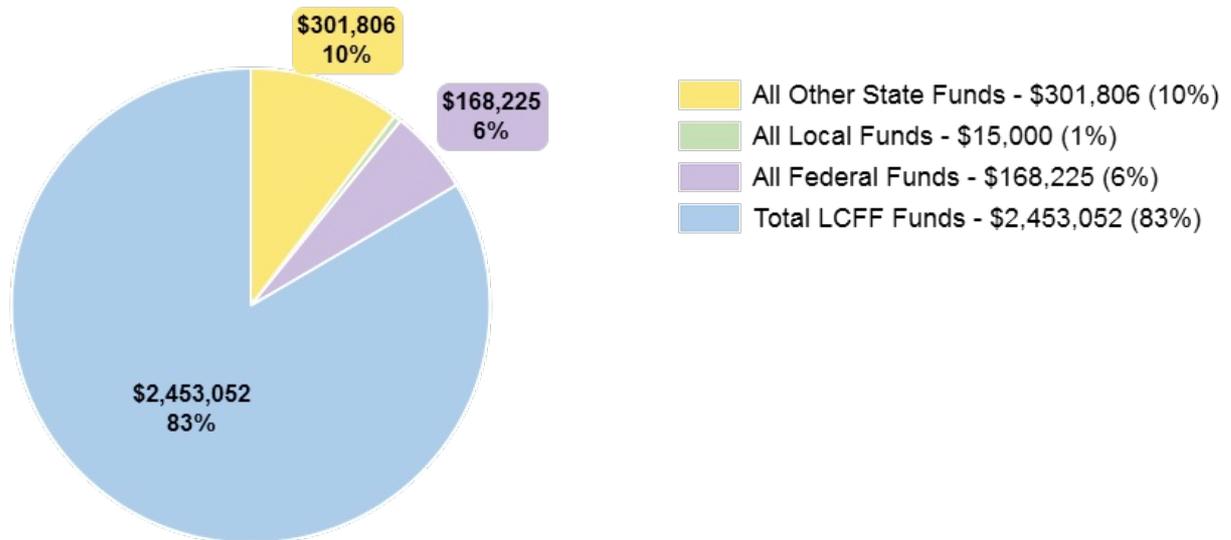# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Team Charter Academy
CDS Code: 39686760136283
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Theresa Johnson | tjohnson@team-charter.org | 209-425-5200

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

Pie chart legend:
- All Other State Funds - $301,806 (10%)
- All Local Funds - $15,000 (1%)
- All Federal Funds - $168,225 (6%)
- Total LCFF Funds - $2,453,052 (83%)

Source	Funds	Percentage
All Other State Funds	$301,806	10%
All Local Funds	$15,000	1%
All Federal Funds	$168,225	6%
Total LCFF Funds	$2,453,052	83%

Breakdown of Total LCFF Funds
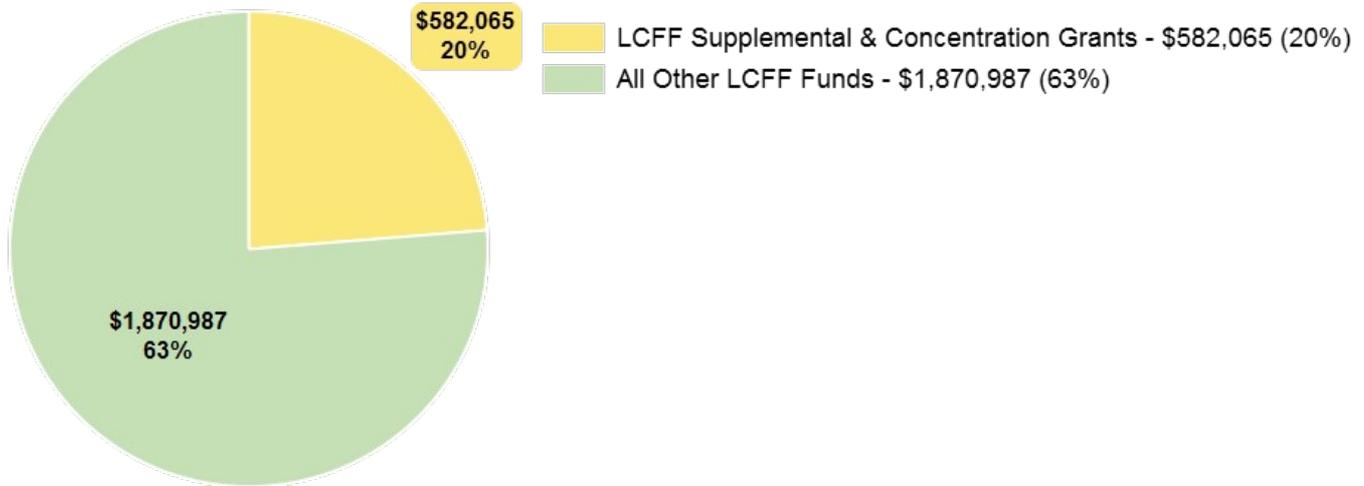
| Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$582,065	20%
All Other LCFF Funds	$1,870,987	63%

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

The total revenue projected for Team Charter Academy is $2,938,083, of which $2,453,052 is Local Control Funding Formula (LCFF), $301,806 is other state funds, $15,000 is local funds, and $168,225 is federal funds. Of the $2,453,052 in LCFF Funds, $582,065 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
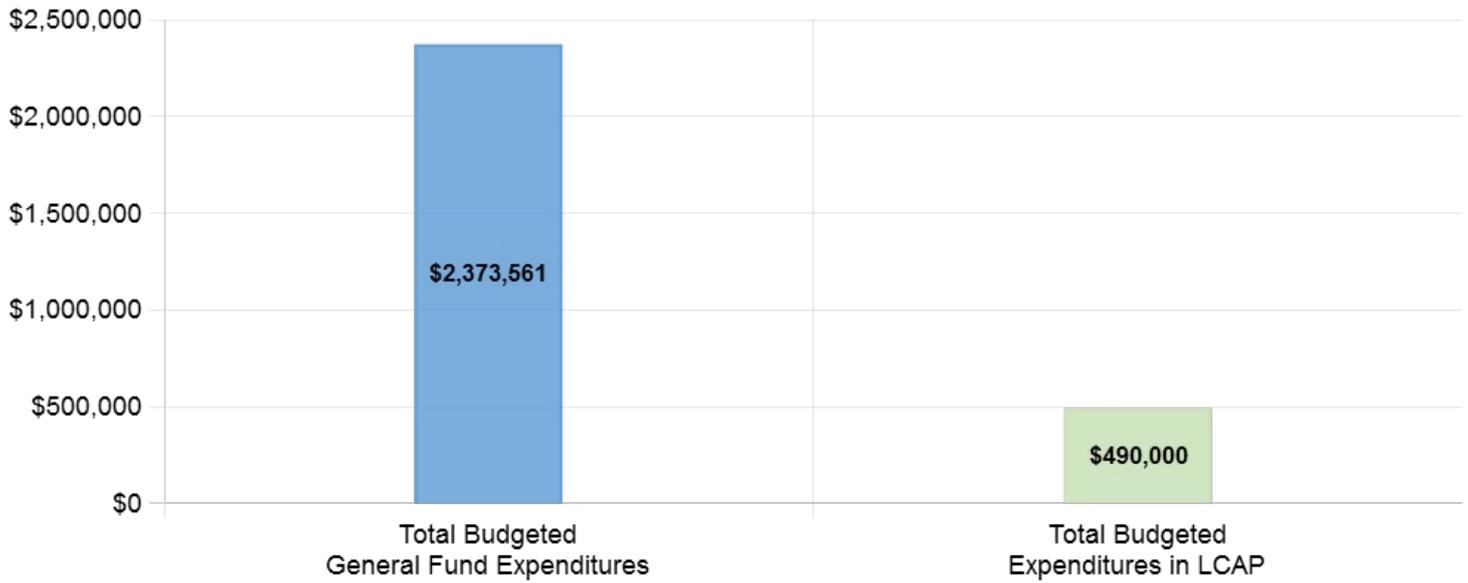
Source	Funds
Total Budgeted General Fund Expenditures	$2,373,561
Total Budgeted Expenditures in LCAP	$490,000

This chart provides a quick summary of how much Team Charter Academy 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 Academy plans to spend $2,373,561 for the 2019-20 school year. Of that amount, $490,000 is tied to actions/services in the LCAP and $1,883,561 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There are routine expenditures that does not meet specific goal in LCAP, but need to spend for school's general operation.

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

In 2019-20, Team Charter Academy is projecting it will receive $582,065 based on the enrollment of foster youth, English learner, and low-income students. Team Charter Academy 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 Academy plans to spend $50,000 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The school 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
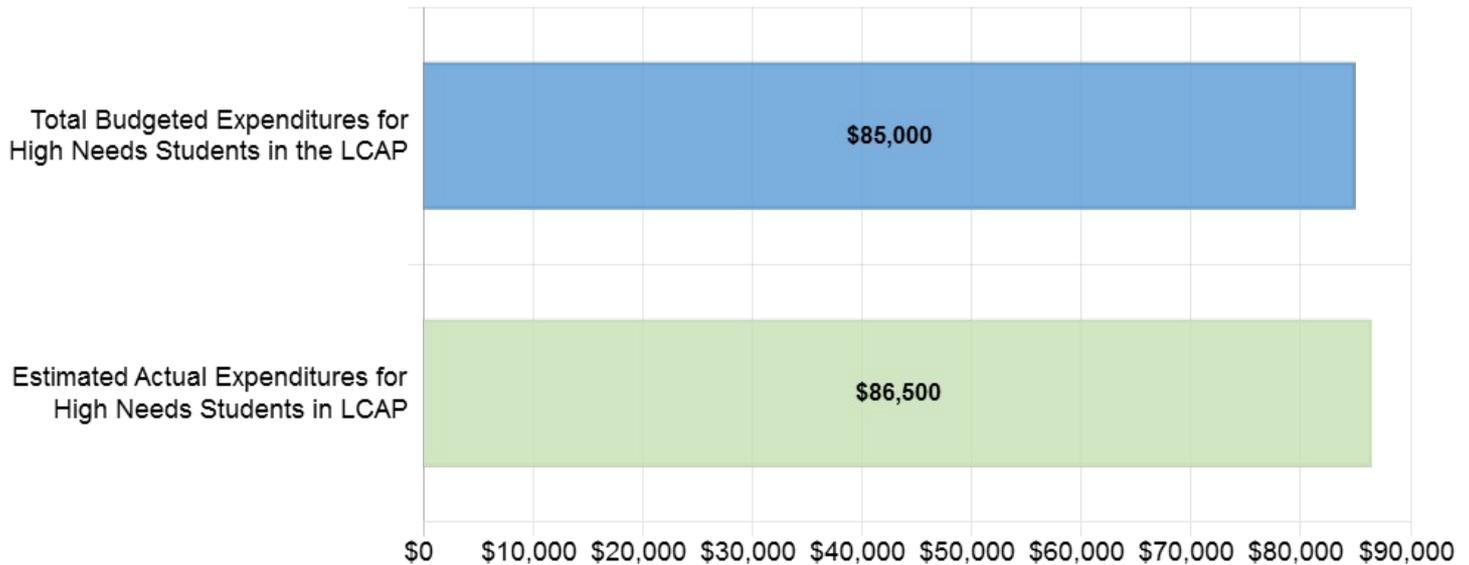
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$85,000
Estimated Actual Expenditures for High Needs Students in LCAP	$86,500

This chart compares what Team Charter Academy 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 Academy 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 Academy's LCAP budgeted $85,000 for planned actions to increase or improve services for high needs students. Team Charter Academy estimates that it will actually spend $86,500 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 Academy	Theresa Johnson	tjohnson@team-charter.org
	Director of Education	209-425-5200

2017-20 Plan Summary

The Story

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

TEAM Charter Academy (TCA) opened in the Fall of 2017. Located in the heart of downtown Stockton, TCA is nestled in the middle of the historical district. Starting with approximately 150 6th – 8th grade students, parents have made TCA their school of choice for middle school. The theme of our charter is "Social Justice." The TCA mission is: "TCA will empower students by fostering self-assessment, reflection, and participation in decisions related to their academic success. TCA will provide students with the opportunity to develop inquiry based thinking skills and achieve their full potential in a safe,nurturing environment, through access to a well rounded curriculum, differentiated learning,integrated technology, and character education. TCA will encourage students to translate the academic and interpersonal skills they learn in the classroom into a focus on justice and equity or all people, to be socially aware, and to use their voice as an individual to be a positive global influence." TCA's student population is made up of the following demographics: TCA is comprised of
150 students 6th 8th grades, 67.3% Hispanic/Latino; 16.7% Black/African American; 5.3% White; 5.3% Asian; 4% two or more races; 37.3% ELL; 81% Socioeconomically Disadvantaged; 47.3% males; 52.4% females. TCA 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 in being productive citizens. TCA's focus is on developing the "whole student," 21st century skills, and in preparing students for the college preparatory rigors of high school.

LCAP Highlights

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

The LCAP is comprised of three goals with a focus on: pupil achievement, pupil engagement and school climate. After TEAM Charter School engaged with all stakeholder
groups via meetings and surveys, the following three goals were modified from the prior year goals:

1-Prepare all students to be 21st Century learners by providing opportunities for students to think, read and write critically, present information creatively, and provide opportunities for equitable access to technology from a multi-tiered approach.

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-The school will focus on a 95% attendance rate and a 90% retention rate.

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

TEAM Charter Academy will continue into Year 2 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

TEAM Charter Academy's greatest progress was in 7th grade. Although minimal, seventh grade students showed growth in both ELA and Math in CAASPP , and the most RIT growth on the NWEA MAP assessment.

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

At this time, there is not any information available in relations to the LCFF evaluation rubrics or data dashboard as this is the second year of operation for TCA. The Data Dashboard requires multiple years of data to analyze growth, so the dashboard currently shows gray area.

An analysis of the raw data from Spring of 2018 in comparison to the Spring of 2019 at the school site showed the following results:
CAASPP % Proficient & Advanced in ELA:
S18 6th Grade: 18% vs. S19 12.22%
S18 7th Grade: 14% vs. S19 17.46%
S8th Grade: 19% vs. S19 3.57%

CAASPP % Proficient & Advanced in Math:
S18 6th Grade: 9% vs. S19 4.44%
S18 7th Grade: 2% vs. S19 4.62%
8th Grade: 3% vs. 0%

For both years, the "n" for Science is too low for CAASPP reporting purposes.

An analysis of the MAP (NWEA assessment) Results was as follows:

Observed Growth in ELA from the Fall 2018 to Spring 2019 assessment:
6th Grade: Growth of +4.3 RIT is an overall increase of +.7 RIT from measured growth in 2018
7th Grade: Growth of +7.9 RIT is an overall increase of +5.8 RIT from measured growth in 2018
8th Grade: Growth of -.08 RIT is an overall decrease of -3.0 RIT from measured growth in 2018

Observed Growth in Math:
6th Grade: Growth of +3.1 RIT is and overall decrease of -7.9 RIT from measured growth in 2018
7th Grade: Growth of +4.9 RIT is an overall increase of+.2.8 RIT from measured growth in 2018
8th Grade: Growth of +3.2 RIT is an overall decrease of - 4.7 RIT from measured growth in 2018

This data shows a need for ALL students in ELA and Math, as well as a need for professional learning for staff in core curriculum, scaffolding and intervention supports for struggling learners.

The school has also had a change of administration and teaching staff. The principal who started off the 2018-19 school year resigned at the end of October 2018, and the school's instructional coach stepped in to stabilize the school.

Due to the transition of administration and staffing, there is a need to create a climate that values and retains a highly qualified staff that uses effective teaching practices.

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

The Data Dashboard is still grayed out as we are waiting for a year to year comparison of data. TEAM Charter Academy opened its doors for operation int the 2017-2018 school year. The first year data needs to be compared to this year 's (2018-2019) data for TCA to have a colored Dashboard. According to the NWEA MAP assessments, there is no significant gaps between our subgroups in ELA or Math.

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.

Not applicable.

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.

Not applicable.

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.

Not applicable.

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 learning competencies and closing gaps of achievment.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**
100% of all classroom curricula aligns with CCSS.	100% of classroom curricula aligned with CCSS.
100% of all teaching staff grades 6-8 will receive professional development in the assigned core and supplemental curricula areas.	100% of the teaching staff grades 6-8 had access to the online curriculum professional development opportunities for their assigned core and supplemental curricula.

Expected	Actual
100% of classroom teachers will be issued a wireless display adapter,projector, Chromebook with touch screen option. document camera and a cart of student Cromebooks (1:1).	100% of classroom teachers were issued a Surface computer which had a touch screen. All classroom teachers were provided a projector in their classrooms.
100% of teachers will use a SEL checklist to identify students who need to have additional behavioral supports.	A school wide survey was created for students to complete to identify SEL needs. 162/184 students completed the survey.

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 state standards, curriculum and effective instructional practices.	TCA teachers attended the beginning of the year professional learning training prior to the start of the year. They were provided time as requested to review their online curriculum professional learning videos and webinars. They worked with the instructional coach for coaching cycles and provided time to observe peer teachers. In additon, teachers were allowed to collaborate and lesson plan on early release days.	$15,000	$14,800

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add .25 Social Emotional Learning Coordinator (SEL) to organize and facilitate a program to meet the needs of our students who need support in self awareness, and management so they can access learning opportunities.	TCA contracted with IYCC for group counseling services.	$25,000	$26,500

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.	TCA teachers attended trainings with TCS for I AM IMPACT training.	$12,000	$11,780

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase GO Math Core Curriculum.	TCA purchased Go Math Core Curriculum for grades 6-8.	$40,000	$43,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Chromebooks with touch screen options with wireless display adapters for each teacher, approximately 7.	Chromebooks were not purchased for teachers as they already had Surface computers with the same capabilities.	$20,000	$22,500

Action 6

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

Contract with enrichment instructors to provide elective opportunities for students.	TCA teachers and support staff provided enrichment opportunities to students.	$85,000	$86,500

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.

This year at TCA there were staff and administrative changes which impacted Goal 1. In mid October, the administrator resigned. At the end of Trimester 2 the new administrator became aware that three teachers were not using there core curriculum to teach students. These teachers were given coaching and multiple opportunities to learn their curriculum through webinars and video training with the instructional coach.In January 2019 there was a turnover of 3/7 teachers. In addition, TCA teachers were predominately new to teaching with 5/7 teachers holding a provisional intern permit.

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

The seventh grade students showed an overall increase in ELA and Math with the the 6th and 8th graders showing a decrease. The students who attended the group counseling classes expressed an overall satisfaction with the information they learned based on a survey conducted from IYCC. The overall campus ended on a stable note with school culture, routines and procedures in place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences reported.

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.

None

Goal 2

Engage parents, 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:

Annual Measurable Outcomes

Expected	Actual
Increase 10% yearly on the Leader in Me (LIM) survey of family involvement practices.	Baseline data of 56% of students showed confidence in the Student Leadership survey. This year TCA was able to separate its own data from TCS.
Baseline data will be established for parent events by asking parents to sign in.	Due to a change in administrators, there was not an accurate baseline of data taken due to inconsistent parent sign in sheets.
Baseline will be established based on measures of monthly communication to parents via School Cast and other social media applications.	Due to the administrator from TCS using the same log in credentials as the TCA administrator, baseline data was not accurate.

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 with refreshments and child care offered.	From August -December 2018 until , TCA and TCS held their parent coffees together. Beginning in January 2019, TCA began holding its own parent coffee meetings.	$1,500	$1,350

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Four parent meetings will be held: Back to School Night, Read Across America, Leader in Me Family Night and Science Fair Night.	One parent meeting was held: Back to School Night.	$3,500	$3,500

Action 3

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

A weekly newsletter will be created by the administrator to keep staff apprised of any upcoming school events.	Emails were sent to staff to keep them informed of upcoming school events.	$12,000	$11,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration will use School Cast or Social Media to provide school information on a weekly basis.	School Cast and Facebook were used to communicate with staff and families on weekly or biweekly basis to communicate about school happenings.	$10,000	$8,500

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.

This year at TCA there were staff and administrative changes which impacted Goal 2. In mid October, the administrator resigned and one of the instructional coaches to the lead of the school. The focus for the duration of the school years was to stabilize the school behaviorally and academically. The new administrator held parent coffees from TCS to get parent input. In addition, parent coffees were held in the evening and at a local coffee shop to try and increase parent attendance.

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

The average number of parents that attended the parent coffees was 1-3 parents. Six parents completed the online survey in the spring with 71% satisfied with parent leadership opportunities.

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.

None noted

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

The school will focus on a 95% attendance rate and a 90% retention rate.

Actual

The school has been increased attendance rate and retention rate compared to prior years. Most of school months had more than 95% of attendance rate and as high as 97%.

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

Add 1 FTE paraprofessional to focus on interventions Add 1 FTE instructional aide Add 1 FTE campus supervisor Add .25 LIM contract to support SEL program Add .25 SEL coordinator Add .25 parent outreach coordinator	1 FTE paraprofessional was hired. 1 FTE instructional aide was hired. 1 FTE campus supervisor was hired. 1 .25 LIM contract was in place to support the SEL program. 1 .25 SEL group counselor was contracted with (IYCC) 1 .25 parent outreach coordinator was hired.	$150,000	$155,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase student activity and physical education equipment (i.e.basketballs, footballs, jump ropes, etc.)	Some equipment was purchased for student activities.	$15,000	$60,000

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.

> The school provided significant effort to improve our students service in various ways, such as adding extra teacher and aides to provide high quality of classroom education, and purchasing physical education equipment, and etc.

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

> hire qualified staffs who provided high level of students services. Evaluate and feedback from comments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> TCA decided to purchase extra indoor physical education equipment.

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.

> None noted

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?

Stakeholder involvement was an important part of creating, reviewing, and implementing the LCAP. Stakeholder involvement included feedback from parents, teachers, students, and other community members. Several meetings were conducted to engage all stakeholders in the process of collaboration regarding the LCAP. Stakeholders were informed of the opportunity to participate in LCAP discussions through flyers, School Casts and social media sites. School Site Council meetings were held regarding the LCAP on October 5, November 2, and January 18 to discuss the LCAP. Information was sent home to all parents to attend. At the end of the year, there was a change in leadership which impacted the progress being made on the LCAP. A staff meeting was held on April 10, 2018 and teachers were asked to provide their input via the Leader in Me Survey. A parent survey was sent out to all parents in spring 2018. A student survey was given to all 6th-8th grade students in spring 2018. A final draft was presented to the Board at a public hearing on June 17, 2019.

Impact on LCAP and Annual Update

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

As a result of discussions and surveys with stakeholders, the LCAP goals and action/services were revised. The major priorities included:
Preparing our teachers to me more confident in delivering their Common Core State Standards (CCSS) aligned curriculum and instructional practices.
Focusing on effective use of technology for teachers and students. Creating a multitiered response to intervention infrastructure to meet the needs of all students.
Focusing on the social emotional needs of staff and students so they are better prepared for the teaching and learning environment on effective use of technology for teachers and students.

Creating a multi-tiered response to intervention infrastructure to meet the needs of all students.
Focusing on the social emotional needs of staff and students so they are better prepared for the teaching and learning environment.

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 1

Prepare all students to be 21st Century learners by providing opportunities for students to think, read and write critically, present information creatively, and provide opportunities for equitable access to technology from a multi-tiered approach.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Identified Need:

Local and State assessment data show that TCA needs to address the needs of ALL learners which means that it needs to have a multi-tiered approach to learning in all academic areas that address the Common Core State Standards.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Assessment: Increase by 10% overall in raw data in ELA and Math.	Raw Data 2018 ELA: 6th Grade 18%, 7th Grade 14%, and 8th Grade 19% met or exceeded standards. Raw Data 2018 Math: 6th Grade 9%, 7th Grade 2%, and 8th Grade 3% met or exceeded standards.	N/A	N/A	Base line Established: Raw Data 2019 ELA: 6th Grade 12.%, 7th Grade 17%, and 8th Grade 4% met or exceeded standards. Raw Data 2019 Math: 6th Grade 4%, 7th Grade 5%, and 8th Grade 0% met or exceeded standards.

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, Students with Disabilities, Specific Student Groups, ELLs, Special Education and Socio-Economically Disadvantaged 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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	100% of teachers will engage in professional learning of the common core state standard, core and supplemental curriculum and effective instructional practices. In additions, teachers will receive professional learning in technology to help prepare our students to increase their 21st century learning skills to compete in a global community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$15,000
Source	N/A	N/A	Professional Development-LCFF Base: $15,000
Budget Reference	N/A	N/A	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)
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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	TCA will work with the enrichment instructors to provide creative opportunities for ALL Students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$80,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000-1999: Certified Salaries 4000-4999: Books and Supplies

Action #3

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

Students to be Served

Specific Student Groups, All students including unduplicated pupils, ELLs, Special Educatio, and socio-economically disadvantaged 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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Intervention will be provided to struggling students three days per week after school.

Budgeted Expenditures

Year **2017-18**   **2018-19**   **2019-20**

Amount	N/A	N/A	$50,000
Source	N/A	N/A	LCFF Supplemental and Concentration
Budget Reference	N/A	N/A	1000-1999: Certified Salaries 2000-2999: Classified Salaries

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

Modified

Goal 2

Engage parents staff and students in leadership opportunities and increase a positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: N/A

Identified Need:

Parent participation and student need to increase. Staff efficacy and satisfaction need to improve.

Expected Annual Measureable Outcomes

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

| Measurable Results Assessment Tool from Leader in Me. Increase by 5% in each of the School Culture Results. | School Culture Results: Supportive Environment 53% (16 responses), 46 % student engagement (26 responses) Staff Satisfaction 66% (7 responses). | N/A | N/A | School Culture Results: Supportive Environment 53% (16 responses), 46 % student engagement (26 responses) Staff Satisfaction 66% (7 responses). |

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, Students with Disabilities, Specific Student Groups, ELLs, Special Education, Socio-Economically Disadvantaged | 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

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

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	N/A	$1,500
Source	N/A	N/A	Materials and Supplies-LCFF: $1,500
Budget Reference	N/A	N/A	4000=4999

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Four family night events will be held: Back to School Night, Science Fair, Leader in Me Night, and a Open House Night.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	$3,500
Source	N/A	N/A	Materials & Supplies-LCFF Base: $3,500
Budget Reference	N/A	N/A	4000-4999

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Student Incentives will be bought to increase positive behaviors and attendance for weekly and monthly rewards and drawings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$55,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	2000-2999: Classified Salaries 5000-5999: Services and Operating Expenses

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Field trips for each grade level will be held to enhance the academic program of each grade level. College field trips will be taken by AVID students. End of the year field trip will be taken by the 8th grade students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$25,000

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	5000-5999: Services and Operating Expenditures

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Spirit wear and student store items will be purchased to build school culture and spirit to create a positive school climate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$35,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	2000-2999: Classified Salaries 4000-4999: Books and Supplies

Action #6

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Extracurricular activities will be held each trimester (school dance, movie night, etc) to increase student engagement and satisfaction.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	2000-2999: Classifeid Salaries 4000-4999: Books and Supplies 5000-5999: Services and Operating Expenditures

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

Modified

Goal 3

Develop a diverse teaching staff that promotes equity and excellence. Recruit, hire, develop and retain a highly qualified school staff to increase student achievement and satisfaction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Identified Need:

TCA needs to recruit, develop and retain a school staff to build stability and culture for the school culture.

Expected Annual Measureable Outcomes

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

| CAASPP and MRA assessment results. | Raw Data 2018 ELA: 6th Grade 18%, 7th Grade 14%, and 8th Grade 19% met or exceeded standards. Raw Data 2018 Math: 6th Grade 9%, 7th Grade 2%, and 8th Grade 3% met or exceeded standards. School Culture Results: Supportive Environment 53% (16 responses), 46 % student engagement (26 responses) Staff Satisfaction 66% (7 responses). | N/A | N/A | 10% increase on CAASPP and MRA Results. |

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, Students with Disabilities, Specific Student Groups, ELL, | All Schools |

Special Education & Socio-Economically Disadvantaged Students

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Add 1 FTE Physical Education Aide Add 1 FTE Science Lab Aide Add 1 FTE Campus Supervisor. Add .25 Parent Outreach Coordinator Add .25 Leader in Me Contract

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	$150,000
Source	N/A	N/A	Certificated Salaries: LCFF Base: $100,000 Classified Salaries-LCFF Base: $50,000
Budget Reference	N/A	N/A	1000-1999 2000-2999

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.

N/A

LCAP Year: 2018-19

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.

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

582,065.00

Percentage to Increase or Improve Services

31.77%

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).

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 after school. In addition, we will pulling data from our accountability systems to track and monitor the unduplicated students' achievement. We will be putting together processes to address the social emotional issues of our students that are needed by many of our students including the homeless and foster youth. Restorative practices will be put into place.