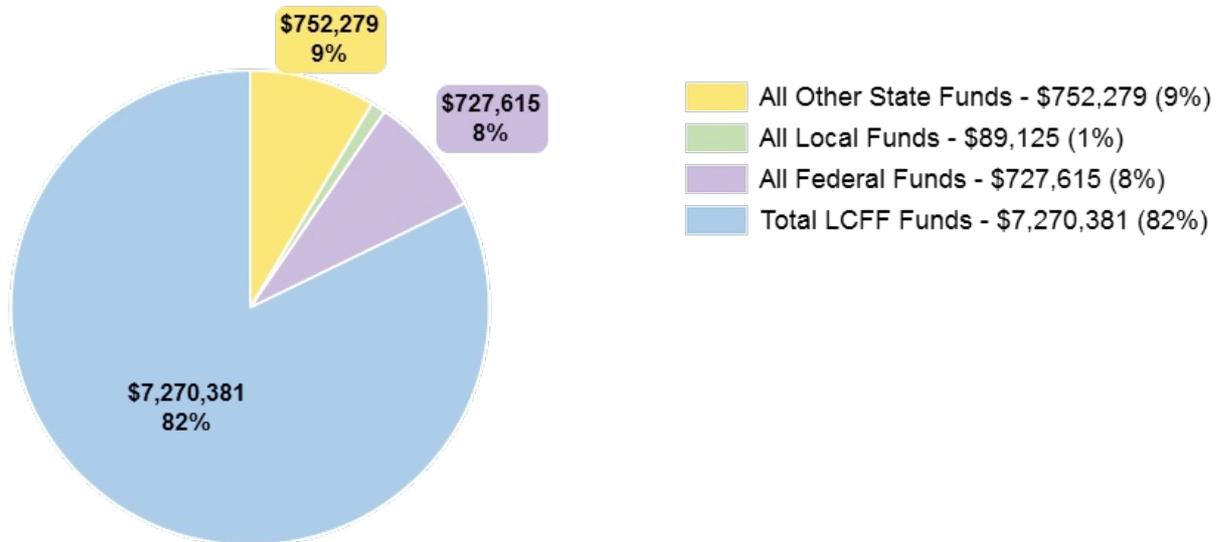# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ezequiel Tafoya Alvarado Academy
CDS Code: 20652430107938
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Nicolas M. Retana | dr.retana@etaacharter.com | 5599996639

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

# Budget Overview for the 2019-20 LCAP Year

## Projected Revenue by Fund Source



- All Other State Funds - $752,279 (9%)
- All Local Funds - $89,125 (1%)
- All Federal Funds - $727,615 (8%)
- Total LCFF Funds - $7,270,381 (82%)

| Source | Funds | Percentage |
|---|---|---|
| All Other State Funds | $752,279 | 9% |
| All Local Funds | $89,125 | 1% |
| All Federal Funds | $727,615 | 8% |
| Total LCFF Funds | $7,270,381 | 82% |

# Breakdown of Total LCFF Funds



LCFF Supplemental & Concentration Grants - $1,871,597 (21%)
All Other LCFF Funds - $5,398,784 (61%)
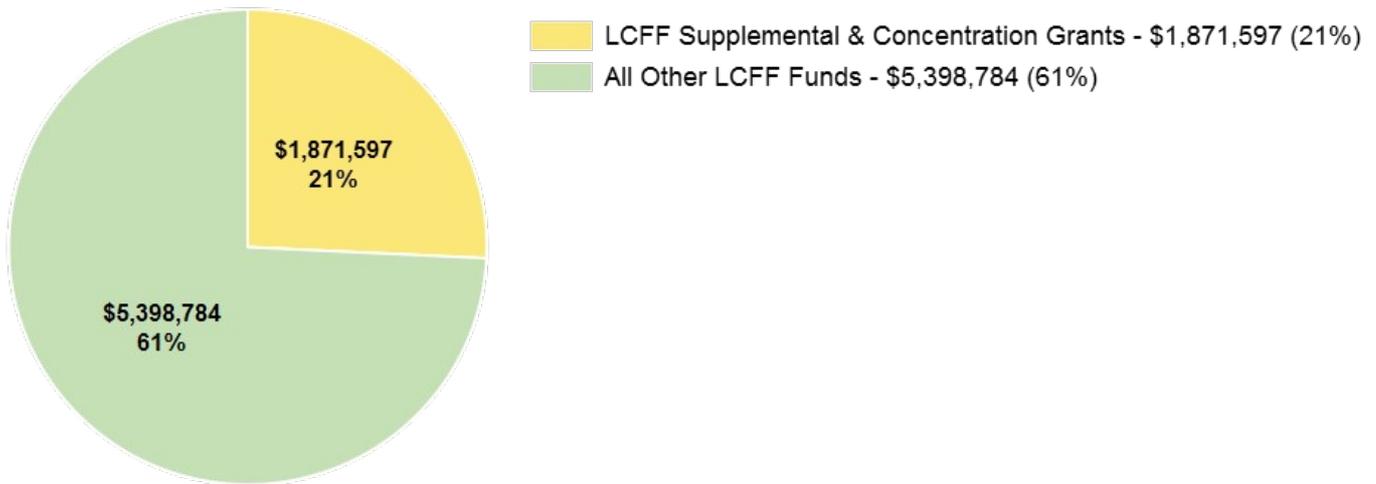
| Source | Funds | Percentage |
|---|---|---|
| LCFF Supplemental & Concentration Grants | $1,871,597 | 21% |
| All Other LCFF Funds | $5,398,784 | 61% |

*These charts show the total general purpose revenue Ezequiel Tafoya Alvarado Academy expects to receive in the coming year from all sources.*

The total revenue projected for Ezequiel Tafoya Alvarado Academy is $8,839,400, of which $7,270,381 is Local Control Funding Formula (LCFF), $752,279 is other state funds, $89,125 is local funds, and $727,615 is federal funds. Of the $7,270,381 in LCFF Funds, $1,871,597 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures
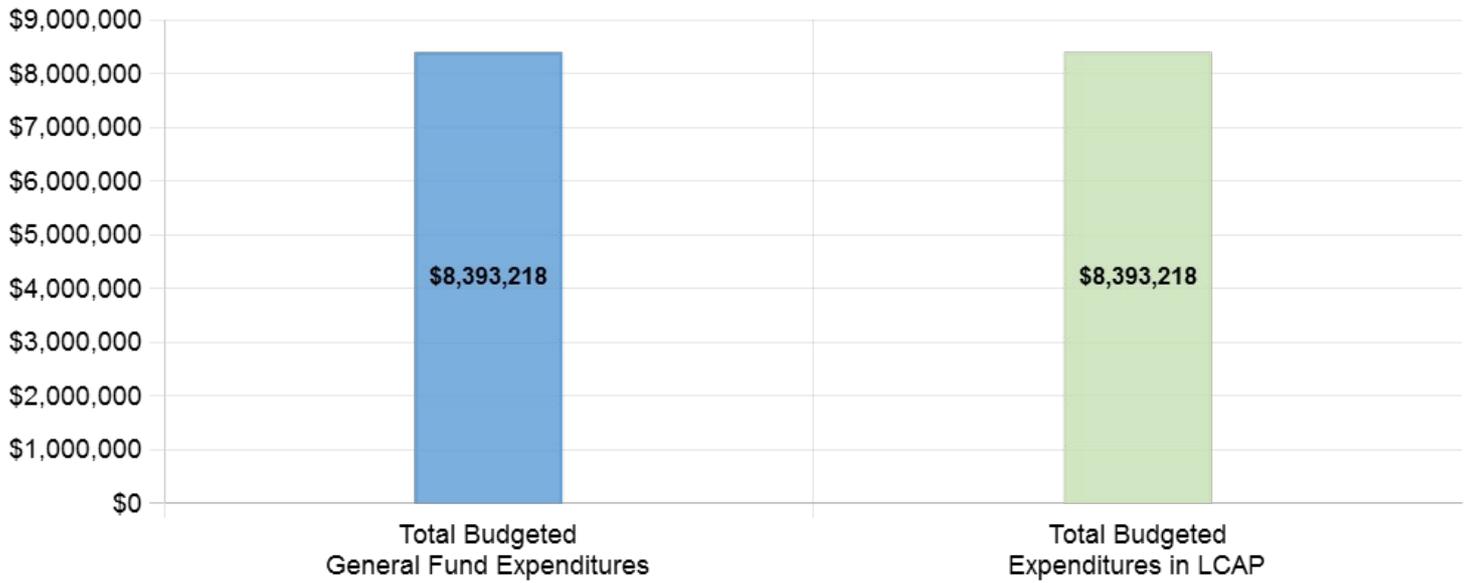


| Source | Funds |
|---|---|
| Total Budgeted General Fund Expenditures | $8,393,218 |
| Total Budgeted Expenditures in LCAP | $8,393,218 |

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

Ezequiel Tafoya Alvarado Academy plans to spend $8,393,218 for the 2019-20 school year. Of that amount, $8,393,218 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

None.

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

In 2019-20, Ezequiel Tafoya Alvarado Academy is projecting it will receive $1,871,597 based on the enrollment of foster youth, English learner, and low-income students. Ezequiel Tafoya Alvarado Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Ezequiel Tafoya Alvarado Academy plans to spend $2,199,602 on actions to meet this requirement.

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

# Current Year Expenditures: Increased or Improved Services for High Needs Students
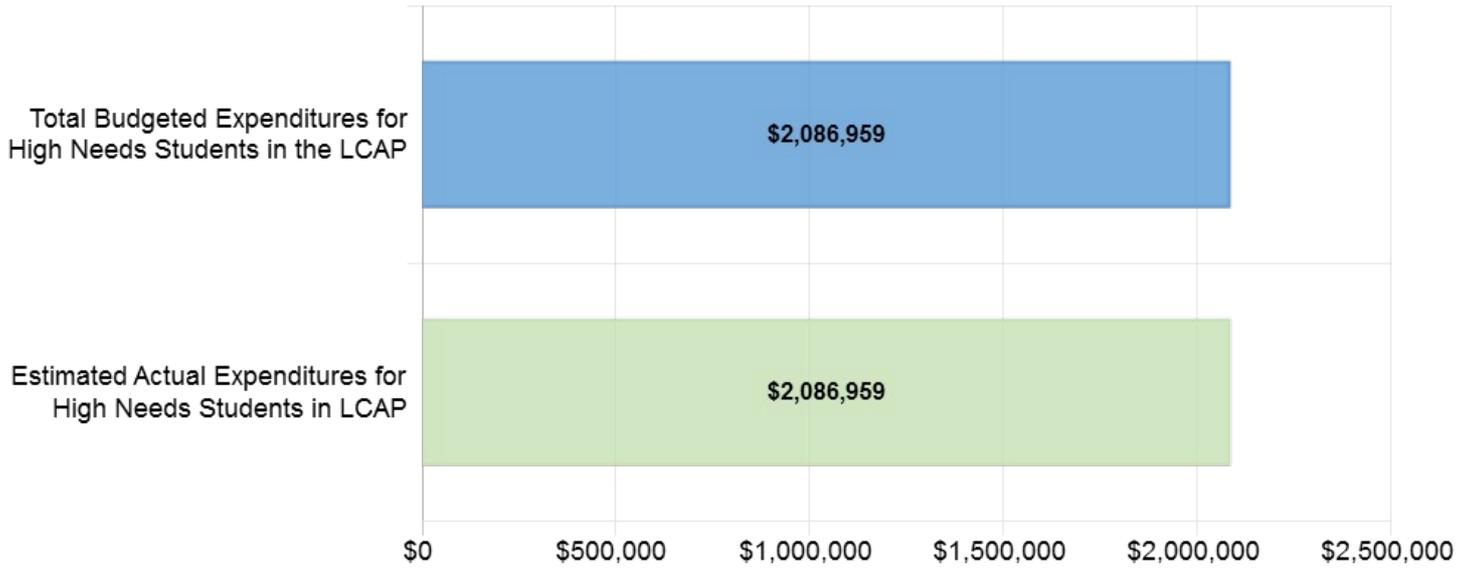
| Source | Funds |
|---|---|
| Total Budgeted Expenditures for High Needs Students in the LCAP | $2,086,959 |
| Estimated Actual Expenditures for High Needs Students in LCAP | $2,086,959 |

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

In 2018-19, Ezequiel Tafoya Alvarado Academy's LCAP budgeted $2,086,959 for planned actions to increase or improve services for high needs students. Ezequiel Tafoya Alvarado Academy estimates that it will actually spend $2,086,959 for actions to increase or improve services for high needs students in 2018-19.

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

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Ezequiel Tafoya Alvarado Academy | Nicolas M. Retana | dr.retana@etaacharter.com |
| | Executive Director | 5599996639 |

# 2017-20 Plan Summary

## The Story

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

The tagline for Ezequiel Tafoya Alvarado Academy (ETAA) is "a school for smart kids." And this impetus fuels the ETAA's focus on empowering economically underprivileged Latino children in Madera, through education. These efforts are intended to breed future leaders in the state's extremely large Latino community, where children often attend underserved public schools. Ezequiel Tafoya Alvarado Academy (ETAA) will begin its 15th year of operation in 2019-2020. The school began with 167 students and now serves approximately 621 students in Kindergarten through the 8th grade. We expect to serve 657 students in 2019-2020.

The community of Madera, which is over 80% Latino has been a huge supporter of ETAA. We have become a recognized institution in the city and our enrollment is a measure of that success.

## LCAP Highlights

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

This year's LCAP will continue to align with the goals of our charter that was established in 2005. We will continue to place emphasis on hiring and retaining the best teaching staff possible. Secondly, we will ensure that our curriculum is robust, current, and maximizes student proficiency in CAASSP and other assessments. Furthermore, woven into our curriculum will be a thematic emphasis on student leadership and social justice. Facility needs remain a priority. We will continue to build new facilities for the next five

years culminating in a completed middle school for 6th thru 8th grades. Our ELL students will continue to be monitored carefully and assessed with the goal of being re-classified. ETAA has formed a Curriculum Committee that will articulate and execute the goals of student improvement. One such goal is to implement standardized core assessment and monitor progress.

We also will continue to manifest a program for the Arts, specifically Band, which encompasses a Mariachi, String Band, and Orchestra. Furthermore, we are going to do an assessment to incorporate Career Readiness Programs K-8. Noted consultant, Dr. Roger Guevara is currently developing this plan.

Benchmark, a new Language Arts curriculum. aligned to standards (K-8) will begin full implementation in 2019-2020. Also. we are piloting a Science curriculum for full implementation during 2020-2021.

# Review of Performance

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

## Greatest Progress

Our greatest progress is in the recognition that our parents and students love our school. Based on our annual parent survey, 86% agree or strongly agree that the learning environment at ETAA is excellent.

We also have a robust art program where students are engaged in Visual Arts (K-8) and Band (4-8). The success of these two programs is evident in our band performances throughout the community and our Spring Art Walk attended by 90% of our parents.

We implemented PBIS this year which has changed the overall atmosphere of the school. It rewards positive behavior. Teachers have been trained throughout the year on the concepts that this program promotes such as: honesty, ethics, etc.

We continue to exceed our expectation of 97% overall attendance throughout the academic year.

Grades 6 and 7 had the highest percentages of Standard Met/Standard Exceeded of over 34%.

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

# Greatest Needs

Ezequiel Tafoya Alvarado Academy (ETAA) saw weak performance on the SBAC in the 2018-2019 year in both ELA and Mathematics. We were in Yellow for this academic year. We anticipate moving down to Orange for the 2019-2020 school year based on the five by five matrix.

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

# Performance Gaps

We have created a "Performance Team" consisting of the Principal, Vice Principal, Instructional Coach, Tech Coordinator, Instructional Tech Coach, Special Ed. Coordinator, and Teacher Leads to work together to determine how best to accelerate learning via CAASPP for students performing two or more levels below the norm. They will study data and develop methods to determine how best to succeed with each individual student.

# Comprehensive Support and Improvement

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

# Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

# Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

# Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

**LCAP Year Reviewed:** 2018-19

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

# Goal 1

We will have 100% participation in teacher strategies and compliance meetings the practices in our Professional Learning Communities (PLC)

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

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

**Local Priorities:** Not Applicable

# Annual Measurable Outcomes

**Expected**

All of our teachers will become acclimated on specific strategies that will improve instruction. They will become part of a participatory process in determining needs and then fulfilling these needs through professional development and resources. The goal will better improve student achievement.

**Actual**

100% of our teachers attended numerous local, county, and state opportunities for professional development.

# 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 |
|---|---|---|---|
| We will continue to emphasize and document that our certificated teachers (all of them) maintain a comprehensive professional development program. Human Resources monitors their attendance at each of these workshops. | Human Resources Coordinator, Rubi Bernal, maintains a log of each teachers professional development. | In 2018-2019 we budgeted $75,000.00 for professional development and spent $65,610.61. For this fiscal year of 2019-2020, we are budgeting $30,000.00 for professional development. | This amount should total $30,000.00. |

# 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.

> We maintain logs of staff development. The Human Resources Department maintains these records.

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

> We achieved 100% success and our teachers know that attendance at these workshops is mandated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> We spent almost as much money as budgeted.

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

> The only change that we have made is that we will be budgeting less money due to the cost of our new curriculum, which includes training not reflected in the specific budget code for professional development.

# Goal 2

We will have 90% success in teacher/parent communications. One will be formal (Fall teacher/parent conference) and the others can be informal: Field Trips, Classroom volunteerism, Art Walk participation.

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

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

**Local Priorities:** Not Applicable

# Annual Measurable Outcomes

**Expected**                                                          **Actual**

Teachers will keep log-in sheets to ensure compliance. 90% participation. Each grade level has developed unique strategies on increasing and maintaining excellent parent involvement. These are on filed in the main office.

All teachers and the front office maintained logs for parent participation in a variety of events. These logs are kept on file in the main office. We had several general opportunities for parent involvement: One on One Conferences (100% attendance), Back to School Night (90%), Art Walk (90%), and many other opportunities like field trips, classroom volunteers, etc. We continue to be highly successful with this goal.

We also made it mandatory that teachers use Class Dojo, which is an online program that allows teachers and parents to communicate. We have 25 teachers and only 3 did not have 100% success using this program.

# 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**

We will continue to monitor our overall strategy of engaging parents. We can do a more robust method of advertising events. Our Activities Coordinator,working in concert with our technology staff, can post events online. We also are training our parents, via newsletters, social media, and handouts to access our school webpage.

The Activities Coordinator and Technology team are implementing methods to achieve better parent participation at all ETAA events.

Approximately $100,000.00 is budgeted via the salary of the Activities Director and Technology Assistant (Web Page).

We expect to spend 100% of this budget.

# 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.

> We exceeded our planned parent participation via our logs and sign-in sheets that the front office and teachers maintain.

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

> The overall effectiveness was excellent.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> There were no differences.

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

> The significant change will be better coordination between the Activities Director and the Technology Support person.

# Goal 3

We will have measurable increase in student performance on the California Assessment of Student Progress and Performance (CAASPP)

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

**State Priorities:** 2, 4, 5, 8

**Local Priorities:** Not Applicable

## Annual Measurable Outcomes

**Expected**

Our expected outcome was to have an increase from Standard Nearly Met to Standard Met.

**Actual**

We did not accomplish this goal.

## 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 |
|---|---|---|---|

We have created a Student Performance Team whose sole responsibility is to raise student achievement by moving a quarter of our students from Standard Nearly Met to Standard Met.

The Student Performance Team (SPT) will meet weekly to discuss and analyze student performance based on the interim assessments that will be given on a bi-weekly basis. They will monitor instruction in the classroom to ensure that teachers are teaching to the weaknesses of each student based on the data. Also, they will monitor the use of consultants to improve student performance, targeting those areas that are deficient in our current teaching toolbox.

We expect to spend approximately $200,000.00 to improve student achievement. This does not include salaries for the SPT. It does include: professional development, coaching, consultants, and new curriculum.

Not Applicable

# 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.

We believe that there needs to be better coordination among the administrative team and the teaching force. The team leaders will be working closely with the SPT on a weekly basis to discuss student achievement. There will be a weekly calendar that shows the instructional coaching and monitoring of teachers by the administrative team. Also, veteran and successful teachers will be used to demonstrate effective practices.

One primary reason our scores dipped was that we have several teachers who left mid year, causing a disruption of the teaching plane. This was unfortunate and it did affect our student performance. We plan to maintain a strong teaching force that is stable and congruent with our goal to raise student achievement.

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

Our four new teacher hires are veterans with more years experience than their replacements. We also are moving toward a block schedule for 6-8th to focus teacher strengths to subject. We believe that more careful identification of student needs vis a vis the interim assessments will help us in the effort to accomplish this goal. Finally, the addition of Vice-Principal will allow for the administrative team to have more time to monitor instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable.

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

The most significant change is the creation of the Student Performance Team and also becoming much more data driven in determining student

needs.

# Goal 4

We will construct a new 12 room classroom building

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

**State Priorities:** 1

**Local Priorities:** Not Applicable

# Annual Measurable Outcomes

**Expected**

ETAA inaugurated a new 12 room Academic Building christened, Garcia Hall in August of 2018. This building is complete with technology, projectors in each room, and each teacher has the ability to use wireless connectivity for lesson plans. This building houses grades: 1 through 5.

**Actual**

100% success.

# 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 |
|---|---|---|---|

ETAA has completed Year 3 of a seven year construction cycle. In the subsequent academic year (2019-2020) ETAA is building an office complex, library, restrooms, three 5th grade classrooms, Art Hall, and Band Hall. The project is to be done by February of 2020.

The construction of the new building has begun (May, 2019).

Garcia Hall was budgeted at 1.2 million dollars. The project was completed on time and on budget. There was no overage.

The new building is similarly budgeted for the same amount.

We will know this information in February of 2020.

# Analysis

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

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

> 100% of the objective was met.

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

> 100% of the actions were clearly met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> There were none.

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

> The only change is that we are now building a new building as described above.

# Goal 5

70% of our teachers will become familiar or expert on the attributes associated with Kagan training.

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

**State Priorities:** 2, 4, 5, 8

**Local Priorities:** Not Applicable

# Annual Measurable Outcomes

| Expected | Actual |
| --- | --- |
| Expected was that 70% of our teachers would attend Kagan Workshops. | 100% of our teachers completed Kagan Workshops. |

# 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 |
| --- | --- | --- | --- |

Overall success was 100% participation of the first several phases of Kagan Training. We expect to continue this training for our four new teachers and also continue the more robust training for veterans.

Plan and execute further Kagan Training.

$30,000.00 is budgeted for this training. Last year we budgeted approximately $75,000 for staff development of which 95% was spent.

Specifically to Kagan Training, we spent $7,267.00.

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

# Analysis

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

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

Based on teacher interviews, they felt that Kagan Training was successful and meritful.

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

100% success was achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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.

There is no change except we will continue to train our veterans and new teachers the principles of Kagan Teaching Strategies.

# Goal 6

We will improve the wireless infrastructure on campus. Secondly, we will purchase a mobile tablet cart, at a ration of one classroom set per grade level. Student training will be ongoing.

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

**State Priorities:** 1, 4, 5, 8

**Local Priorities:** Not Applicable

## Annual Measurable Outcomes

**Expected**

New connectivity that expands wireless performance and capacity. Purchase of new tablet carts in addition to our two mobile tablet carts.

**Actual**

We exceeded this outcome because we added connectivity (wireless) to our new 12 room building (Garcia Hall), which allowed us to purchase chrome-casts for each classroom. Furthermore the new and robust wireless system allowed us to implement a more secure camera-based security system which covers the entire campus. We also purchased an additional four more chrome carts than expected, which increased technology for grades 1 and 2.

## Actions/Services

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

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 100% success was completed on this goal. | As described before, a more robust wireless system was implemented, more chrome carts were purchased, and a camera-based security system was installed. | $175,000 was prioritized for that goal. | We actually spent $230,000.00 because we outfitted Garcia Hall with wireless technology. This allowed every classroom to be on the computer network without any delay. |

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

# Analysis

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

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

100% success and more for this articulated goal.

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

The plan was super successful and achieved 100% success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We increased our expenditures because we now had a more robust wireless network and we knew that our new curriculum would require additional chrome carts. These are now in every classroom 1st through 8th grade.

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

The only changes were the additional expenditures on chrome carts.

# Stakeholder Engagement

**LCAP Year:** 2019-20

## Involvement Process for LCAP and Annual Update

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

The LCAP has a continuing process for involvement by parents, student, and teachers. We advertise on our website what our priorities and goals and provide forums for articulation of said goals. Each of our goals is monitored and discussed with our community via the following forums:
1. DLAC meetings
2. Newsletters
3. Art Walk
4. One on one teacher meetings
5. Web Page
6. Annual Survey

## Impact on LCAP and Annual Update

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

These forms of communication reinforced the priorities of our ETAA community. Our parents have insisted that we continue to improve technology, maintain a strong teaching staff, build new buildings and improve achievement.

# 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)

# Goal 1

ETAA will create an environment that will allow all students to become scholars.

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

**State Priorities:** 4, 8

**Local Priorities:** Not Applicable

## Identified Need:

• Improve ELA outcomes
• Improve Math outcomes with a specific focus on our English Learners, Hispanic or Latino and Socioeconomically Disadvantaged sub groups
• Improve ELPI outcomes
• Analyze benchmark data throughout the year to make adjustments in teaching strategies and supports for struggling students

## Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| CORE Literacy assessments: % at Benchmark or Independent level by Spring. | Reading ability (K-8) 47% Vocabulary (2-8) 69% Phonics (K/1) 90% Oral Fluency (2-8) 28% Maze Comprehension (2-8) 79% | N/A | Reading ability (K-8) 50% Vocabulary (2-8) 72% Phonics (K/1) 93% Oral Fluency (2-8) 31% Maze Comprehension (2-8) 82% | Reading ability (K-8) 53% Vocabulary (2-8) 75% Phonics (K/1) 95% Oral Fluency (2-8) 34% Maze Comprehension (2-8) 85% |
| Go Math Assessments or SBAC Math IABs: % meeting benchmark | Not Applicable | N/A | +2% in Math and +3% in ELA | +2% in Math and +3% in ELA |
| SBAC Math & ELA: Increase in percentage meeting/exceeding the standard for students enrolled at least 2 years at ETAA. | Change from 2014-15 to 2015-16: ELA: +7% (28% increased to 35%) Math: -11% (27% decreased to 16%)<br><br>Change from 2015-16 to 2016-17: ELA: +3% (27% increased to 30%) Math: +1% (15% increased to 16%) | N/A | Goal for change from 2017-18 to 2018-19: ELA: +3% Math: +3% | Goal for change from 2018-19 to 2019-20: ELA: +3% Math: +3% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Intervention Program assessments: Positive change | Targeted students who were not meeting the standards and created an intervention program. | N/A | Continue to target students and have a pre-and post test. Improvement should occur. | Continue to target students and have a pre-and post test. Improvement should occur. |

# Planned Actions/Services

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

# Action #1

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

**Students to be Served**

**Location(s)**

| | |
|---|---|
| | |

## OR

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

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

## Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| N/A | Supports to increase student achievement<br><br>• Longer school days<br>• Keep kindergarten class sizes 24:1<br>• 1st thru 8th grade class sizes no larger than 31:1<br>• Aides in all classrooms to assist the students and teachers can focus on lesson<br>• Provide 9-week intervention/enrichment programs in ELA/Math/ELD for 6th thru 8th grader | Supports to increase student achievement<br><br>• Longer school days<br>• Keep kindergarten class sizes 24:1<br>• 1st thru 8th grade class sizes no larger than 31:1<br>• Aides in all classrooms to assist the students and teachers can focus on lesson<br>• Provide 9-week intervention/enrichment programs in ELA/Math/ELD for 6th thru 8th grader |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | N/A | $323,586.00 | $323,586.00 |
| Source | N/A | LCFF | LCFF |

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Budget Reference** | N/A | 2100, Classified Instructional Aide Salaries | 2100, Classified Instructional Aide Salaries |

# Action #2

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

**Students to be Served**

**Location(s)**

<div align="center">

**OR**

</div>

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

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

## Actions/Services

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

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

| N/A | Benchmark assessments and diagnostic tools<br>• Administer Go Math and EngageNY<br>• Implement Accelerated Reader<br>• Administer SBAC IAB<br>• Implement Kahn Academy for grades 3-8 | Benchmark assessments and diagnostic tools<br>• Administer Go Math and EngageNY<br>• Implement Accelerated Reader<br>• Administer SBAC IAB<br>• Implement Kahn Academy for grades 3-8 |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- |
| Amount | N/A | $10,000.00 | $10,000.00 |
| Source | N/A | LCFF | LCFF |
| Budget Reference | N/A | 4320, Educational Software | 4320, Educational Software |

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

New

# Goal 2

ETAA will provide a high-quality teaching and learning environment.

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

**State Priorities:** 1, 2, 7

**Local Priorities:** Not Applicable

## Identified Need:

Provide small class sizes
Provide additional minutes of instruction to supplement the regular school day
Support and mentorship to teachers with teacher intern certificates.

## Expected Annual Measureable Outcomes

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

| | | | | |
|---|---|---|---|---|
| Teachers fully qualified & properly assigned. | 70% fully qualified teachers. | N/A | 73% fully qualified teachers. | 76% fully qualified teachers. |
| Daily facilities walkthroughs; all issues fixed in timely fashion | Daily walkthroughs All issued fixed. | N/A | Daily walkthroughs All issued fixed | Daily walkthroughs All issued fixed |
| All students in grades 3-8 have access to Chrome carts for instruction | 25% will have access to Chrome carts. | N/A | 100% of students in grades 3 through 8 have access to Chrome carts. | 100% of students in grades 3 through 8 have access to Chrome carts. |
| Annual Parent Survey: % with positive response regarding school safety | 90% positive response by parents. | N/A | >90% positive response. | >90% positive response. |
| EL Reclassification Rate | 2015-2016: 1.1% 2016-2017: 5.3% | N/A | 8.5% | 9.5% |

# 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**

N/A

**Location(s)**

N/A

## OR

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

| **Students to be Served** | **Scope of Services:** | **Location(s)** |
|---|---|---|
| English Learners, Low Income | LEA-Wide | Specific Grade spans, K-8 |

## 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 | Unchanged |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
|---|---|---|
| N/A | Teacher retention, support and development to support a stable faculty | Teacher retention, support and development to support a stable faculty |

Kagan training that focuses on group thinking and working together in the classroom

Conduct regular audits of teacher credentials

Instructional rounds to observe classrooms, best practices and peer feedback

Lesson plan audits to ensure they are aligned to common core standards

Professional Development and instructional materials on standard alignment

Math consultant providing training on new math curriculum

Lesson planning and teaching strategies focused on literacy provided by retired principals from LAUSD

Training for new teachers
• Veteran leaders serve as Team leaders that meet 2x/month
• Retreat to acclimate new teachers with veteran teachers and review items that need to be improved

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Amount | N/A | $1,688,551<br>$1600<br>$50,000<br>$40,000 | $1,688,551<br>$1600<br>$50,000<br>$40,000 |
| Source | N/A | LCFF | LCFF |
| Budget Reference | N/A | 1100, Teacher Salaries<br>4340, PD supplies<br>5863, PD<br>5815 Consultants-Instructional | 1100, Teacher Salaries<br>4340, PD supplies<br>5863, PD<br>5815 Consultants-Instructional |

# Action #2

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

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

## OR

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

| Students to be Served | Scope of Services: | Location(s) |
|---|---|---|
| English Learners, Low Income | LEA-Wide | Specific Grade spans, K-8 |

## 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 | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| N/A | Provide safe, clean facilities for our students<br>• Night and day security<br>• Fence around building – single entrance monitored<br>• Sign in/sign out process<br>• Conduct daily walkthroughs<br>• Repairs are completed in a timely fashion<br>• Building a new facility with 12 rooms to be completed by Aug 2018 for 1st thru 5th grades<br>• Construction to begin on new office complex, band room, art room, 3 more classes | Provide safe, clean facilities for our students<br>• Night and day security<br>• Fence around building – single entrance monitored<br>• Sign in/sign out process<br>• Conduct daily walkthroughs<br>• Repairs are completed in a timely fashion<br>• Building a new facility with 12 rooms to be completed by Aug 2018 for 1st thru 5th grades<br>• Construction to begin on new office complex, band room, art room, 3 more classes |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | N/A | 75,000<br>5000<br>30,000 | 75,000<br>5000<br>30,000 |
| Source | N/A | LCFF | LCFF |
| Budget Reference | N/A | 5615 Repairs and Maintenance<br>5617 Repairs and Maintenance-Equipment<br>5515 Janitorial Gardening Services and Supplies | 5615 Repairs and Maintenance<br>5617 Repairs and Maintenance-Equipment<br>5515 Janitorial Gardening Services and Supplies |

# Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

## OR

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

| English Learners, Low Income | LEA-Wide | Specific Grade spans, K-8 |

## 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 | Unchanged |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| --- | --- | --- |
| N/A | Chrome carts for all classrooms. Grades 3-8. | Chrome carts for all classrooms. Grades 3-8. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- |
| **Amount** | N/A | 15,000<br>25,750 | 15,000<br>25,750 |
| **Source** | N/A | LCFF | LCFF |
| **Budget Reference** | N/A | 5887, Technology Services<br>4420, Computers | 5887, Technology Services<br>4420, Computers |

# Action #4

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

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

## OR

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

| **Students to be Served** | **Scope of Services:** | **Location(s)** |
| --- | --- | --- |
| English Learners, Low Income | LEA-Wide | Specific Grade spans, K-8 |

# 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 | Unchanged |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| --- | --- | --- |
| N/A | Standards-aligned instruction materials and curriculum<br><br>• Implement Treasures in grade k-5 for ELA<br>• Implement Study Sync | Standards-aligned instruction materials and curriculum<br><br>• Implement Treasures in grade k-5 for ELA<br>• Implement Study Sync |

| | • Continue using Thinking Math strategies<br>• Stock classroom libraries to support Reader's Workshops | • Continue using Thinking Math strategies<br>• Stock classroom libraries to support Reader's Workshops |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Amount** | N/A | 140,000 | 140,000 |
| **Source** | N/A | LCFF | LCFF |
| **Budget Reference** | N/A | 4100 Textbook and Core Curricula | 4100 Textbook and Core Curricula |

# Action #5

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

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

## OR

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

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

| English Learners | Schoolwide | All Schools |
|---|---|---|

## Actions/Services

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

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

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

| | Modified | Unchanged |
|---|---|---|

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

| N/A | English Learner support and services<br>• Implementation of Study Sync – PD for that ELA program<br>• Intervention program for ELs to improve reclassification rate<br>• Reestablished criteria for reclassification based on district input<br>• Designated mandatory ELD time at first part of day for all teachers<br>• PD on lesson plans for ELs & grouping appropriately<br>• Implement Treasures a new ELD curriculum and lesson planning tool | English Learner support and services<br>• Implementation of Study Sync – PD for that ELA program<br>• Intervention program for ELs to improve reclassification rate<br>• Reestablished criteria for reclassification based on district input<br>• Designated mandatory ELD time at first part of day for all teachers<br>• PD on lesson plans for ELs & grouping appropriately<br>• Implement Treasures a new ELD curriculum and lesson planning tool |
|---|---|---|

## Budgeted Expenditures

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

| | | | |
|---|---|---|---|
| **Amount** | N/A | $0, included in Goal 1. | $0, included in Goal 1. |
| **Source** | N/A | Supplemental/Concentration | Supplemental/Concentration |
| **Budget Reference** | N/A | 5863 PD | 5863 PD |

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

# Goal 3

ETAA will fully engage students, parents, and community in support of short and long term educational outcomes.

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

**State Priorities:** 3, 5, 6

**Local Priorities:** Not Applicable

## Identified Need:

Improve chronic absenteeism rates
Improve suspension rate
Increase parent participation

## Expected Annual Measureable Outcomes

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

| | | | | |
|---|---|---|---|---|
| Annual Parent Survey: % with positive response to school connectiveness. | Not Applicable | N/A | >71% | >71% |
| Participation in Annual Parent Survey | 75% participation | N/A | +5% | +5% |
| Parent/Teacher conference attendance rate. | Not Applicable | N/A | Establish Baseline | +5% |
| Back to School Night Attendance Rate | Not Applicable | N/A | +3% | +3% |
| Chronic Absence Rate | 7.2% | N/A | 5% | 5% |
| Suspension Rate | 2.6% | N/A | <3% | <3% |
| Re-enrollment Rate | Not Applicable | N/A | 94% | 94% |

# 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**

N/A

**Location(s)**

N/A

## OR

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

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

## Actions/Services

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

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

| N/A | Extracurricular actives<br>Provide a full band program<br><br>Athletic program<br>• Boys: soccer, flag football, basketball, volleyball, wrestling, cross-country<br>• Girls: soccer, basketball, volleyball, cheerleading, cross-country<br><br>Band performance at schoolwide music night<br><br>Art Walk in the spring<br>• Feed families<br>• Prizes for classes with the best attendance | Extracurricular actives<br>Provide a full band program<br><br>Athletic program<br>• Boys: soccer, flag football, basketball, volleyball, wrestling, cross-country<br>• Girls: soccer, basketball, volleyball, cheerleading, cross-country<br><br>Band performance at schoolwide music night<br><br>Art Walk in the spring<br>• Feed families<br>• Prizes for classes with the best attendance |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Amount** | N/A | 5,459 | 5,459 |
| **Source** | N/A | LCFF | LCFF |
| **Budget Reference** | N/A | 4325 Art and Music Supplies | 4325 Art and Music Supplies |

# Action #2

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

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

<div align="center">

**OR**

</div>

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

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

# Actions/Services

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

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
|---|---|---|
| N/A | Parent/family engagements<br><br>Conduct Parent Survey – available in hard copies or online | Parent/family engagements<br><br>Conduct Parent Survey – available in hard copies or online |

Mandatory parent conferences in the fall

Each grade level defines parental involvement goals each year
Parent involvement specialist will conduct 4 parent workshops on a variety of topics

Back to school night
• Provide dinner
• Prizes for classes with the best attendance
• Walk parents through logging into "Class Dojo" for communications with teachers

Mandatory parent conferences in the fall

Each grade level defines parental involvement goals each year
Parent involvement specialist will conduct 4 parent workshops on a variety of topics

Back to school night
• Provide dinner
• Prizes for classes with the best attendance
• Walk parents through logging into "Class Dojo" for communications with teachers

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Amount | N/A | 7802<br>5000 | 7802<br>5000 |
| Source | N/A | LCFF | LCFF |
| Budget Reference | N/A | 5881 Student Information Services<br>5910 Communications-Internet/Website | 5881 Student Information Services<br>5910 Communications-Internet/Website |

# Action #3

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

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

<div align="center">

## OR

</div>

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

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

## Actions/Services

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

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| --- | --- | --- |
| N/A | Student engagement and support beyond the classroom<br><br>Intervene with students who are missing school<br>• Send letters<br>• Meeting with school and sign an attendance | Student engagement and support beyond the classroom<br><br>Intervene with students who are missing school<br>• Send letters<br>• Meeting with school and sign an attendance |

contract
• If behavior doesn't change, meet with principal
Field trips
• Partner with local school district's experiential learning program. Each level attends a different field trip.
• University visits
• Industry tours

Student of the month program – all students who have perfect attendance, good citizenship and complete all their work will be "Student of the month". If a student is selected 5x's, he/she is rewarded with a fun field trip.

Implement PBIS to create a culture of support for students

Keep website and Facebook

Counselor with a masters in PBIS, trained in family therapy fluent in Spanish for ELs – As an alternative to suspension, students will spend time in counseling

Leadership and social activism opportunities for each grade level

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | N/A | 30,000<br>65,625 | 30,000<br>65,625 |
| Source | N/A | LCFF | LCFF |
| Budget Reference | N/A | 5830, Field Trips<br>2102, Classified Counselors | 5830, Field Trips<br>2102, Classified Counselors |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

N/A

Percentage to Increase or Improve Services

N/A

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

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

N/A

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$1,742,179

Percentage to Increase or Improve Services

36.79%

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.

ETAA has a high percentage of unduplicated pupils, 99%. The high population of low income, foster youth and EL students at ETAA necessitates that many of the actions using supplemental and concentration funds are allocated to pursue school-wide activities to improve the academic achievement of all students versus being specifically concentrated on a single subgroup. The actions and services, however, have all been included/designed to support the academic achievement and school success of the unduplicated populations and are principally directed towards those students.

Hired a counselor with a Masters in PBIS, trained in family therapy and fluent in Spanish. Instead of suspending students, ETAA will provide counseling.

The implementation of new diagnostic and adaptive math and ELA curriculum.

Provide professional development on ELD strategies.

Provide professional development in Math and ELD strategies.

Provide family engagements with food.

Provide translations for parent communications.

Small class sizes.

Longer school day.

# LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

| $1,871,597 | 7% |

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).

ETAA has a high percentage of unduplicated pupils, 99%. The high population of low income, foster youth and EL students at ETAA necessitates that many of the actions using supplemental and concentration funds are allocated to pursue school-wide activities to improve the academic achievement of all students versus being specifically concentrated on a single subgroup. The actions and services, however, have all been included/designed to support the academic achievement and school success of the unduplicated populations and are principally directed towards those students.