

2018-19

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

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

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

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

[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                              |
|--------------------------|-------------------------------|--|
| Tehama eLearning Academy | Michelle Barnard<br>Principal | mbarnard@tehamaschools.org<br>(530) 527-0188 |

## 2017-20 Plan Summary

### The Story

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

The Tehama eLearning Academy Vision: to provide personalize, supportive connections and educational opportunities which lead to lifelong skills and practices that foster self-motivated learning and successful, future endeavors for all students.

Mission: Using today's technology and an integrative, onsite curriculum that allows students to take ownership and responsibility of their education and build positive partnership with administration, teachers, and their families in a safe and respectful, learning environment.

Tehama eLearning Academy (TeLA), previously named eScholar Academy, officially became a charter school in 2002. Due to the lapsation of its previous school district (Mineral), TCDE assumed charter oversight in 2012-13. TeLA was granted initial WASC accreditation in 2008, a six year accreditation in June, 2014, and in October of 2016/17 received a two year accreditation. TeLA uses the latest in computer technology to deliver Common Core aligned online curriculum that is accessible to students at any time.

TeLA's Expected Schoolwide Learning Results (ESLR's) state that students will learn to be: self-directed learners, effective communicators, demonstrate the ability to think critically giving the skills to become contributing members of society. The school's approach to teaching/learning provides a unique opportunity for students who have been unsuccessful in a traditional school setting including: dropouts, pregnant teens, academically challenged, foster children, wards of the court, anxiety and health, credit recovery, bullying, juvenile hall, community day, SARB, concurrent enrolled in college, flexible work schedule, or students who wish to accelerate their high school work.

7th-10th grade students attend school on-campus six hours per week and the remainder of instruction and assignments is completed on line. Students may complete this on line schoolwork

either on-campus or off-campus. This model of instruction provides students with opportunities to receive targeted high quality instruction based on an identified area of academic needs. Instructional staff are available for student support during regular school hours, 8:00 am to 3:30 pm, four days a week and 8:00-12:00 on Fridays.

TeLA is governed by a Governance Committee whose membership is established within the Charter. The Governance Committee meets every other month to review school business and monitor LCAP goals, actions and services.

## LCAP Highlights

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

The key features of this LCAP document focus on increasing rigor of instruction by increasing student completion of A-G approved courses, increasing tutoring, and use of data to drive instruction and intervention. The additional focus on Social-Emotional learning and training, College and Career readiness, Career and Technical Education, and academic counseling along with increased training for staff, students and parents will increase a positive school culture and build a safe learning environment. This will allow our students to be better prepared for the increased academic challenge that we will offer students. Our goal is increased readiness of students for secondary education, technical education or the world of work.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

TeLA is continuing to grow, we have increased student enrollment and improved ADA. Over the past years we have improved in creating a safe environment for all students enrolled. A student survey was utilized to create electives and clubs (i.e., yearbook, ceramics, 3D art, etc.) New intervention programs iReady, Edegunity My Path and the utilization of Interim Block Assessments have been added to be used for progress monitoring, identification of need for intervention, and targeted student improvement. Our entire staff hold high expectations for all students and are holding students accountable for progress. The staff has increased parent/family two-way communication, engagement and satisfaction. There is a parent and student representatives on governance committee. With a 4 day a week college and career adviser, many students have developed college/career plans. We have added a rigorous writing improvement program and implemented writing across the curriculum, including all elective classes. We are working to grow our CTE pathways and increase student participation in pathways. We have incorporated Science labs for middle school, and Makerspace. We have developed a partnership with Bridges to College and Career added College and Career exploration and education as well as field trips to colleges and Manufacturing Day. All Seniors participated in a 15 hour Job Shadow experience. A Partnership with Job Training Center has allowed our Graduates to participate in a paid summer internship, many for their first work experience. On Friday's the school closes early to allow staff collaboration on students, learning progress (academically and social emotional). Parent and student education and social events have improved family engagement and connectedness to our

school.

Referring to the LCFF Evaluation Rubrics, 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**

Due to its small size, Tehama eLearning Academy did not receive CA School Dashboard results. Local indicators however show the following needs:

- continued math intervention is needed (evidence= IReady assessment data, and Edgenuity MyPath diagnostic assessments)
- continued ELA and writing intervention is needed (evidence= IReady assessment data, and Edgenuity MyPath diagnostic assessments, DIBBLES/CARI assessment)
- staff needs additional professional development in California Common Core standards and Math Strategies, and NGSS.
- high rates of chronic absenteeism

Tehama eLearning will address these needs through further development and focus on Math, Writing and ELA intervention programs and expansion of tutoring. Staff will receive additional PD in Curriculum Standards Math Strategies., and NGSS.

Referring to the LCFF Evaluation Rubrics, 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**

Tehama eLearning Academy does not have any performance gaps associated with the California Schools Dashboard, however, the school does serve students who are performing two or more years below grade level. Many students have experienced previous school failure before enrolling at Tehama eLearning Academy and face many life challenges that make focus on academics challenging. We work to provide social and emotional learning and support as well as a safe learning environment and referrals for families to community supports to address these challenges.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## **Increased or Improved services**

We will provide individual and small group tutoring and additional instructional support including intervention lessons, services in reading, math, social studies, vocabulary, and iREADY. We will provide on-site college and career advising and social support for students. We will continue to partner with Bridges to College and Career and Job Training Center. We will integrate social-

emotional learning into daily lessons for students in onsite classes (Move this World). We will offer evening dinners every other month (Family Night), where community resources will be shared with families. These social events will be planned and prepared for by the Leadership Class as an opportunity for project-based learning. Education will be provided to parents at these events based on needs observed, current student issues and parent requests. These opportunities assist to engage families and provide them with community resources to assist them in strengthening their families. We will provide technology to all families to utilize to access the curriculum. We will add a half-time clinician to support all students who have social-emotional challenges that interfere with school success and learning. This clinician will also provide support to families. We are moving toward a new curriculum that is A-G compliant and standards-aligned. We will be offering a pathway for students to complete a full course of A-G approved courses. We will require all students grade 7-11 to attend onsite classes six hours per week. Previous requirements exempted 11th grade students as well as 12th grade students.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION   | AMOUNT         |
|---|----------------|
| Total General Fund Budget Expenditures For LCAP Year  | \$1,266,263    |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | \$1,133,397.00 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

College Readiness,Adult Education Block Grant, CTEIG and Lottery expenditures have not been included in the LCAP.

| DESCRIPTION                                 | AMOUNT    |
|---|-----------|
| Total Projected LCFF Revenues for LCAP Year | \$989,000 |

# Annual Update

## LCAP Year Reviewed: 2017-18

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

TeLA will provide secondary education in a non-traditional format that prepares our students for post-secondary success.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

#### Metric/Indicator

Professional Development Records

17-18

Priority 2

~ Professional Development records will indicate 100% teacher participation in areas identified by teachers and program need.

Actual

Professional Development Records indicate 100% of teachers participated in areas identified by teachers and program needs. Staff participated in training on Building Effective Teams, Commercial Sexual Exploitation of Children, California Assessment of Student Performance and Progress, New Generation Science Standards, English Language Arts Standards, Suicide Prevention, School Safety, Focus on Learning, and English Language Proficiency Application for California.

Expected

Actual

**Baseline**  
 ~ Professional Development records indicate in 2016/2017 100% teacher participation various topics of interest and identified needs for staff this school year including, classroom management, Crisis Prevention intervention, Children with Trauma, Social Emotional support for students, school safety

**Metric/Indicator**  
 Student Attendance records  
**17-18**  
 student attendance will remain at or above 100 students, with an attendance rate above 90% Wait list will be maintained as needed  
**Baseline**  
 Current attendance rate is 91.7

Student attendance is 102 students, with an attendance rate of 93.16%

**Metric/Indicator**  
 SBAC Participation  
 SBAC achievement  
**17-18**  
 SBAC Participation rate will remain above 95%  
 SBAC % of students meeting standards will increase by 1% each year.

SBAC Participation rate was above 95% for 2017.  
 2017 ELA standard met= 23.2%  
 2017 ELA standard nearly met=27.9%  
 2017 Math standard met= 6.67%  
 2017 Math standard nearly met=17.7%

**Baseline**  
 SBAC Participation rate was above 95% for 2016.  
 2016 ELA standard met= 21%  
 2016 ELA standard nearly met= 23%  
 2016 Math standard met=6%  
 2016 Math standard nearly met= 19%  
 2015 ELA standard met=31%  
 2015 Math Standard met=6%

**Metric/Indicator**  
 IReady data  
**17-18**  
 Students on or above level will increase by 1% each year for ELA and Math

2017-2018 data= ELA 21% of students at or above level, 18% one level below, 62% two or more levels below  
 2017-2018 data= Math 11% on or above level, 13% one level below, 76% two or more levels below

Expected

Actual

**Baseline**

2016-2017 data= ELA 23% of students at or above level, 16% one level below, 62% two or more levels below  
2016-2017 data= Math 16% on or above level, 21% one level below, 62% two or more levels below

**Metric/Indicator**

Curriculum Based Assessment (Individual IReady growth)

**17-18**

At least 50% of students will show growth in Reading and 40% of students will show growth in Math

**Baseline**

2016-2017 data= Reading; 47% of students showed growth. Math 35.5% of students showed growth

**Metric/Indicator**

Curriculum based assessment in Reading and writing (CARI, Dibel, Daze)

**17-18**

At least 85% of students tested will show growth in reading, and 65% of students will show growth in writing

**Baseline**

2016-2017 data= Reading; 85% of students tested showed growth. Writing; 60% of students showed growth

**17-18**

SARC data will continue to indicate good/excellent facility status on the annual Facilities Inspection Tool, no teacher mis-assignments and sufficiency of Standards-aligned instructional materials.

**Baseline**

SARC data will continue to indicate good/excellent facility status on the annual Facilities Inspection Tool, no teacher mis-assignments and sufficiency of Standards-aligned instructional materials.

**Metric/Indicator**

High School Graduation Rate. Middle School and High School Drop out rate

**17-18**

~ High school graduation rate will remain at or above 95%.  
~ TeLA drop out rate will remain below 5%.

During the 2017/2018 school year, 48% of students in grades 7-10 if students showed growth in reading and 72% showed growth in math. 73% of all students tested showed yearly growth in Reading and 78% of all students tested showed yearly growth in Math.

63% of students tested showed growth in writing. 7th grade 50% showed growth, 8th grade 43% showed growth, 9th grade 75%, 10th grade 64% showed growth.

SARC data indicates good/excellent facility status on the annual Facilities Inspection Tool, no teacher mis-assignments and sufficiency of Standards-aligned instructional materials.

~ 2016 High school graduation rate is 95.6%.  
~ 2016 TeLA drop out rate is 4%.

Expected

Actual

|   |  |
|---|--|
| <p><b>Baseline</b><br/>                 ~ High school graduation rate will remain at 95%.<br/>                 ~ TeLA drop out rate will remain below 5%.</p>   |  |
| <p><b>Metric/Indicator</b><br/>                 National Clearinghouse Data<br/> <b>17-18</b><br/>                 Number of students transitioning to postsecondary education after high school will increase to 25%</p> | <p>2017 data indicates 20 graduates and 6 or 30% transitioning to postsecondary education after high school.</p> |
| <p><b>Baseline</b><br/>                 2016 data indicates 20 graduates and 4 or 20% transitioning to postsecondary education.</p>   |  |

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**Actions / Services**

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

**Action 1**

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures  | Estimated Actual Expenditures  |
|---|---|--|--|
| Continue to provide highly qualified certificated and classified staff for instruction and office operations. | TeLA provided highly qualified certificated and classified staff for instruction and office operations. | Salaries for instructional and support staff 1000-1999: Certificated Personnel Salaries Base \$217,000 | Salaries for instructional and support staff 1000-1999: Certificated Personnel Salaries Base \$225,910 |
|   |   | Salaries for instructional and support staff 2000-2999: Classified Personnel Salaries Base \$98,191    | Salaries for instructional and support staff 2000-2999: Classified Personnel Salaries Base \$68,024    |
|   |   | Employee Benefits 3000-3999: Employee Benefits Base \$188,798  | Employee Benefits 3000-3999: Employee Benefits Base \$107,973  |
|   |   | Classified Personnel Teacher Aide 2000-2999: Classified Personnel Salaries Supp/Conc \$19,176          | Classified Personnel Teacher Aide 2000-2999: Classified Personnel Salaries Supp/Conc \$20,149          |

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures  | Estimated Actual Expenditures  |
|---|---|--|--|
| Continue to provide highly qualified certificated and classified staff for instruction and office operations. | TeLA provided highly qualified certificated and classified staff for instruction and office operations. | Salaries for instructional and support staff 1000-1999: Certificated Personnel Salaries Base \$217,000 | Salaries for instructional and support staff 1000-1999: Certificated Personnel Salaries Base \$225,910 |
|   |   | Salaries for instructional and support staff 2000-2999: Classified Personnel Salaries Base \$98,191    | Salaries for instructional and support staff 2000-2999: Classified Personnel Salaries Base \$68,024    |
|   |   | Employee Benefits 3000-3999: Employee Benefits Base \$188,798  | Employee Benefits 3000-3999: Employee Benefits Base \$107,973  |
|   |   | Classified Personnel Teacher Aide 2000-2999: Classified Personnel Salaries Supp/Conc \$19,176          | Classified Personnel Teacher Aide 2000-2999: Classified Personnel Salaries Supp/Conc \$20,149          |



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|---|---|
| Benefits Classified Personnel Teachers Aide 3000-3999: Employee Benefits Supp/Conc \$13,994                     | Benefits Classified Personnel Teachers Aide 3000-3999: Employee Benefits Supp/Conc \$14,207                     |
| Certificated Intervention Teachers & Tutors 1000-1999: Certificated Personnel Salaries Supp/Conc \$18,000       | Certificated Intervention Teachers & Tutors 1000-1999: Certificated Personnel Salaries Supp/Conc \$0            |
| Benefits Certificated Teachers & Tutors 3000-3999: Employee Benefits Supp/Conc \$4,500                          | Benefits Certificated Teachers & Tutors 3000-3999: Employee Benefits Supp/Conc \$0                              |
| Certificated Teachers Onsite intervention classes 1000-1999: Certificated Personnel Salaries Supp/Conc \$25,000 | Certificated Teachers Onsite intervention classes 1000-1999: Certificated Personnel Salaries Supp/Conc \$29,457 |
| Benefits Certificated Teachers 3000-3999: Employee Benefits Supp/Conc \$6,250                                   | Benefits Certificated Teachers 3000-3999: Employee Benefits Supp/Conc \$5,259                                   |

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## Action 2

### Planned Actions/Services

TeLA will continue to report on student achievement as measured by the state standardized testing and local assessments to include but not limited to:  
 ~ CAASPP  
 ~ CELDT/ELPAC  
 ~ PFT  
 ~ iReady  
 ~ DIBELS and CARI  
 ~ DAZE

### Actual Actions/Services

TeLA reported student achievement to the Governance Committee as measured by the state standardized testing and local assessments to include but not limited to:  
 ~ CAASPP  
 ~ CELDT/ELPAC  
 ~ PFT  
 ~ iReady  
 ~ DIBELS and CARI  
 ~ DAZE

### Budgeted Expenditures

Supplies and materials for testing 4000-4999: Books And Supplies Lottery \$500  
 Licensed Software costs 5000-5999: Services And Other Operating Expenditures Base \$30,000  
 intervention/assessment software licensing 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500

### Estimated Actual Expenditures

Supplies and materials for testing 4000-4999: Books And Supplies Lottery \$464  
 Licensed Software costs 5000-5999: Services And Other Operating Expenditures Base \$37,843  
 Intervention/Assessment software licensing 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,652

## Action 3

| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures  | Estimated Actual Expenditures  |
|--|---|--|--|
| Continue mentor and job shadowing opportunities for students with local businesses and agencies. Provide Work Experience Education and community service opportunities for students. Include parents when appropriate. | TeLA provided mentor and job shadowing opportunities for students with local businesses and agencies. Provided Work Experience Education and community service opportunities for students. Included parents when appropriate. | Transportation 5000-5999: Services And Other Operating Expenditures Base \$550<br>supplies and materials 4000-4999: Books And Supplies Lottery \$2,200   | Transportation 5000-5999: Services And Other Operating Expenditures Base \$0<br>Supplies and materials 4000-4999: Books And Supplies Lottery \$1,338   |
| *Implement a system to ensure TeLA students are college and career ready by offering A to G courses online, CTE courses online and onsite classes.   | *Implemented a system to ensure TeLA students are college and career ready by offering A to G courses online, CTE courses online, offsite and onsite classes.   | CTE software 5000-5999: Services And Other Operating Expenditures Other \$11,970   | CTE Software 5000-5999: Services And Other Operating Expenditures Other \$7,500  |
| *Continue to provide concurrent Community College enrollment for 11/12th grade students.   | *Provided concurrent Community College enrollment for 11/12th grade students.   | Tuition 5000-5999: Services And Other Operating Expenditures Base \$4,000  | Tuition 5000-5999: Services And Other Operating Expenditures Base \$60   |
| *Continue to provide summer school to all currently enrolled students for credit recovery and enrichment courses.  | *Provided summer school to all currently enrolled students for credit recovery and course completion.   | college books 4000-4999: Books And Supplies Base \$550<br>summer school staffing 1000-1999: Certificated Personnel Salaries Supp/Conc \$4,500<br>summer school benefits 3000-3999: Employee Benefits Supp/Conc \$900 | College books 4000-4999: Books And Supplies Base \$331<br>Summer school staffing 1000-1999: Certificated Personnel Salaries Supp/Conc \$4,500<br>Summer school benefits 3000-3999: Employee Benefits Supp/Conc \$900 |

#### Action 4

| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures   | Estimated Actual Expenditures                                       |
|--|--|---|---|
| Continue to ensure Special Education services are provided to eligible students. | Ensured Special Education services were provided to eligible students. | MOU with TCDE for RSP Services 7000-7439: Other Outgo Base \$21,278 | MOU with TCDE for RSP Services 7000-7439: Other Outgo Base \$21,632 |

#### Action 5

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

Implement onsite interventions to address students who are low achieving in math, reading and writing.  
Use hourly teachers to provide regular on-site small group tutoring for students.

Supplies and materials 4000-4999: Books And Supplies Base \$550  
Math. Reading & writing Intervention Certificated staff 1000-1999: Certificated Personnel Salaries Supp/Conc \$20,000  
Benefits 3000-3999: Employee Benefits Supp/Conc \$4,000

Implemented onsite interventions to address students who were low achieving in math, reading and writing.  
Used hourly teachers to provide regular on-site small group tutoring for students.

Supplies and materials 4000-4999: Books And Supplies Base \$400  
Math. Reading & writing Intervention Certificated staff 1000-1999: Certificated Personnel Salaries Supp/Conc \$24,053  
Benefits 3000-3999: Employee Benefits Supp/Conc \$6,631

**Action 6**

**Planned  
Actions/Services**

Continue staff participation in professional development focused on CCSS/NGSS standards based/standards aligned instruction and materials, and the implementation of the English Language Development (ELD)  
\*Standards addressed to be CA Common Core State Standards (CCSS) for English Language Arts/English Language Development and Mathematics, and Next Generation Science Standards (NGSS).

**Actual  
Actions/Services**

Staff participated in professional development focused on CCSS/NGSS standards based/standards aligned instruction and materials, and the implementation of the English Language Development (ELD). Additionally, staff attended ELPAC training, CAASPP Institute, Art Conference, Charter School Conference and Aeries Conference.

**Budgeted  
Expenditures**

Position related expense. See Goal 1, Action 1 0

**Estimated Actual  
Expenditures**

Position related expense. See Goal 1, Action 1

**Action 7**

**Planned  
Actions/Services**

Maintain current rates of safety and school connections as measured by parent and student surveys.

**Actual  
Actions/Services**

Maintained current rates of safety and school connections as measured by parent and student surveys.

**Budgeted  
Expenditures**

Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$579

**Estimated Actual  
Expenditures**

Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$0

90% of parents reporting indicate high levels of safety and school connections.

Provided staff and student training on mandated school climate topics.

Students, and staff were trained on Common Sense Media, Suicide Prevention and Teen Mental Health, and Human Trafficking

Supplies and materials 4000-4999: Books And Supplies Base \$579

Supplies and materials 4000-4999: Books And Supplies Base \$760

## Action 8

### Planned Actions/Services

Continue pupil and parent engagement through school sponsored events to include Orientation, Family Nights, weekly parent contacts and parent conferencing.

Parents will have increased opportunities to be involved in the school's decision-making process for their pupils through Family Nights, coursework communication, Governance Committee membership, and other appropriate committee participation.

Provide parent training addressing child development, behavior expectations and post-secondary options.

### Actual Actions/Services

Continued pupil and parent engagement through school sponsored events that included Orientation, Family Nights, weekly parent contacts and parent conferencing.

Parents had increased opportunities to be involved in the school's decision-making process for their pupils through Family Nights, coursework communication, Governance Committee membership, and other appropriate committee participation.

Provided parent training addressing post-secondary options and financial aid, technology and curriculum training, suicide awareness training, mental health, community resources and human trafficking training.

### Budgeted Expenditures

Materials & Supplies 4000-4999: Books And Supplies Supp/Conc \$2,500

Consultant expense 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,000

### Estimated Actual Expenditures

Materials & Supplies 4000-4999: Books And Supplies Supp/Conc \$1600

Consultant expense 5000-5999: Services And Other Operating Expenditures Supp/Conc

## Action 9

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures  | Estimated Actual Expenditures                                      |
|---|---|--|--|
| Support a student leadership structure to address student identified needs and provide input to staff and LCAP. | Supported a student leadership structure to address student identified needs and provide input to staff and LCAP.   | Materials Supplies 4000-4999: Books And Supplies Lottery \$1,000 | Materials and Supplies 4000-4999: Books And Supplies Lottery \$650 |
| *Include student representation on school Governance Committee.   | Included student representation on school Governance Committee and provided a weekly leadership class for students. |  |  |

## Action 10

| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures  | Estimated Actual Expenditures  |
|--|--|--|--|
| Continue to provide online and onsite/local courses that address elective topics as identified by staff talents and student interests and needs. | Provided online, offsite and onsite/local courses that addressed elective topics as identified by staff talents and student interests and needs. | Licensed Software, eDynamics, Yearbook 5000-5999: Services And Other Operating Expenditures Base \$2,500 | Licensed Software, eDynamics, Yearbook 5000-5999: Services And Other Operating Expenditures Base \$1,873 |
|  |  | Consultants for electives and fine arts courses 2000-2999: Classified Personnel Salaries Base \$20,000   | Consultants for electives and fine arts courses 2000-2999: Classified Personnel Salaries Base \$15,812   |
|  |  | Benefits 3000-3999: Employee Benefits Base \$5,000   | Benefits 3000-3999: Employee Benefits Base \$1,133   |

## Action 11

| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures   | Estimated Actual Expenditures   |
|--|---|---|---|
| Continue to provide staff attendance for conferences outside Tehama County. Focus will include Charter School and CTE Conferences. | Provided staff attendance for conferences outside Tehama County. Focus included Charter School and CTE Conferences. | Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$3,000 | Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$3,235 |

## Action 12

| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures  | Estimated Actual Expenditures   |
|--|--|--|---|
| Continue to provide and support an adult education program for adults in need of GED or credit recovery for a high school diploma. | Provided and supported an adult education program for adults in need of GED or credit recovery for a high school diploma. Provided paid summer internship program for graduates. Provided a CTE course for paraeducators in the community. | Certificated Salary 1000-1999: Certificated Personnel Salaries Other \$28,350<br>Classified Salary 2000-2999: Classified Personnel Salaries Other \$26,000<br>Benefits 3000-3999: Employee Benefits Other \$14,300<br>Licensed Software 5000-5999: Services And Other Operating Expenditures Other \$1,500<br>Materials & Supplies 4000-4999: Books And Supplies Other \$1,500 | Certificated Salary 1000-1999: Certificated Personnel Salaries Other \$20,020<br>Classified Salary 2000-2999: Classified Personnel Salaries Other \$28,930<br>Benefits 3000-3999: Employee Benefits Other \$14,898<br>Licensed Software 5000-5999: Services And Other Operating Expenditures Other \$1,500<br>Materials & Supplies 4000-4999: Books And Supplies Other 1500 |

## Action 13

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures   | Estimated Actual Expenditures   |
|---|---|---|---|
| TeLA staff and Governance Committee members will continue to pursue student recruitment and public relations with the purpose of identification of those student populations best served by TeLA's program. | TeLA staff and Governance Committee members continued to pursue student recruitment and public relations with the purpose of identification of those student populations best served by TeLA's program. | Supplies & Materials for public relations 4000-4999: Books And Supplies Base \$550<br>Advertising 5000-5999: Services And Other Operating Expenditures Base \$5,000 | Supplies & Materials for public relations 4000-4999: Books And Supplies Base \$373<br>Advertising 5000-5999: Services And Other Operating Expenditures Base \$5,000 |

## 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.

TeLA was able to implement all action and services as stated above with the exception of ELD. Child development and behavior training were not provided, instead Teen Mental Health, Suicide Prevention, Human Trafficking awareness, training were provided.

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

Some growth in State Standardized testing was obtained by students. Intervention did not show as much impact as had hoped for. Several changes for next year including eleventh grade mandatory onsite, increase in the rigor of the curriculum, and the use of interim assessment blocks will increase the academic achievement and A-G completion rates of students. SBAC rates of students meeting standard increased by 2.2% in ELA and .67% in Math. Students meeting standard as demonstrated by I-Ready scores decreased by 2% in reading and 5% in math, however, growth in reading and math as demonstrated by I-Ready testing showed 8% increase of students showing growth in reading and an increase of 37.4% of students showing growth in math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Certificated teachers were used for intervention and tutoring rather than Classified staff; therefore salaries and benefits for Certificated salaries were over cost while classified staff budgets were below anticipated. Licensed software costs were higher than anticipated due to the addition of Renaissance Software. Several items related to college expenses were lower than anticipated. Students requests for reimbursement for college expenses were not as high as expected. College and career readiness books and supply costs were lower than anticipated as well as field trip transportation. Salary for Adult School teacher was lower than anticipated because of a leave of absence that was unpaid.

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

No changes were made for the 2018-19 LCAP.

# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 2

TeLA will provide academic, college and career counseling and consultation. TeLA staff will make behavioral, psychological and social referrals as necessary for students to successfully complete TeLA requirements for graduation.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Documented Aeries contacts by social and emotional advisor, by career and college readiness counselor and staff  
iReady, Edgenuity, MyPath, CARI, and CAASPP

Priority 3:

~ Deeper staff understanding and effectiveness at dealing with family social-emotional situations as measured by staff testimonials and staff classroom management skills. Staff will continue attending training to build upon learning from previous experiences.

Priority 4:

~ 63% of students met required course completion targets.

~ Counselor/Social Worker consultations were documented in Aeries - type, frequency, referrals



## Expected

### 17-18

#### Priority 3:

~ Deeper staff understanding and effectiveness at dealing with family social-emotional situations as measured by staff testimonials and staff classroom management skills.

#### Priority 4

~ All students meeting required course completion targets.

~ Improved formative assessment scores in both Reading and Math as measured by iReady or other formative assessment

~ Documented Counselor/Social Worker consultations in Aeries - type, frequency, referrals

~ Teacher weekly contact log in Aeries will indicate regular student contact.

#### Priority 6

~ Student and parent surveys will indicate positive and constructive feedback.

#### Local Priority:

~ Grants written and awarded

### Baseline

Use 2016/2017 Data

Aeries contacts from Social emotional adviser is 565 contacts

College and career readiness adviser is 102 contacts

During 2016/2017 163 total students 62 transferred to other schools and 2 are unknown

23% of transfers went to Adult Education

## Actual

~ Teacher weekly contact log in Aeries indicated regular student and parent/guardian contact.

- 29 students graduated in 2018, 10 of those were early (11th graders)
- 3 Students completed Shasta College Courses
- 7 students completed 12 A-G Approved courses
- 24 students participated in the extended year summer program
- Principal completed 9 home visits with 6 students to provide support for Academic Probation and

Attendance as well as Mental Health challenges.

- 11 Families attended Fall Parent-Teacher Conferences

### Priority 6

~ Student and parent surveys indicated positive and constructive feedback.

### Local Priority:

~ Grants written and awarded: Pickleball equipment, PE equipment, weights, yoga mats, art supplies and science equipment.

College and career readiness adviser worked intensively and made education plans with 66 students for a total of 320 hours.

12 TeLA students obtained Food Handlers Certifications

Expected

Actual

During 2017/2018 132 total students, 29 Graduated. 26 exits, 22 transferred to other schools 4 unknown  
9% of transfers went to Adult Education

**Metric/Indicator**  
Attendance; Chronic Absenteeism Indicator  
**17-18**  
Priority 5  
~ Student attendance rates will remain at the 90% target or higher.  
~ SARB contracts will be completed.  
Chronic Absenteeism will be below county-wide average.  
**Baseline**  
During 2016-17, there were no SARB referrals of TeLA students; some students entered TeLA under SARB contracts  
No Chronic Absenteeism Indicator on Spring 2017 Dashboard; baseline to be established in Fall 2017

Chronic Absenteeism rate - All students 37%, Hispanic or Latino is 42.4%, White is 33.3%, Socio economically disadvantaged is 38.8%, students with disabilities is 25%. 12 students were referred for SARB investigation. 2 students were on a SARB contract when they enrolled.

**Metric/Indicator**  
Suspension Indicator  
**17-18**  
TeLA will remain BLUE for the Suspension Indicator on the CA School Dashboard.  
**Baseline**  
TeLA CA School Dashboard indicates improvement in the reduction of suspensions. Spring 2017 posting shows TeLA a BLUE with a 0.6% reduction in suspensions over the previous year.

TeLA remains BLUE in the Suspension indicator on the CA School Dashboard.

**Actions / Services**

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

## Action 1

| Planned Actions/Services   | Actual Actions/Services | Budgeted Expenditures                             | Estimated Actual Expenditures                   |
|--|-------------------------|---|---|
| <p>Continue regular use the home visit form and adhere to the procedure for home visit documentation and storage.</p> <p>*The counselor/social worker will document all student contacts for counseling, interactions in sessions, and home visits. Follow-up communication with teachers will occur during weekly Friday staff meetings.</p> <p>*Teachers and administration will document all home visit contacts.</p> |                         | Position related expense - See Goal 1, Action 1 0 | Position related expense - See Goal 1, Action 1 |

## Action 2

| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures                             | Estimated Actual Expenditures                   |
|--|---|---|---|
| <p>Continue to explore and apply for grant opportunities that promote TeLA's school goals and culture.</p> | <p>Continued to explore and apply for grant opportunities that promote TeLA's school goals and culture.</p> | Position related expense - See Goal 1, Action 1 0 | Position related expense - See Goal 1, Action 1 |

## Action 3

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures   | Estimated Actual Expenditures   |
|---|---|---|---|
| <p>Provide professional development and training opportunities for students and staff in social-emotional issues pertinent to staff and student needs.</p> <p>Continue to provide staff training focused on community support</p> | <p>Provided professional development and training opportunities for students and staff in social-emotional issues pertinent to staff and student needs.</p> <p>Provided staff training focused on community support structures,</p> | <p>Professional development 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$1,100</p> | <p>Professional development 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc</p> |

structures, referral processes and academic counseling.

referral processes and academic counseling.

Materials & Supplies 4000-4999: Books And Supplies Supp/Conc \$300

Materials & Supplies 4000-4999: Books And Supplies Supp/Conc 300

### Action 4

**Planned  
Actions/Services**

Staff will use positive behavior strategies to encourage productive and successful student outcomes.

**Actual  
Actions/Services**

Staff used positive behavior strategies to encourage productive and successful student outcomes.

**Budgeted  
Expenditures**

Materials & Supplies 4000-4999: Books And Supplies Base \$1,500

**Estimated Actual  
Expenditures**

Materials & Supplies 4000-4999: Books And Supplies Base \$1,551

### Action 5

**Planned  
Actions/Services**

By providing academic and Social-emotional support, we will maintain current suspension rate below 3%.

**Actual  
Actions/Services**

Suspension rate remains below 3%

**Budgeted  
Expenditures**

Position related expense - See Goal 1, Action 1 0

**Estimated Actual  
Expenditures**

Position related expense - See Goal 1, Action 1

\*Monitor voluntary and mandated school exit rates and document reason for exit.

### Action 6

**Planned  
Actions/Services**

Continue to provide a college and career and academic counselor and/or social worker.

**Actual  
Actions/Services**

Provided college and career counselor as well as MOU with Bridges to College and Career

**Budgeted  
Expenditures**

Certificated salary 1000-1999: Certificated Personnel Salaries Supp/Conc \$20,000

**Estimated Actual  
Expenditures**

Certificated salary 1000-1999: Certificated Personnel Salaries Supp/Conc \$24,564

Provide additional counseling through contracted services.

Benefits 3000-3999: Employee Benefits Supp/Conc \$4,000

Benefits 3000-3999: Employee Benefits Supp/Conc \$864

Contracted Counseling Services 5800: Professional/Consulting

Contracted Counseling Services 5800: Professional/Consulting

## Action 7

### Planned Actions/Services

Provide college and career presentations and field trips.

### Actual Actions/Services

Provided college and career presentations and field trips.

Services And Operating Expenditures Supp/Conc \$10,000

Services And Operating Expenditures Supp/Conc \$0

### Estimated Actual Expenditures

Transportation 5000-5999: Services And Other Operating Expenditures Other \$3,000

## Action 8

### Planned Actions/Services

Use the SARB Officer to provide early intervention with attendance/truancy issues.

### Actual Actions/Services

Used the SARB Officer to provide early intervention with attendance/truancy issues.

### Budgeted Expenditures

MOU with TCDE for SARB Services 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,000

### Estimated Actual Expenditures

MOU with TCDE for SARB Services 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,135

## Analysis

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

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

All Actions and Services were implemented. Many students now have a plan for their future and most include college or further training (trade school). Many students benefited from College field trips.

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

Actions and services were effective as evidenced by student participation, parent and student survey, staff participation and staff observation as well as documentation in Aeries. We will prioritize work on Chronic Absenteeism for next year. We will strengthen our relationship with SARB and monitor SARB contracts closely.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No consultants were used for Professional Development, instead, these services to staff were provided by school and district employees at no cost. No outside counseling services were contracted. Students in need of Mental Health Services were able to be referred to community services at no cost to the school.

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 this goal.

# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 3

TeLA students and staff will have access to the technology hardware, software, and infrastructure required to receive and deliver instruction and to support local and statewide assessments.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Device to student ratio  
A-G course work participation rate

All students have Chromebooks available for checkout for use at home.  
2017/2018 A-G Course Completion= 7 students completed 12 courses

Expected

- 17-18**
- Priority 1
- ~ Full sufficiency of online curriculum (24 hours/day, 7 days/week)
- Priority 2
- ~ Fiscal monitoring of CCSS aligned online curriculum
- Priority 3
- ~ Parent participation in annual on-line Parent Survey indication satisfaction with instructional program, safety and services
- Priority 4
- ~ Coursework completion rates by semester
- ~ Formative assessments proficiency rates (A+LS and Edgenuity) will indicate improved achievement in ELA/Reading and Math for all TeLA students
- Priority 6
- ~ Student attendance rate will remain at 90% or higher
- Priority 7
- ~ Technology device to student off campus ratio will remain at 1:1
- Priority 8
- ~ A-G coursework participation rates to increase to 10% of our students participating

**Baseline**

- 2015/ 2016 1:3 device to student ratio
- 2016/2017 1:1 device to student ratio
- 2016/2017 A-G course participation rate= 2 students

**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

Continue using student information system for student and staff tracking. Provide staff training on software.

Actual  
Actions/Services

Continued using student information system for student and staff tracking. Provided staff training on software.

Budgeted  
Expenditures

Software License 5000-5999: Services And Other Operating Expenditures Base \$1,800

Estimated Actual  
Expenditures

Software License 5000-5999: Services And Other Operating Expenditures Base



Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$2,500

Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$1,575

### Action 2

Planned  
Actions/Services

Provide on-site academic technology access at a 1:1 student and staff ratio.

Actual  
Actions/Services

Technology access is 1:1 student and staff ratio.

Budgeted  
Expenditures

Devices- Chromebooks 4000-4999: Books And Supplies Base \$4,000

Estimated Actual  
Expenditures

Devices- Chromebooks 4000-4999: Books And Supplies Base \$10,892

### Action 3

Planned  
Actions/Services

Provide school and office infrastructure to support high speed internet, utilities, rent, and communication services.

Actual  
Actions/Services

Provided school and office infrastructure to support high speed internet, utilities, rent, and communication services.

Budgeted  
Expenditures

postage, phone & Internet access 5900: Communications Base \$3,000

Estimated Actual  
Expenditures

Postage, phone & Internet access 5900: Communications Base \$3,785

Materials & Supplies 4000-4999: Books And Supplies Base \$8,000

Materials & Supplies 4000-4999: Books And Supplies Base \$6,225

Facility Rent 5000-5999: Services And Other Operating Expenditures Base \$83,173

Facility Rent 5000-5999: Services And Other Operating Expenditures Base \$80,112

Utilities-Electric/Gas 5000-5999: Services And Other Operating Expenditures Base \$20,000

Utilities-Electric/Gas 5000-5999: Services And Other Operating Expenditures Base \$6,886

Software License 5000-5999: Services And Other Operating Expenditures Base \$1,500

Software License 5000-5999: Services And Other Operating Expenditures Base \$773

### Action 4

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Provide staff with ongoing training and licensing support for technology integration, and new or existing online curriculum.

Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$1,000

Training expense 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000

Travel & Conference 5000-5999: Services And Other Operating Expenditures Base \$50

Training expense 5800: Professional/Consulting Services And Operating Expenditures Base

**Action 5**

**Planned**  
Actions/Services

MOU with TCDE for technology support, fiscal services, and dedicated administrative services.

**Actual**  
Actions/Services

MOU with TCDE for technology support, fiscal services, and dedicated administrative services.

**Budgeted**  
Expenditures

MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$70,000

**Estimated Actual**  
Expenditures

MOU with TCDE 5800: Professional/Consulting Services And Operating Expenditures Base \$116,715

**Analysis**

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

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

All students have access to technology to access their curriculum at home. Students completing A-G approved courses increased from 2 to 7 students. All actions/services were implemented as planned.

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

Actions and services were effective as evidenced by student usage, staff observation, fiscal records, and staff records.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Technology purchase expenses were higher than expected due to the need for additional replacement devices for students. Technical support costs were also higher than anticipated due to a high level of need with an online school and frequent technology related challenges.

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 have been made to this goal.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

TeLA stakeholders for the 2017-2018 LCAP update included parents, guardians and families, students, staff and governance committee and community partners.

Parents guardians and families are invited to participate in the instructional focus and program. This is done through yearly parent meeting, new students orientation meetings, parent surveys, family nights and monthly meetings with teachers. Focus groups were held during Family Nights for parents and students on the topics of curriculum, Career Technical Education, Students are involved through regular meetings with staff and counseling sessions. Staff is involved with LCAP activities and services on a daily basis. Staff meets every Friday afternoon for instructional planning and monitoring of LCAP actions and services.

The Governance Committee meets every other month to provide direction and address LCAP implementation. Community partners are involved in the TeLA LCAP through job shadowing and service learning participation. Partners participated this year in focus groups and Family Night presentations. These partners include the Tehama Job Training Center, Shasta Community College, Tehama County Mental Health, Family Service Agency, and Tehama County Department of Education programs (after school program, preschool program).

During the 2015-16 school year TeLA stakeholders reviewed the following data sets:

Priority 1:

~ SARC for facilities, status and repair, teacher credentials and mis-assignments, and text book sufficiency

Priority 2:

~ Common Core Standards Professional Development records and instructional program alignment to CCSS

Priority 3:

~ Parent surveys and parent participation records from Family Nights

Priority 4:

~ Student achievement data to include SBAC baseline, MAP and formative assessments from A+LS and Edgenuity. Also addressed were student records toward course completion.

Priority 5:

~ Attendance data, graduation and drop-out history

Priority 6:

~ Parent/student/community surveys and SARB data

Priority 7:

~ On campus and off campus student to device ratio and access to curriculum.

Priority 8:

~ CTE course participation; concurrent enrollment in Shasta College; data now posted in the National Student Clearinghouse.

Stakeholder feedback and data review indicated that several LCAP actions and services were not begun or not fully addressed during 2016-17. Additionally, TeLA data sets indicate need for the following actions and services to be included in the update:

1. Professional development addressing lesson alignment to CCSS, ELD and NGSS - teachers have had some training, but need reinforcement so that they can seamlessly incorporate CCSS into lessons and student support sessions.
2. Student achievement on the 2017 SBAC and I-Ready indicated a clear need for continued ELA/Reading and Math instruction and tutoring.
3. Parents report high levels of satisfaction. They have requested additional tutoring and support for students needing help with math and additional social opportunities for students.
4. Staff has reported a need for professional development in the area of supporting students with anxiety and depression or other mental health challenges as well as additional training on supporting students with previous trauma.

## Impact on LCAP and Annual Update

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

Stakeholders provided feedback on status and effectiveness of actions provided to give direction for LCAP action and services.

LCAP overview sessions allowed all Stakeholder groups to become familiar with LCAP goals and budget allocations. This awareness generated better, more relevant LCAP implementation questions during staff meetings and Governance Committee meetings.

The 2016-17, 2017-18 and 2018-19 TeLA LCAP has been revised to include the following additional actions and services:

Priority 2 and Priority 4:

- ~ Professional development addressing Common Core State Standards and ELD Standards and instruction
  - ~ Professional development addressing suicide prevention, school safety, sex trafficking, gang education and community resources.
- Priority 4 and Priority 8:
- ~ I-Ready formative assessments baseline score monitoring
  - ~ Consistent use of formative data for changing and strengthening instruction
  - ~ Additional teacher resources to provide Math tutoring
  - ~ Work with local high schools to promote student participation in ACT and/or SAT testing
  - ~ Promote greater CTE course participation
  - ~ Promote increased student FASFA participation
- Priority 5:
- ~ Staff needs to better monitor SARB contracts to ensure student success.
  - ~ Counselor data to be analyzed monthly for better student support
  - ~ Opportunities will be provided for student leadership
- Priority 8:
- ~ Expand job shadowing and service learning experiences with community partners.

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

## Goal 1

TeLA will provide secondary education in a non-traditional format that prepares our students for post-secondary success.

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

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Tehama County has a growing need for alternative education programs to provide online access to core curriculum and CTE as evidenced by TeLA enrollment. TeLA enrollment is over 100 students during 2016-17; attendance at P2 was 91.7

Some Tehama County students need an opportunity for adult education options such as course work, credit recovery, and GED. Tehama Adult Education Program graduation numbers have increased dramatically in three years (2013-14=27 students; 2014-15=47 students; 2015-16=95 students; 2016-2017=75 students). This increase is likely due to the state CAHSEE forgiveness, but indicates a program need nonetheless.

TeLA Governance Committee has determined a need for school-wide articulated structures for TeLA operations, staff and parents.

TeLA SBAC participation rate was greater than 95%. SBAC and iReady assessment data indicate a strong need for strengthened ELA and Math instruction, intervention and tutoring.

~7th, 8th and 11th grade ELA and Math SBAC indicate student achievement falling far below county average

While improvement is happening, county-wide data indicate the need for an alternative education program as evidenced by:

~County-wide high school drop out rate for 2013-14 = 12.1% (down from 15.0% in 2012-13); subgroup drop out rates were:

1. for English Learners - 22.5% county-wide (down from 26.6% in 2012-13)
2. for Special Education - 15.7% county-wide (down from 16.9% in 2012-13)
3. for SED - 14.8% (down from 17.7% in 2012-13)

~County-wide graduation rate for 2015 = 90.3% (up from 84.6% in 2014)

TeLA graduation rate for 2015=89% (up from 84.4 in 2014)

TeLA drop out rates continue to be far below the county-wide rates.

### Expected Annual Measurable Outcomes

| Metrics/Indicators               | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|----------------------------------|--|---|---|---|
| Professional Development Records | ~ Professional Development records indicate in 2016/2017 100% teacher participation various topics of interest and identified needs for staff this school year including, classroom management, Crisis Prevention intervention, Children with Trauma, Social Emotional support for students, school safety | Priority 2<br>~ Professional Development records will indicate 100% teacher participation in areas identified by teachers and program need. | Priority 2<br>~ Professional Development records will indicate 100% teacher participation in areas identified by teachers and program need. | Priority 2<br>~ Professional Development records will indicate 100% teacher participation in areas identified by teachers and program need. |
| Student Attendance records       | Current attendance rate is 91.7  | student attendance will remain at or above 100 students, with an attendance rate above  | student attendance will remain at or above 100 students, with an attendance rate above  | student attendance will remain at or above 100 students, with an attendance rate above  |



| Metrics/Indicators   | Baseline  | 2017-18  | 2018-19   | 2019-20   |
|--|---|--|---|---|
| SBAC Participation<br>SBAC achievement                                 | SBAC Participation rate was above 95% for 2016.<br>2016 ELA standards met= 21%<br>2016 Math standards met=6%<br>2015 ELA standards met=31%<br>2015 Math Standards met=6%                                  | 90% Wait list will be maintained as needed<br>SBAC Participation rate will remain above 95%<br>SBAC % of students meeting standards will increase by 1% each year. | 90% Waitlist will be maintained as needed<br>SBAC Participation rate will remain above 95%<br>SBAC % of students meeting standards will increase by 1% each year. | 90% Waitlist will be maintained as needed<br>SBAC Participation rate will remain above 95%<br>SBAC % of students meeting standards will increase by 1% each year. |
| IReady data  | 2016-2017 data= ELA 23% of students at or above level, 16% one level below, 62% two or more levels below<br>2016-2017 data= Math 16% on or above level, 21% one level below, 62% two or more levels below | Students on or above level will increase by 1% each year for ELA and Math  | Students on or above level will increase by 1% each year for ELA and Math   | Students on or above level will increase by 1% each year for ELA and Math   |
| Curriculum Based Assessment (Individual IReady growth)                 | 2016-2017 data= Reading; 47% of students showed growth. Math 35.5% of students showed growth  | At least 50% of students will show growth in Reading and 40% of students will show growth in Math  | At least 52% of students will show growth in Reading and 42% of students will show growth in Math   | At least 54% of students will show growth in Reading and 44% of students will show growth in Math   |
| Curriculum based assessment in Reading and writing (CARI, Dibel, Daze) | 2016-2017 data= Reading; 85% of students tested showed growth. Writing; 60% of students showed growth   | At least 85% of students tested will show growth in reading, and 65% of students will show growth in writing   | At least 85% of students tested will show growth in reading, and 68% of students will show growth in writing  | At least 85% of students tested will show growth in reading, and 70% of students will show growth in writing  |

| Metrics/Indicators   | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|--|---|---|---|---|
| SARC   | SARC data will continue to indicate good/excellent facility status on the annual Facilities Inspection Tool, no teacher mis-assignments and sufficiency of Standards-aligned instructional materials. | SARC data will continue to indicate good/excellent facility status on the annual Facilities Inspection Tool, no teacher mis-assignments and sufficiency of Standards-aligned instructional materials. | SARC data will continue to indicate good/excellent facility status on the annual Facilities Inspection Tool, no teacher mis-assignments and sufficiency of Standards-aligned instructional materials. | SARC data will continue to indicate good/excellent facility status on the annual Facilities Inspection Tool, no teacher mis-assignments and sufficiency of Standards-aligned instructional materials. |
| High School Graduation Rate. Middle School and High School Drop out rate | ~ High school graduation rate will remain at 95%.<br>~ TeLA drop out rate will remain below 5%.   | ~ High school graduation rate will remain at or above 95%.<br>~ TeLA drop out rate will remain below 5%.  | ~ High school graduation rate will remain at or above 95%.<br>~ TeLA drop out rate will remain below 5%.  | ~ High school graduation rate will remain at or above 95%.<br>~ TeLA drop out rate will remain below 5%.  |
| National Clearinghouse Data  | 2016 data indicates 20 graduates and 4 or 20% transitioning to postsecondary education.   | Number of students transitioning to postsecondary education after high school will increase to 25%  | Number of students transitioning to postsecondary education after high school will increase to 27%  | Number of students transitioning to postsecondary education after high school will increase to 30%  |

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Tehama eLearning Academy

**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 Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide highly qualified certificated and classified staff for instruction and office operations.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$217,000  | 227,850  | \$239,243  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Salaries for instructional and support staff | 1000-1999: Certificated Personnel Salaries<br>Salaries for instructional and support staff | 1000-1999: Certificated Personnel Salaries<br>Salaries for instructional and support staff |
| Amount           | \$98,191   | \$141,747  | \$145,747  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Salaries for instructional and support staff   | 2000-2999: Classified Personnel Salaries<br>Salaries for instructional and support staff   | 2000-2999: Classified Personnel Salaries<br>Salaries for instructional and support staff   |

|                  |   |   |   |
|------------------|---|---|---|
| Amount           | \$188,798   | \$148,238   | \$160,150   |
| Source           | Base  | Base  | Base  |
| Budget Reference | 3000-3999: Employee Benefits<br>Employee Benefits   | 3000-3999: Employee Benefits<br>Employee Benefits   | 3000-3999: Employee Benefits<br>Employee Benefits   |
| Amount           | \$19,176  | \$20,135  | \$21,142  |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 2000-2999: Classified Personnel<br>Salaries<br>Classified Personnel Teacher Aide                | 2000-2999: Classified Personnel<br>Salaries<br>Classified Personnel Teacher Aide                | 2000-2999: Classified Personnel<br>Salaries<br>Classified Personnel Teacher Aide                |
| Amount           | \$13,994  | \$8,000   | \$9,500   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 3000-3999: Employee Benefits<br>Benefits Classified Personnel<br>Teachers Aide                  | 3000-3999: Employee Benefits<br>Benefits Classified Personnel<br>Teachers Aide                  | 3000-3999: Employee Benefits<br>Benefits Classified Personnel<br>Teachers Aide                  |
| Amount           | \$18,000  | \$22,000  | \$22,000  |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 1000-1999: Certificated Personnel<br>Salaries<br>Certificated Intervention Teachers &<br>Tutors | 1000-1999: Certificated Personnel<br>Salaries<br>Certificated Intervention Teachers &<br>Tutors | 1000-1999: Certificated Personnel<br>Salaries<br>Certificated Intervention Teachers &<br>Tutors |
| Amount           | \$4,500   | \$5,500   | \$6,500   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 3000-3999: Employee Benefits<br>Benefits Certificated Teachers &<br>Tutors                      | 3000-3999: Employee Benefits<br>Benefits Certificated Teachers &<br>Tutors                      | 3000-3999: Employee Benefits<br>Benefits Certificated Teachers &<br>Tutors                      |

|                  |   |   |   |
|------------------|---|---|---|
| Amount           | \$25,000  | \$30,000  | \$33,000  |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Certificated Teachers Onsite intervention classes | 1000-1999: Certificated Personnel Salaries<br>Certificated Teachers Onsite intervention classes | 1000-1999: Certificated Personnel Salaries<br>Certificated Teachers Onsite intervention classes |
| Amount           | \$6,250   | \$7,500   | \$8,250   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 3000-3999: Employee Benefits<br>Benefits Certificated Teachers                                  | 3000-3999: Employee Benefits<br>Benefits Certificated Teachers                                  | 3000-3999: Employee Benefits<br>Benefits Certificated Teachers                                  |

## Action 2

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

### Students to be Served:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners  
Foster Youth  
Low Income

Schoolwide

Specific Schools: Tehama eLearning Academy

### Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

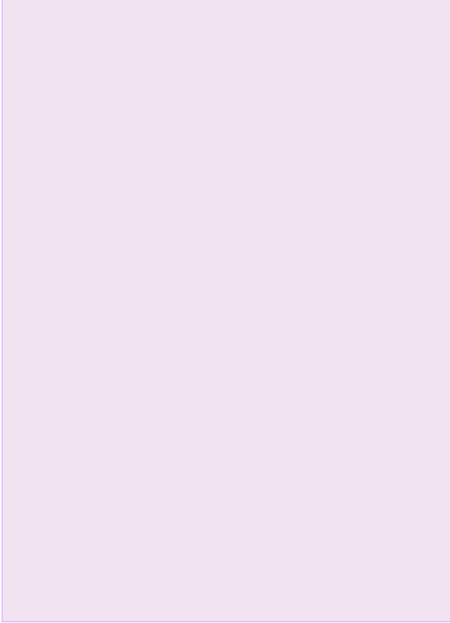
2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TeLA will continue to report on student achievement as measured by the state standardized testing and local assessments to include but not limited to:

- ~ CAASPP
- ~ CELDT/ELPAC
- ~ PFT
- ~ iReady
- ~ DIBELS and CARI
- ~ DAZE



**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$500  | \$550  | \$600  |
| Source           | Lottery  | Lottery  | Lottery  |
| Budget Reference | 4000-4999: Books And Supplies<br>Supplies and materials for testing                                      | 4000-4999: Books And Supplies<br>Supplies and materials for testing                                      | 4000-4999: Books And Supplies<br>Supplies and materials for testing                                      |
| Amount           | \$30,000   | \$31,500   | \$33,075   |
| Source           | Base   | Base   | Base   |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>Licensed Software costs                       | 5000-5999: Services And Other<br>Operating Expenditures<br>Licensed Software costs                       | 5000-5999: Services And Other<br>Operating Expenditures<br>Licensed Software costs                       |
| Amount           | \$2,500  | \$5,500  | \$6,000  |
| Source           | Supp/Conc  | Supp/Conc  | Supp/Conc  |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>intervention/assessment software<br>licensing | 5000-5999: Services And Other<br>Operating Expenditures<br>intervention/assessment software<br>licensing | 5000-5999: Services And Other<br>Operating Expenditures<br>intervention/assessment software<br>licensing |

**Action 3**

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Tehama eLearning Academy

### Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue mentor and job shadowing opportunities for students with local businesses and agencies. Provide Work Experience Education and community service opportunities for students. Include parents when appropriate.

\*Implement a system to ensure TeLA students are college and career ready by offering A to G courses online, CTE courses online and onsite classes.

\*Continue to provide concurrent Community College enrollment for 11/12th grade students.

\*Continue to provide summer school to all currently enrolled students for credit recovery and enrichment courses.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$550   | \$650   | 4700  |
| Source           | Base  | Base  | Base  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Transportation | 5000-5999: Services And Other Operating Expenditures Transportation | 5000-5999: Services And Other Operating Expenditures Transportation |
| Amount           | \$2,200   | \$2,300   | \$2,400   |
| Source           | Lottery   | Lottery   | Lottery   |
| Budget Reference | 4000-4999: Books And Supplies supplies and materials                | 4000-4999: Books And Supplies supplies and materials                | 4000-4999: Books And Supplies supplies and materials                |
| Amount           | \$11,970  | \$12,569  | \$13,197  |
| Source           | Other   | Other   | Other   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures CTE software   | 5000-5999: Services And Other Operating Expenditures CTE software   | 5000-5999: Services And Other Operating Expenditures CTE software   |
| Amount           | \$4,000   | \$4,500   | \$5,000   |
| Source           | Base  | Base  | Base  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Tuition        | 5000-5999: Services And Other Operating Expenditures Tuition        | 5000-5999: Services And Other Operating Expenditures Tuition        |



|                  |   |   |   |
|------------------|---|---|---|
| Amount           | \$550   | \$600   | \$650   |
| Source           | Base  | Base  | Base  |
| Budget Reference | 4000-4999: Books And Supplies college books                       | 4000-4999: Books And Supplies college books                       | 4000-4999: Books And Supplies college books                       |
| Amount           | \$4,500   | \$6,000   | \$7,000   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries summer school staffing | 1000-1999: Certificated Personnel Salaries summer school staffing | 1000-1999: Certificated Personnel Salaries summer school staffing |
| Amount           | \$900   | \$1,200   | \$1,400   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 3000-3999: Employee Benefits summer school benefits               | 3000-3999: Employee Benefits summer school benefits               | 3000-3999: Employee Benefits summer school benefits               |

#### Action 4

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

#### Students to be Served:

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

Students with Disabilities

#### Location(s):

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

Specific Schools: Tehama eLearning Academy

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

#### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to ensure Special Education services are provided to eligible students.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$21,278  | \$31,415  | \$31,415  |
| Source           | Base  | Base  | Base  |
| Budget Reference | 7000-7439: Other Outgo MOU with TCDE for RSP Services | 7000-7439: Other Outgo MOU with TCDE for RSP Services | 7000-7439: Other Outgo MOU with TCDE for RSP Services |

**Action 5**

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

**Budgeted Expenditures**

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

All  
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

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

Schoolwide  
[Add Scope of Services selection here]

Specific Schools: Tehama eLearning Academy  
[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement onsite interventions to address students who are low achieving in math, reading and writing.  
Use hourly teachers to provide regular on-site small group tutoring for students.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$550   | \$600   | \$650   |
| Source           | Base  | Base  | Base  |
| Budget Reference | 4000-4999: Books And Supplies<br>Supplies and materials   | 4000-4999: Books And Supplies<br>Supplies and materials             | 4000-4999: Books And Supplies<br>Supplies and materials             |
| Amount           | \$20,000  | \$23,000  | \$25,000  |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 1000-1999: Certificated Personnel<br>Salaries<br>Math, Reading & writing Intervention<br>Certificated staff | 1000-1999: Certificated Personnel<br>Salaries<br>Certificated staff | 1000-1999: Certificated Personnel<br>Salaries<br>Certificated staff |

|                  |                              |                              |                              |
|------------------|------------------------------|------------------------------|------------------------------|
| Amount           | \$4,000                      | \$4,600                      | \$5,000                      |
| Source           | Supp/Conc                    | Supp/Conc                    | Supp/Conc                    |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

All

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue staff participation in professional development focused on CCSS/NGSS standards based/standards aligned instruction and materials, and the implementation of the English Language Development (ELD)

\*Standards addressed to be CA Common Core State Standards (CCSS) for English Language Arts/English Language Development and Mathematics, Next Generation Science Standards (NGSS) and CA History-Social Science.

\*Standards addressed to be CA Common Core State Standards (CCSS) for English Language Arts/English Language

Development and Mathematics, and Next Generation Science Standards (NGSS).

**Budgeted Expenditures**

Year 2017-18 2018-19 2019-20

Amount 0 0 0

Budget Reference Position related expense. See Goal 1, Action 1

Position related expense. See Goal 1, Action 1

Position related expense. See Goal 1, Action 1

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

All

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain current rates of safety and school connections as measured by parent and student surveys.

Provide staff and student training on mandated school climate topics.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$579  | \$610  | \$638  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference |
| Amount           | \$579  | \$608  | \$638  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 4000-4999: Books And Supplies Supplies and materials                     | 4000-4999: Books And Supplies Supplies and materials                     | 4000-4999: Books And Supplies Supplies and materials                     |

**Action 9**

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

**Students to be Served:**

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

Specific Student Groups: Eligible students  
[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

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

Schoolwide  
[Add Scope of Services selection here]

Specific Schools: Tehama eLearning Academy  
[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue pupil and parent engagement through school sponsored events to include Orientation, Family Nights, weekly parent contacts and parent conferencing.

Parents will have increased opportunities to be involved in the school's decision-making process for their pupils through Family Nights, coursework communication, Governance Committee membership, and other appropriate committee participation.

Provide parent training addressing child development, behavior expectations and post-secondary options.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$2,500   | \$5,000   | \$6,000   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 4000-4999: Books And Supplies Materials & Supplies                      | 4000-4999: Books And Supplies Materials & Supplies                      | 4000-4999: Books And Supplies Materials & Supplies                      |
| Amount           | \$2,000   | \$5,000   | \$6,000   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Consultant expense | 5000-5999: Services And Other Operating Expenditures Consultant expense | 5000-5999: Services And Other Operating Expenditures Consultant expense |

### Action 10

Specific Student Groups: Eligible students

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

### Actions/Services

### Budgeted Expenditures

### Action 11

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

#### Students to be Served:

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

#### Location(s):

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

All Specific Schools: Tehama eLearning Academy

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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



[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Support a student leadership structure to address student identified needs and provide input to staff and LCAP.  
\*Include student representation on school Governance Committee.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$1,000  | \$1,000  | \$1,000  |
| Source           | Lottery  | Lottery  | Lottery  |
| Budget Reference | 4000-4999: Books And Supplies Materials Supplies | 4000-4999: Books And Supplies Materials & Supplies | 4000-4999: Books And Supplies Materials & Supplies |

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

All

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

| [Add Students to be Served selection here]   | [Add Scope of Services selection here]  | [Add Location(s) selection here]   |
|--|---|--|
| <b>Actions/Services</b>  |   |  |
| Select from New, Modified, or Unchanged for 2017-18  | Select from New, Modified, or Unchanged for 2018-19   | Select from New, Modified, or Unchanged for 2019-20                                      |
| Modified Action  | Unchanged Action  | Unchanged Action   |
| 2017-18 Actions/Services   | 2018-19 Actions/Services  | 2019-20 Actions/Services   |
| Continue to provide online and onsite/local courses that address elective topics as identified by staff talents and student interests and needs. |   |  |
| <b>Budgeted Expenditures</b>   |   |  |
| Year   | 2018-19   | 2019-20  |
| Amount   | \$2,500   | \$2,500  |
| Source   | Base  | Base   |
| Budget Reference   | 5000-5999: Services And Other Operating Expenditures Licensed Software, eDynamics, Yearbook | 5000-5999: Services And Other Operating Expenditures Licensed Software                   |
| Amount   | \$20,000  | \$20,000   |
| Source   | Base  | Base   |
| Budget Reference   | 2000-2999: Classified Personnel Salaries Consultants for electives and fine arts courses    | 2000-2999: Classified Personnel Salaries Consultants for electives and fine arts courses |
| Amount   | \$5,000   | \$5,000  |
| Source   | Base  | Base   |
| Budget Reference   | 3000-3999: Employee Benefits  | 3000-3999: Employee Benefits   |

### Action 13

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

#### Students to be Served:

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

#### Location(s):

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

All

Specific Schools: Tehama eLearning Academy

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide staff attendance for conferences outside Tehama County. Focus will include Charter School and CTE Conferences.

### Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$3,000  | \$3,000  | \$3,000  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference |

### Action 14

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

**Students to be Served:**

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

**Location(s):**

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

Specific Student Groups: Eligible adults

Specific Schools: Tehama eLearning Adult Education Center

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide and support an adult education program for adults in need of GED or credit recovery for a high school diploma.

**Budgeted Expenditures**

|                  |   |   |   |
|------------------|---|---|---|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$28,350  | \$28,350  | 28350   |
| Source           | Other   | Other   | Other   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Certificated Salary | 1000-1999: Certificated Personnel Salaries<br>Certificated Salary | 1000-1999: Certificated Personnel Salaries<br>Certificated Salary |

|                  |  |  |  |
|------------------|--|--|--|
| Amount           | \$26,000   | \$27,300   | \$28,665   |
| Source           | Other  | Other  | Other  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Classified Salary                | 2000-2999: Classified Personnel Salaries<br>Classified Salary                | 2000-2999: Classified Personnel Salaries<br>Classified Salary                |
| Amount           | \$14,300   | \$15,015   | \$15,766   |
| Source           | Other  | Other  | Other  |
| Budget Reference | 3000-3999: Employee Benefits   | 3000-3999: Employee Benefits   | 3000-3999: Employee Benefits   |
| Amount           | \$1,500  | \$1,500  | \$1,500  |
| Source           | Other  | Other  | Other  |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>Licensed Software | 5000-5999: Services And Other<br>Operating Expenditures<br>Licensed Software | 5000-5999: Services And Other<br>Operating Expenditures<br>Licensed Software |
| Amount           | \$1,500  | \$1,500  | \$1,500  |
| Source           | Other  | Other  | Other  |
| Budget Reference | 4000-4999: Books And Supplies<br>Materials & Supplies                        | 4000-4999: Books And Supplies<br>Materials & Supplies                        | 4000-4999: Books And Supplies<br>Materials & Supplies                        |

### Action 15

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

#### Students to be Served:

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

All

#### Location(s):

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

Specific Schools: Tehama eLearning Academy

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

| Unchanged Action  | Unchanged Action         | Unchanged Action         |
|---|--------------------------|--------------------------|
| 2017-18 Actions/Services  | 2018-19 Actions/Services | 2019-20 Actions/Services |
| TeLA staff and Governance Committee members will continue to pursue student recruitment and public relations with the purpose of identification of those student populations best served by TeLA's program. |                          |                          |

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$550  | \$600  | \$650  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 4000-4999: Books And Supplies<br>Supplies & Materials for public relations | 4000-4999: Books And Supplies<br>Supplies & Materials for public relations | 4000-4999: Books And Supplies<br>Supplies & Materials for public relations |
| Amount           | \$5,000  | \$6,000  | \$6,500  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 5000-5999: Services And Other<br>Operating Expenditures<br>Advertising     | 5000-5999: Services And Other<br>Operating Expenditures<br>Advertising     | 5000-5999: Services And Other<br>Operating Expenditures<br>Advertising     |

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

## Goal 2

TeLA will provide academic, college and career counseling and consultation. TeLA staff will make behavioral, psychological and social referrals as necessary for students to successfully complete TeLA requirements for graduation.

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

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

As non-traditional secondary students, many TeLA students exhibit behavioral and social needs beyond the scope of instructional staff.

Staff need professional development to support such social-emotional issues as behavior, trauma, drug/alcohol abuse and poverty.

TeLA students require staff follow-up to ensure attendance and course completion.

### Expected Annual Measurable Outcomes

Metrics/Indicators Baseline

Documented Aries contacts by social and

Use 2016/2017 Data Aeries contacts from

2017-18

Priority 3:  
~ Deeper staff

2018-19

Priority 3:  
~ Deeper staff

2019-20

Priority 3:  
~ Deeper staff

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19  | 2019-20  |
|---|---|---|--|--|
| <p>emotional advisor, by career and college readiness counselor and staff<br/>iReady, Edgenuity, Mypath, CARI, and CAASPP</p> | <p>Social emotional adviser is 565 contacts<br/>College and career readiness adviser is 102 contacts<br/>During 2016/2017 163 total students 62 transferred to other schools and 2 are unknown<br/>23% of transfers went to Adult Education</p> | <p>understanding and effectiveness at dealing with family social-emotional situations as measured by staff testimonials and staff classroom management skills.<br/>Priority 4<br/>~ All students meeting required course completion targets.<br/>~ Improved formative assessment scores in both Reading and Math as measured by iReady or other formative assessment<br/>~ Documented Counselor/Social Worker consultations in Aeries - type, frequency, referrals<br/>~ Teacher weekly contact log in Aeries will indicate regular student contact.<br/>Priority 6<br/>~ Student and parent surveys will indicate positive and constructive feedback.<br/>Local Priority:<br/>~ Grants written and awarded</p> | <p>understanding and effectiveness at dealing with family social-emotional situations as measured by staff testimonials and staff classroom management skills.<br/>Priority 4<br/>~ All students meeting required course completion targets.<br/>~ Improved formative assessment scores in both Reading and Math as measured by iReady or other formative assessment (see attached 2015-16 data table for baseline)<br/>~ Documented Counselor/Social Worker consultations in Aeries - type, frequency, referrals<br/>~ Teacher weekly contact log in Aeries will indicate regular student contact.<br/>Priority 6<br/>~ Student and parent surveys will indicate positive and constructive feedback.<br/>Local Priority:<br/>~ Grants written and</p> | <p>understanding and effectiveness at dealing with family social-emotional situations as measured by staff testimonials and staff classroom management skills.<br/>Priority 4<br/>~ All students meeting required course completion targets.<br/>~ Improved formative assessment scores in both Reading and Math as measured by iReady or other formative assessment (see attached 2015-16 data table for baseline)<br/>~ Documented Counselor/Social Worker consultations in Aeries - type, frequency, referrals<br/>~ Teacher weekly contact log in Aeries will indicate regular student contact.<br/>Priority 6<br/>~ Student and parent surveys will indicate positive and constructive feedback.<br/>Local Priority:<br/>~ Grants written and</p> |



| Metrics/Indicators                        | Baseline   | 2017-18   | 2018-19  | 2019-20  |
|---|--|---|--|--|
| Attendance; Chronic Absenteeism Indicator | During 2016-17, there were no SARB referrals of TeLA students; some students entered TeLA under SARB contracts<br><br>No Chronic Absenteeism Indicator on Spring 2017 Dashboard; baseline to be established in Fall 2017 | Priority 5<br>~ Student attendance rates will remain at the 90% target or higher.<br>~ SARB contracts will be completed.<br><br>Chronic Absenteeism will be at 0% | awarded<br><br>Priority 5<br>~ Student attendance rates will remain at the 90% target or higher.<br>~ SARB contracts will be completed.<br><br>Chronic Absenteeism will be at 0% | awarded<br><br>Priority 5<br>~ Student attendance rates will remain at the 90% target or higher.<br>~ SARB contracts will be completed.<br><br>Chronic Absenteeism will be at 0% |
| Suspension Indicator                      | TeLA CA School Dashboard indicates improvement in the reduction of suspensions. Spring 2017 posting shows TeLA a BLUE with a 0.6% reduction in suspensions over the previous year.                                       | TeLA will remain BLUE for the Suspension Indicator on the CA School Dashboard.  | TeLA will remain BLUE for the Suspension Indicator on the CA School Dashboard.   | TeLA will remain BLUE for the Suspension Indicator on the CA School Dashboard.   |

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Tehama eLearning Academy

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue regular use the home visit form and adhere to the procedure for home visit documentation and storage.

\*The counselor/social worker will document all student contacts for counseling, interactions in sessions, and home visits. Follow-up communication with teachers will occur during weekly Friday staff meetings.

\*Teachers and administration will document all home visit contacts.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

|                  |   |   |   |
|------------------|---|---|---|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | 0   | 0   | 0   |
| Budget Reference | Position related expense - See Goal 1, Action 1 | Position related expense - See Goal 1, Action 1 | Position related expense - See Goal 1, Action 1 |

**Action 2**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 [Add Students to be Served selection here] [Add Location(s) selection here]

**OR**

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 English Learners Schoolwide Specific Schools: Tehama eLearning  
 Foster Youth  
 Low Income

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20  
 Modified Action Unchanged Action Unchanged Action

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services  
 Continue to explore and apply for grant opportunities that promote TeLA's school goals and culture.

**Budgeted Expenditures**

|                  |   |   |   |
|------------------|---|---|---|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | 0   | 0   | 0   |
| Budget Reference | Position related expense - See Goal 1, Action 1 | Position related expense - See Goal 1, Action 1 | Position related expense - See Goal 1, Action 1 |

### Action 3

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

#### Students to be Served:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

Schoolwide

Specific Schools: Tehama eLearning Academy

#### Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide professional development and training opportunities for students and staff in social-emotional issues pertinent to staff and student needs.  
Continue to provide staff training focused on community support structures, referral processes and academic counseling.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$1,100  | \$6,000  | \$7,000  |
| Source           | Supp/Conc  | Supp/Conc  | Supp/Conc  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional development | 5800: Professional/Consulting Services And Operating Expenditures Professional Development | 5800: Professional/Consulting Services And Operating Expenditures Professional Development |
| Amount           | \$300  | \$2,500  | \$3,000  |
| Source           | Supp/Conc  | Supp/Conc  | Supp/Conc  |
| Budget Reference | 4000-4999: Books And Supplies Materials & Supplies   | 4000-4999: Books And Supplies Materials & Supplies   | 4000-4999: Books And Supplies Materials & Supplies   |

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

|  |  |  |  |
|--|--|--|--|
| Modified Action  | Unchanged Action                                   | Unchanged Action   |  |
| 2017-18 Actions/Services   | 2018-19 Actions/Services                           | 2019-20 Actions/Services   |  |
| Staff will use positive behavior strategies to encourage productive and successful student outcomes.         |  |  |  |
| <b>Budgeted Expenditures</b>   |  |  |  |
| Year   | 2017-18  | 2018-19  | 2019-20  |
| Amount   | \$1,500  | \$1,500  | \$1,500  |
| Source   | Base   | Base   | Base   |
| Budget Reference   | 4000-4999: Books And Supplies Materials & Supplies | 4000-4999: Books And Supplies Materials & Supplies   | 4000-4999: Books And Supplies Materials & Supplies |
| <b>Action 5</b>  |  |  |  |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |  |  |
| <b>Students to be Served:</b><br>(Select from All, Students with Disabilities, or Specific Student Groups)   |  |  |  |
| [Add Students to be Served selection here]   |  | [Add Location(s) selection here]   |  |
|  |  | <b>OR</b>  |  |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:     |  |  |  |
| <b>Students to be Served:</b><br>(Select from English Learners, Foster Youth, and/or Low Income)             |  | <b>Scope of Services:</b><br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) |  |
| English Learners   | Schoolwide   | Specific Schools: Tehama eLearning Academy   |  |
| Foster Youth   |  |  |  |
| Low Income   |  |  |  |
| <b>Actions/Services</b>  |  |  |  |
| Select from New, Modified, or Unchanged for 2017-18  |  | Select from New, Modified, or Unchanged for 2018-19  |  |
| Modified Action  | Unchanged Action                                   | Unchanged Action   | Unchanged Action                                   |

2017-18 Actions/Services

By providing academic and Social-emotional support, we will maintain current suspension rate below 3%.

\*Monitor voluntary and mandated school exit rates and document reason for exit.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | 0   | 0   | 0   |
| Budget Reference | Position related expense - See Goal 1, Action 1 | Position related expense - See Goal 1, Action 1 | Position related expense - See Goal 1, Action 1 |

**Action 6**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Tehama eLearning Academy

**Actions/Services**

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

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

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

| Modified Action   | Unchanged Action         | Unchanged Action         |
|---|--------------------------|--------------------------|
| 2017-18 Actions/Services  | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Continue to provide a college and career and academic counselor and/or social worker. |                          |                          |
| Provide additional counseling through contracted services.                            |                          |                          |

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$20,000  | \$21,000  | \$22,050  |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Certificated salary                                   | 1000-1999: Certificated Personnel Salaries<br>Certificated Salary                                   | 1000-1999: Certificated Personnel Salaries<br>Certificated Salary                                   |
| Amount           | \$4,000   | \$4,200   | \$4,400   |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 3000-3999: Employee Benefits  | 3000-3999: Employee Benefits  | 3000-3999: Employee Benefits  |
| Amount           | \$10,000  | \$22,467  | \$24,000  |
| Source           | Supp/Conc   | Supp/Conc   | Supp/Conc   |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>Contracted Counseling Services | 5800: Professional/Consulting Services And Operating Expenditures<br>Contracted Counseling Services | 5800: Professional/Consulting Services And Operating Expenditures<br>Contracted Counseling Services |

**Action 7**



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

**Students to be Served:**

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

**Location(s):**

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

All

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide college and career presentations and field trips.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$3,000   | \$3,000   | \$3,000   |
| Source           | Other   | Other   | Other   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Transportation | 5000-5999: Services And Other Operating Expenditures Transportation | 5000-5999: Services And Other Operating Expenditures Transportation |

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

Specific Student Groups: At-risk students  
 [Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Tehama eLearning Academy  
 [Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Use the SARB Officer to provide early intervention with attendance/truancy issues.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year 2017-18

Amount \$1,000  
 Source Supp/Conc

2018-19

Amount \$1,200  
 Source Supp/Conc

2019-20

Amount \$1,500  
 Source Supp/Conc

Budget Reference

5000-5999: Services And Other Operating Expenditures MOU with TCDE for SARB Services

5000-5999: Services And Other Operating Expenditures MOU with TCDE for SARB Services

5000-5999: Services And Other Operating Expenditures MOU with TCDE for SARB Services

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

## Goal 3

TeLA students and staff will have access to the technology hardware, software, and infrastructure required to receive and deliver instruction and to support local and statewide assessments.

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

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

TeLA is an online and on-site alternative education option for students providing a CCSS aligned on-line curriculum for all. This instructional delivery requires advanced technology, access, services, and related school infrastructure.

TCDE provides fiscal and administrative oversight of TeLA.

Due to the 24/7 student access provided to TeLA curriculum, there is a need to provide off campus devices to those students in need.

### Expected Annual Measurable Outcomes

| Metrics/Indicators                         | Baseline                               | 2017-18                             | 2018-19                             | 2019-20                             |
|--|--|-------------------------------------|-------------------------------------|-------------------------------------|
| Device to student ratio<br>A-G course work | 2015/ 2016 1:3 device to student ratio | Priority 1<br>~ Full sufficiency of | Priority 1<br>~ Full sufficiency of | Priority 1<br>~ Full sufficiency of |

Metrics/Indicators

Baseline

2016/2017 1:1 device to student ratio  
2016/2017 A-G course participation rate= 2 students

participation rate

2017-18

online curriculum (24 hours/day, 7 days/week) Priority 2  
~ Fiscal monitoring of CCSS aligned online curriculum Priority 3  
~ Parent participation in annual on-line Parent Survey indication satisfaction with instructional program, safety and services Priority 4  
~ Coursework completion rates by semester  
~ Formative assessments proficiency rates (A+LS and Edgenuity) will indicate improved achievement in ELA/Reading and Math for all TeLA students Priority 6  
~ Student attendance rate will remain at 90% or higher Priority 7  
~ Technology device to student off campus ratio will remain at 1:1 Priority 8  
~ A-G coursework participation rates to increase to 10% of our

2018-19

online curriculum (24 hours/day, 7 days/week) Priority 2  
~ Fiscal monitoring of CCSS aligned online curriculum Priority 3  
~ Parent participation in annual on-line Parent Survey indication satisfaction with instructional program, safety and services Priority 4  
~ Coursework completion rates by semester  
~ Formative assessments proficiency rates (A+LS and Edgenuity) will indicate improved achievement in ELA/Reading and Math for all TeLA students Priority 6  
~ Student attendance rate will remain at 90% or higher Priority 7  
~ Technology device to student off campus ratio will improve to 1:3 in 2016-17, 1:2 in 2017-18 and 1:1 in 2018 and beyond Priority 8

2019-20

online curriculum (24 hours/day, 7 days/week) Priority 2  
~ Fiscal monitoring of CCSS aligned online curriculum Priority 3  
~ Parent participation in annual on-line Parent Survey indication satisfaction with instructional program, safety and services Priority 4  
~ Coursework completion rates by semester  
~ Formative assessments proficiency rates (A+LS and Edgenuity) will indicate improved achievement in ELA/Reading and Math for all TeLA students Priority 6  
~ Student attendance rate will remain at 90% or higher Priority 7  
~ Technology device to student off campus ratio will improve to 1:3 in 2016-17, 1:2 in 2017-18 and 1:1 in 2018 and beyond Priority 8

| Metrics/Indicators | Baseline | 2017-18                | 2018-19   | 2019-20   |
|--------------------|----------|------------------------|---|---|
|                    |          | students participating | ~ A-G coursework participation rates to increase to 20% of our students participating | ~ A-G coursework participation rates to increase to 20% of our students participating |

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

Specific Schools: Tehama eLearning Academy

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

#### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue using student information system for student and staff tracking. Provide staff training on software.

2018-19 Actions/Services

2019-20 Actions/Services

#### Budgeted Expenditures

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$1,800  | \$1,800  | \$1,800  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Software License    | 5000-5999: Services And Other Operating Expenditures Software License    | 5000-5999: Services And Other Operating Expenditures Software License    |
| Amount           | \$2,500  | \$2,500  | \$2,500  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference |

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

Specific Schools: Tehama eLearning Academy

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide on-site academic technology access at a 1:1 student and staff ratio.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$4,000  | \$2,407  | \$2,407  |
| Source           | Base   | Lottery  | Lottery  |
| Budget Reference | 4000-4999: Books And Supplies Devices- Chromebooks | 4000-4999: Books And Supplies Devices- Chromebooks | 4000-4999: Books And Supplies Devices- Chromebooks |

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide school and office infrastructure to support high speed internet, utilities, rent, and communication services.

### Budgeted Expenditures

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$3,000   | \$5,000   | \$5,000   |
| Source           | Base  | Base  | Base  |
| Budget Reference | 5900: Communications postage, phone & Internet access                       | 5900: Communications postage, phone & Internet access                       | 5900: Communications postage, phone & Internet access                       |
| Amount           | \$8,000   | \$8,000   | \$8,000   |
| Source           | Base  | Base  | Base  |
| Budget Reference | 4000-4999: Books And Supplies Materials & Supplies                          | 4000-4999: Books And Supplies Materials & Supplies                          | 4000-4999: Books And Supplies Materials & Supplies                          |
| Amount           | \$83,173  | \$87,332  | \$91,698  |
| Source           | Base  | Base  | Base  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Facility Rent          | 5000-5999: Services And Other Operating Expenditures Facility Rent          | 5000-5999: Services And Other Operating Expenditures Facility Rent          |
| Amount           | \$20,000  | \$20,000  | \$20,000  |
| Source           | Base  | Base  | Base  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Utilities-Electric/Gas | 5000-5999: Services And Other Operating Expenditures Utilities-Electric/Gas | 5000-5999: Services And Other Operating Expenditures Utilities-Electric/Gas |
| Amount           | \$1,500   | \$1,500   | \$1,500   |
| Source           | Base  | Base  | Base  |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Software License       | 5000-5999: Services And Other Operating Expenditures Software License       | 5000-5999: Services And Other Operating Expenditures Software License       |

### Action 4



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

**Students to be Served:**

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

**Location(s):**

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

All

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide staff with ongoing training and licensing support for technology integration, and new or existing online curriculum.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$1,000  | \$1,000  | \$1,000  |
| Source           | Base   | Base   | Base   |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference | 5000-5999: Services And Other Operating Expenditures Travel & Conference |

|                  |   |
|------------------|---|
| Amount           | \$2,000   |
| Source           | Base  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>Training expense |

|                  |   |
|------------------|---|
| Amount           | \$2,000   |
| Source           | Base  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>Training expense |

|                  |   |
|------------------|---|
| Amount           | \$2,000   |
| Source           | Base  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>Training expense |

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

All

Specific Schools: Tehama eLearning Academy

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

MOU with TCDE for technology support, fiscal services, and dedicated administrative services.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$70,000  | \$89,054  | \$93,506  |
| Source           | Base  | Base  | Base  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE | 5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE | 5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$200,802

Percentage to Increase or Improve Services

25.48%

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).

\*\*\*\*\*Tehama eLearning Academy (TeLA) is an on-line independent study program designed to meet the learning needs of non-traditional secondary (grades 7-12) students. The school had a three year unduplicated percentage of 75.68%, with a Free/Reduced student percentage of over 60%. The district and its stakeholders believe the most effective use of LCFF funds is to improve the educational program for all students through a district/school-wide service model rather than a targeted service model. This decision is based upon the high at-risk nature of the TeLA student population and the individualized features of curriculum and instructional delivery. Historically, TeLA students have benefited from focused, individualized instruction beyond traditional classroom grouped instruction. Additionally, district/school-wide services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students access to services without interruption.

Supplemental Funds will be used on a school-wide basis to increase technology-based course access and offerings, academic support and interventions, other student support services such as counseling and parent engagement activities. The 2017-18 LCAP identifies the following increased services for unduplicated and all students: on site supplemental core instruction in ELA, Math and Science (salary, software and materials) provided beyond the regularly offered staffing and curriculum; parent engagement activities and training; college/career group intervention and counseling; and intervention assessment, diagnosis and tutoring (salary and materials) for identified at-risk students. TeLA is spending \$159,720 on increased services which is more than the estimated supplemental/concentration funding amount of \$157,667.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$157,667

Percentage to Increase or Improve Services

18.57%

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).

Tehama eLearning Academy (TeLA) is an on-line independent study program designed to meet the learning needs of non-traditional secondary (grades 7-12) students. The school had a three year unduplicated percentage of 66.34%, with a Free/Reduced student percentage of over 60%. The district and its stakeholders believe the most effective use of LCFF funds is to improve the educational program for all students through a district/school-wide service model rather than a targeted service model. This decision is based upon the high at-risk nature of the TeLA student population and the individualized features of curriculum and instructional delivery. Historically, TeLA students have benefited from focused, individualized instruction beyond traditional classroom grouped instruction. Additionally, district/school-wide services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students access to services without interruption.

Supplemental Funds will be used on a school-wide basis to increase technology-based course access and offerings, academic support and interventions, other student support services such as counseling and parent engagement activities. The 2017-18 LCAP identifies the following increased services for unduplicated and all students: on site supplemental core instruction in ELA, Math and Science (salary, software and materials) provided beyond the regularly offered staffing and curriculum; parent engagement activities and training; college/career group intervention and counseling; and intervention assessment, diagnosis and tutoring (salary and materials) for identified at-risk students. TeLA is spending \$159,720 on increased services which is more than the estimated supplemental/concentration funding amount of \$157,667.



# Addendum

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

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

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

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

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

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

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with



the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

## **Actions/Services**

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

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

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

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

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

## **Budgeted Expenditures**

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Students

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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



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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

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

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

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

| Funding Source      | Total Expenditures by Funding Source |                              |              |              |              |                               | 2017-18 through 2019-20 Total |
|---------------------|--------------------------------------|------------------------------|--------------|--------------|--------------|-------------------------------|-------------------------------|
|                     | 2017-18 Annual Update Budgeted       | 2017-18 Annual Update Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18 through 2019-20 Total |                               |
| All Funding Sources | 1,046,638.00                         | 934,994.00                   | 1,046,638.00 | 1,133,397.00 | 1,205,187.00 | 3,385,222.00                  |                               |
|                     | 0.00                                 | 0.00                         | 0.00         | 0.00         | 0.00         | 0.00                          |                               |
| Base                | 796,598.00                           | 718,923.00                   | 796,598.00   | 837,104.00   | 888,060.00   | 2,521,762.00                  |                               |
| Lottery             | 3,700.00                             | 2,452.00                     | 3,700.00     | 6,257.00     | 6,407.00     | 16,364.00                     |                               |
| Other               | 86,620.00                            | 77,348.00                    | 86,620.00    | 89,234.00    | 91,978.00    | 267,832.00                    |                               |
| Supp/Conc           | 159,720.00                           | 136,271.00                   | 159,720.00   | 200,802.00   | 218,742.00   | 579,264.00                    |                               |

\* Totals based on expenditure amounts in goal and annual update sections.

| Object Type   | Total Expenditures by Object Type    |                                    |              |              |              |  |  |
|---|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|--|
|   | 2017-18<br>Annual Update<br>Budgeted | 2017-18<br>Annual Update<br>Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18<br>through<br>2019-20<br>Total |  |
| All Expenditure Types   | 1,046,638.00                         | 934,994.00                         | 1,046,638.00 | 1,133,397.00 | 1,205,187.00 | 3,385,222.00                           |  |
|   | 0.00                                 | 0.00                               | 0.00         | 0.00         | 0.00         | 0.00                                   |  |
| 1000-1999: Certificated Personnel Salaries                        | 332,850.00                           | 328,504.00                         | 332,850.00   | 358,200.00   | 376,643.00   | 1,067,693.00                           |  |
| 2000-2999: Classified Personnel Salaries                          | 163,367.00                           | 132,915.00                         | 163,367.00   | 209,182.00   | 215,554.00   | 588,103.00                             |  |
| 3000-3999: Employee Benefits                                      | 241,742.00                           | 151,865.00                         | 241,742.00   | 191,253.00   | 215,966.00   | 648,961.00                             |  |
| 4000-4999: Books And Supplies                                     | 23,729.00                            | 26,384.00                          | 23,729.00    | 27,165.00    | 28,995.00    | 79,889.00                              |  |
| 5000-5999: Services And Other Operating Expenditures              | 177,572.00                           | 153,194.00                         | 177,572.00   | 191,661.00   | 205,108.00   | 574,341.00                             |  |
| 5800: Professional/Consulting Services And Operating Expenditures | 83,100.00                            | 116,715.00                         | 83,100.00    | 119,521.00   | 126,506.00   | 329,127.00                             |  |
| 5900: Communications  | 3,000.00                             | 3,785.00                           | 3,000.00     | 5,000.00     | 5,000.00     | 13,000.00                              |  |
| 7000-7439: Other Outgo  | 21,278.00                            | 21,632.00                          | 21,278.00    | 31,415.00    | 31,415.00    | 84,108.00                              |  |

\* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source |                     |   |                                       |              |              |              |  |
|--|---------------------|---|---------------------------------------|--------------|--------------|--------------|--|
| Object Type  | Funding Source      | 2017-18<br>Annual<br>Update<br>Budgeted | 2017-18<br>Annual<br>Update<br>Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18<br>through<br>2019-20<br>Total |
| All Expenditure Types                                | All Funding Sources | 1,046,638.00                            | 934,994.00                            | 1,046,638.00 | 1,133,397.00 | 1,205,187.00 | 3,385,222.00                           |
|  |                     | 0.00                                    | 0.00                                  | 0.00         | 0.00         | 0.00         | 0.00                                   |
| 1000-1999: Certificated Personnel Salaries           | Base                | 217,000.00                              | 225,910.00                            | 217,000.00   | 227,850.00   | 239,243.00   | 684,093.00                             |
| 1000-1999: Certificated Personnel Salaries           | Other               | 28,350.00                               | 20,020.00                             | 28,350.00    | 28,350.00    | 28,350.00    | 85,050.00                              |
| 1000-1999: Certificated Personnel Salaries           | Supp/Conc           | 87,500.00                               | 82,574.00                             | 87,500.00    | 102,000.00   | 109,050.00   | 298,550.00                             |
| 2000-2999: Classified Personnel Salaries             | Base                | 118,191.00                              | 83,836.00                             | 118,191.00   | 161,747.00   | 165,747.00   | 445,685.00                             |
| 2000-2999: Classified Personnel Salaries             | Other               | 26,000.00                               | 28,930.00                             | 26,000.00    | 27,300.00    | 28,665.00    | 81,965.00                              |
| 2000-2999: Classified Personnel Salaries             | Supp/Conc           | 19,176.00                               | 20,149.00                             | 19,176.00    | 20,135.00    | 21,142.00    | 60,453.00                              |
| 3000-3999: Employee Benefits                         | Base                | 193,798.00                              | 109,106.00                            | 193,798.00   | 145,238.00   | 165,150.00   | 504,186.00                             |
| 3000-3999: Employee Benefits                         | Other               | 14,300.00                               | 14,898.00                             | 14,300.00    | 15,015.00    | 15,766.00    | 45,081.00                              |
| 3000-3999: Employee Benefits                         | Supp/Conc           | 33,644.00                               | 27,861.00                             | 33,644.00    | 31,000.00    | 35,050.00    | 99,694.00                              |
| 4000-4999: Books And Supplies                        | Base                | 15,729.00                               | 20,532.00                             | 15,729.00    | 11,908.00    | 12,088.00    | 39,725.00                              |
| 4000-4999: Books And Supplies                        | Lottery             | 3,700.00                                | 2,452.00                              | 3,700.00     | 6,257.00     | 6,407.00     | 16,364.00                              |
| 4000-4999: Books And Supplies                        | Other               | 1,500.00                                | 1,500.00                              | 1,500.00     | 1,500.00     | 1,500.00     | 4,500.00                               |
| 4000-4999: Books And Supplies                        | Supp/Conc           | 2,800.00                                | 1,900.00                              | 2,800.00     | 7,500.00     | 9,000.00     | 19,300.00                              |
| 5000-5999: Services And Other Operating Expenditures | Base                | 155,602.00                              | 137,407.00                            | 155,602.00   | 162,892.00   | 173,911.00   | 492,405.00                             |
| 5000-5999: Services And Other Operating Expenditures | Other               | 16,470.00                               | 12,000.00                             | 16,470.00    | 17,069.00    | 17,697.00    | 51,236.00                              |
| 5000-5999: Services And Other Operating Expenditures | Supp/Conc           | 5,500.00                                | 3,787.00                              | 5,500.00     | 11,700.00    | 13,500.00    | 30,700.00                              |

| Total Expenditures by Object Type and Funding Source                    |                |   |                                       |           |           |           |  |
|---|----------------|---|---------------------------------------|-----------|-----------|-----------|--|
| Object Type   | Funding Source | 2017-18<br>Annual<br>Update<br>Budgeted | 2017-18<br>Annual<br>Update<br>Actual | 2017-18   | 2018-19   | 2019-20   | 2017-18<br>through<br>2019-20<br>Total |
| 5800: Professional/Consulting<br>Services And Operating<br>Expenditures | Base           | 72,000.00                               | 116,715.00                            | 72,000.00 | 91,054.00 | 95,506.00 | 258,560.00                             |
| 5800: Professional/Consulting<br>Services And Operating<br>Expenditures | Supp/Conc      | 11,100.00                               | 0.00                                  | 11,100.00 | 28,467.00 | 31,000.00 | 70,567.00                              |
| 5900: Communications  | Base           | 3,000.00                                | 3,785.00                              | 3,000.00  | 5,000.00  | 5,000.00  | 13,000.00                              |
| 7000-7439: Other Outgo  | Base           | 21,278.00                               | 21,632.00                             | 21,278.00 | 31,415.00 | 31,415.00 | 84,108.00                              |

\* Totals based on expenditure amounts in goal and annual update sections.



| Total Expenditures by Goal |                                      |                                    |            |            |            |  |  |
|----------------------------|--------------------------------------|------------------------------------|------------|------------|------------|--|--|
| Goal                       | 2017-18<br>Annual Update<br>Budgeted | 2017-18<br>Annual Update<br>Actual | 2017-18    | 2018-19    | 2019-20    | 2017-18<br>through<br>2019-20<br>Total |  |
| <b>Goal 1</b>              | 808,765.00                           | 676,567.00                         | 808,765.00 | 850,937.00 | 909,326.00 | 2,569,028.00                           |  |
| <b>Goal 2</b>              | 40,900.00                            | 31,414.00                          | 40,900.00  | 61,867.00  | 66,450.00  | 169,217.00                             |  |
| <b>Goal 3</b>              | 196,973.00                           | 227,013.00                         | 196,973.00 | 220,593.00 | 229,411.00 | 646,977.00                             |  |
| <b>Goal 4</b>              |                                      |                                    | 0.00       | 0.00       | 0.00       | 0.00                                   |  |
| <b>Goal 5</b>              |                                      |                                    | 0.00       | 0.00       | 0.00       | 0.00                                   |  |
| <b>Goal 6</b>              |                                      |                                    | 0.00       | 0.00       | 0.00       | 0.00                                   |  |
| <b>Goal 7</b>              |                                      |                                    | 0.00       | 0.00       | 0.00       | 0.00                                   |  |
| <b>Goal 8</b>              |                                      |                                    | 0.00       | 0.00       | 0.00       | 0.00                                   |  |

\* Totals based on expenditure amounts in goal and annual update sections.