contracts with the parents.

Step by step process for SST's.

Targeted/student-specific instruction in the student intervention program

More training on PowerTeacher

Student incentives were great, maybe using the PERFECT ATTENDANCE spelling/prize school-wide and having funds to provide rewards

A parent incentive program

Leadership opportunities and accountability for teachers have increased. Perhaps mentor teachers/coaches to support new teachers

Clubs for kids (at lunch and after school)

More effective instructional practices training

Utilize Splash Math, Prodigy, and Starfall for student supplemental support

Better communication

Notification of staff changes

Organizational Chart - who do we talk to when we need information and have questions

Board Members Responses:

What's going well?

Attendance

Focusing on what's best for students

Anti-bullying

Identifying objectives and increases

What would you like to see us focus on to support our students?

Clearly identify our goals for the upcoming year

Engaging parents - parenting skills support, critical thinking skills

Facilitate the development of parenting skills

Feeding students in the summer

We will continue with the same goals for the 2019-2020 school year.

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 1

Prepare all students to be 21st-century learners by raising the academic and social-emotional learning bar and closing the gaps of achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities: 2, 7

Identified Need:

TEAM Students Need:
Teachers that deliver high quality instruction through the implementation of State Standards and State Approved Curriculums: Wonders (ELA/ELD) and Envision (Math).
Meet or exceed standards on state and MAP testing. Data Source: CAASPP, MAP, Powerschool
Fluency in the English language: Data Source: ELPAC
Reading and Comprehending by Grade 3: Data Source: MAP (K2)

Math Comprehension: Data Source CAASPP Interim Assessments (3-5) and MAP (K-5)

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through purchase orders or inventory sheets.	100% of all curriculum was aligned to CCSS	100% of all classroom curriculum aligns with CCSS	100% of all classroom curriculum aligns with CCSS	Ensure 100% of all classroom curriculum aligns with CCSS
Measured through PD sign in sheets or PD schedule.	Professional development was provided to staff members on a volunteer basis on Wonders. PD was not provided on Envision 2.0 curriculum	100% of the TK5 teachers will receive professional development in the components in the Wonders and Envision 2.0 curriculums	Professional development was mandatory for Wonders and Envision 2.0 curriculums.	Professional development will be mandatory for Wonders and Envision 2.0 curriculums.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through technology inventory skills and student technology skill checklists	Baseline: 100% of all classrooms will be issued a laptop, iPad, document camera student Chromebooks (1-to-1 grades 3 - 5, a Classroom set of Chromebooks to share 1 - 2, and class sets of 5 Chromebooks for each Kinder classroom. Teachers did not complete technology skill checklists on 100% of their students K - 5 for baseline.)	Ensure that 100% of classrooms have access to technology in order to teach specific technical skills to students.	Continue to ensure that 100% of classrooms have technology in order to teach specific technical skills to students.	Continue to ensure that 100% of classrooms have technology in order to teach specific technical skills to students
Measured through Social Emotional Learning (SEL) checklist completed by each teacher	No baseline established.	Establish baseline of students who are referred for the SEL program from SEL checklist completed by the teachers.	Continue to use the SEL checklist completed by each teacher.	Continue to use the SEL checklist completed by each teacher.

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	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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	Modified	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
For Actions/Services not included as	Professional Development will be	Professional Development will be

contributing to meeting the Increased or Improved Services Requirement: 100% of teachers will engage in professional development for common core standards, curriculum, and effective instructional practices	provided for all new teachers for common core standards, curriculum, and effective instructional practices.	provided for all new teachers for common core standards, curriculum, and effective instructional practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,000	35,949	35,949
Source	Professional Development LCFF Base:35,000	Professional Development - LCFF Base:35,000	Professional Development LCFF Base:35,000
Budget Reference	5000-5999	5000-5999	5000-5999

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Add .75 FTE SEL Coordinator to organize and facilitate a program to meet the needs of our students who need support in self-management, so they can access more learning opportunities	The social emotional learning coordinator will continue to organize and facilitate a program to meet the needs of our students who need support in self-management, so they can access more learning opportunities	The social emotional learning coordinator will continue to organize and facilitate a program to meet the needs of our students who need support in self-management, so they can access more learning opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	85,000	107,304	107,304

Year	2017-18	2018-19	2019-20
Source	Certified Salaries LCFF Base: $85,000	Certified Salaries LCFF Base: $107,304	Certified Salaries LCFF Base: $107,304
Budget Reference	1000-1999	1000-1999	1000-1999

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

| New | Unchanged | Unchanged |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |

| Professional development will be mandatory for all teachers to support the SEL program. | Professional development will be mandatory for all teachers to support the SEL program. | Professional development will be mandatory for all teachers to support the SEL program. |

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$25,000	$25,000	$25,000
Source	Professional Development LCFF Base:: $25,000	Professional Development - LCFF Base:: $25,000	Professional Development LCFF Base:: $25,000
Budget Reference	5000-5999	5000-5999	5000-5999

Action #4

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase 120 Chromebooks to add to the inventory for Kindergarten and first-grade classrooms.	Purchase 120 Chromebooks to add to the inventory for Kindergarten and first-grade classrooms.	Purchase 120 Chromebooks to add to the inventory for Kindergarten and first-grade classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,000	$24,000	$24,000
Source	Uncapitalized Equipment - LCFF Base:: $24,000	Uncapitalized Equipment - LCFF Base:: $24,000	Uncapitalized Equipment - LCFF Base:: $24,000

Year	2017-18	2018-19	2019-20
Budget Reference	4000-4999	4000-4999	4000-4999

Action #5

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

| 100% of the TK5 teachers will receive professional development in using technology effectively in the classroom. | Professional development will be mandatory for all existing and incoming staff members. | Professional development will be mandatory for all existing and incoming staff members. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$45,000	$45,000	$45,000
Source	Professional Development LCFF Base: $15,000 Uncapitalized Equipment LCFF Base: $30,000	Professional Development - LCFF Base: $15,000 Uncapitalized Equipment LCFF Base: $30,000	Professional Development LCFF Base: $15,000 Uncapitalized Equipment LCFF Base: $30,000
Budget Reference	4000-4999 5000-5999	4000-4999 5000-5999	4000-4999 5000-5999

(Select from New Goal, Modified Goal, or Unchanged Goal)
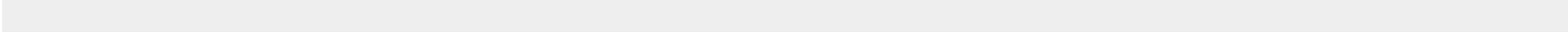
Goal 2

Engage Students Staff and Community in two way communications focused on equity and excellence by focusing on school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: 3, 6

Identified Need:

TEAM needs to engage parents and create more opportunities for family involvement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Leader in Me Survey	no baseline was established	8 LIM survey had approximately 50 parents respond to the survey and 81% of those who responded felt positive about TEAMs Family Involvement practices	Increase 10% yearly on the annual LIM survey of family involvement practices,	Increase 10% yearly on the annual LIM survey of family involvement practices.
Parent Sign In Sheets:	No baseline data was established.	No baseline data was established.	Baseline data will be established by requesting parents to sign into events	Continue to request parents to sign into events.
School Cast Broadcasts or Social Media Communication	no baseline data was established.	Although School Cast was used, there was no baseline established for the frequency it was used by administration and teachers.	Baseline will be measured as part of the goal of weekly communications to parents via School Cast or other sources of social media.	Weekly use of School Cast or other Social Media apps will be used to communicate with parents.

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	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

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**
New	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Monthly parent coffee meetings will be held for parents with refreshments and child care offered.	Monthly parent coffee meetings will be held for parents with refreshments and child care offered.	Monthly parent coffee meetings will be held for parents with refreshments and child care offered.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$15,000	$15,000	$15,000
Source	Food and Supplies LCFF: $1,500	Food and Supplies LCFF: $1,500	Food and Supplies LCFF: $1,500
Budget Reference	4000-4999	4000-4999	4000-4999

Action #2

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged	**Select from New, Modified, or Unchanged**	**Select from New, Modified, or Unchanged**

for 2017-18	for 2018-19	for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Four parent evening events will be held: Back to School Night, Read Across America, Leader in Me Family Night and Science Fair Night	Four parent evening events will be held: Back to School Night, Read Across America, Leader in Me Family Night and Science Fair Night	Four parent evening events will be held: Back to School Night, Read Across America, Leader in Me Family Night and Science Fair Night

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Conference and Meeting LCFF Base: $5,000	Conference and Meeting LCFF Base: $5,000	Conference and Meeting LCFF Base: $5,000
Budget Reference	5000-5999	5000-5999	5000-5999

Action #3

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

Students to be Served

Location(s)

All Students, Students with Disabilities	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

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**
New	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
The administration will use School Cast or Social Media to provide school information on a weekly basis.	The administration will use School Cast or Social Media to provide school information on a weekly basis.	The administration will use School Cast or Social Media to provide school information on a weekly basis.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$12,000	$12,000	$12,000

Year	2017-18	2018-19	2019-20
Source	Professional Services LCFF Base: $12,000	Professional Services LCFF Base: $12,000	Professional Services LCFF Base: $12,000
Budget Reference	5000-5999	5000-5999	5000-5999

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

New	Unchanged	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
A weekly newsletter update will be created by the administrator to keep staff apprised of any upcoming school events.	A weekly newsletter update will be created by the administrator to keep staff apprised of any upcoming school events.	A weekly newsletter update will be created by the administrator to keep staff apprised of any upcoming school events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,400	$2,400	$2,400
Source	Professional Services LCFF Base: $2,400	Professional Services LCFF Base: $2,400	Professional Services LCFF Base: $2,400
Budget Reference	5000-5999	5000-5999	5000-5999

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

Modified

Goal 3

Create effective organizational systems that reinforce equity and excellence focusing on school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: 2,7

Identified Need:

TEAM needs to implement systems to comply and monitor special groups of students as the ELL, SPED and Foster Youth students. In addition, ADA decreased and a system needs to be put into place for SART/SARB process as well as increase the effectiveness of the schoolwide attendance plan. An SEL system needs to be put into place to address the whole child as well as a system to increase the leadership opportunities within students.
The LIM Survey given in the Spring of 2019, demonstrates that school culture and systems need to be addressed:
70% of staff members feel like they have a supportive environment. 7 point increase from 17-18
81% of the staff feel satisfied. 5 point increase from 17-18
65% of the students feel engaged at school. 3 point decrease from 17-18

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

| The Leader in Me Spring Survey. | No baseline data established. | Baseline Data Established: 63% of staff members feel like they have a supportive environment 76% of the staff feel satisfied 68% of the students feel engaged at school. | 70% of staff members feel like they have a supportive environment. (>10% increase) 81% of staff members feel satisfied. (<10% increase) 65% of students feel engaged at school. (<10% increase) | Increase 10% yearly LIM survey to staff support, satisfaction, and student engagement. |

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   **Location(s)**

| N/A | N/A |

OR

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

Students to be Served   **Scope of Services:**   **Location(s)**

| English Learners, Foster Youth, Low Income | LEA-Wide | All Schools |

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**
New	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
.75 Leader in Me Year 1 Contract	.75 Leader in Me Year 2 Contract	.75 Leader in Me Year 3 Contract

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$85,000	$85,000	$89,250
Source	Certified SalariesLCFF Base: $85,000	Certified SalariesLCFF Base: $85,000	Certified SalariesLCFF Base: $85,000
Budget Reference	1000-1999	1000-1999	1000-1999

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue .75 Parent Outreach Coordinator

2018-19 Actions/Services

Continue .75 Parent Outreach Coordinator

2019-20 Actions/Services

Continue .75 Parent Outreach Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	$75,000	$75,000

Year	2017-18	2018-19	2019-20
Source	Certified Salaries LCFF Base: $75,000	Certified Salaries LCFF Base: $75,000	Certified Salaries LCFF Base: $75,000
Budget Reference	1000-1999	1000-1999	1000-1999

Action #3

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

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**

New	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2017-18 there was no Program Specialist in place to assist with Data and Accountability systems, monitoring compliance of ELLs or Special Education Students.	Hire .75 Program Specialist to assist with Data and Accountability system, monitoring and compliance of ELLs and Special Education Students.	Continue .75 Program Specialist to assist with Data and Accountability system, monitoring and compliance of ELLs and Special Education Students.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$75,000	$75,000	$78,750
Source	Classified Salaries LCFF Base: $75,000	Classified Salaries LCFF Base: $75,000	Classified Salaries- LCFF Base: $78,750
Budget Reference	2000-2999	2000-2999	2000-2999: Classified Salaries

Action #4

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
There was no SART/SARB or consistent plan in place to monitor attendance.	An attendance plan will be created to add consistency to acknowledge perfect attendance and address the need for Student Attendance Review Teams and Boards.	An attendance plan will be created to add consistency to acknowledge perfect attendance and address the need for Student Attendance Review Teams and Boards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	$35,000	$35,000

Year	2017-18	2018-19	2019-20
Source	N/A	Classified Salaries LCFF Base: $35,000	Classified Salaries LCFF Base: $35,000
Budget Reference	N/A	2000-2999	2000-2999

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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

| Unchanged | New | Unchanged |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |

| There was no SEL Coordinator in place during the 2017-18 school year. | Add .75 SEL Coordinator | Add .75 SEL Coordinator |

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	0	$45,000	$45,000
Source	N/A	Classified Employee LCFF Base: $45,000	Classified Employee LCFF Base: $45,000
Budget Reference	N/A	2000-2999	2000-2999

Action #6

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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**
New	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Teachers provided tutoring 2x per week after school.	Teachers provided tutoring 2x per week after school.	Implement after school interventions using teacher created SMART goals, 2-4 days per week.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$91,542	$96,120

Year	2017-18	2018-19	2019-20
Source	Certified Salaries LCFF Base: $60,000	Certified Salaries LCFF Base: $61,542 Material and Supplies - LCFF Base: $30,000	Certified Salaries LCFF Supplemental and Concentration : $76,120 Material and Supplies LCFF Supplemental and Concentration : $20,000
Budget Reference	1000-1999	1000-1999 4000-4999	1000-1999: Certified Salaries 4000-4999: Books and Supplies

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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**
Unchanged	New	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
There were no incentives purchased for a school-wide attendance plan.	There were incentives purchased for a school-wide attendance plan.	There were incentives purchased for a school-wide attendance plan.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	$12,000	$12,000
Source	N/A	Material and Supplies LCFF: $12,000	Material and Supplies LCFF: $12,000
Budget Reference	N/A	4000-4999	4000-4999

Action #8

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

Students to be Served

Location(s)

11/8/2019

All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
Unchanged	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
There were no incentives purchased to promote reading with a schoolwide Accelerated Reader Plan.	Purchase incentives to increase reading with a schoolwide Accelerated Reader Plan.	Purchase incentives to increase reading with a schoolwide Accelerated Reader Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	$15,000	$15,000

Year	2017-18	2018-19	2019-20
Source	N/A	Material and Supplies LCFF: $15,000	Material and Supplies LCFF: $15,000
Budget Reference	N/A	4000-4999	4000-4999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

N/A

Percentage to Increase or Improve Services

N/A

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.

Unavailable on LCAP approved on 6/12/2017

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$2,062,110

Percentage to Increase or Improve Services

32.43%

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.

we will be providing professional development to teachers to address the needs of ALL students and subgroups. we will be providing differentiated instruction during the school day and tutoring groups after school. In addition, we are putting data and accountability systems into place to track and monitor the unduplicated students' academic achievement. we are also putting processes together to address the social emotional issues that are needed by many of our students including the homeless and foster youth.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

$2,115,317.00

Percentage to Increase or Improve Services

32.16%

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).

Our SEL Coordinator and Dean of Student Support will spend more time exclusively focused on foster youth, ELs, and low socio-economic students. We will send English Language parents and 2 staff members to a conference focused on English Learners.