

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	Temecula Preparatory School		
Contact Name and Title	Michael Agostini, Head of School	Email and Phone	magostini@temeculaprep.com , 951-926-6776

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Temecula Preparatory School (TPS) is a public, charter school that serves students in grades K-12 in the surrounding neighborhood of the Temecula Valley Unified School District (TVUSD). TPS began servicing students during the 2000-01 school year. In 2015-16, TPS enrolled 49% White students, 30% Hispanic students, 10% of students who identified with two or more races, and 5% Filipino students. The student population consisted of only 1.3% English Learners while 20% of students qualified for FRMP. The Unduplicated Pupil percentage was 14%. TPS seeks to enroll a diverse student population reflective of the District and community it serves. Like TPS, TVUSD's schools enrolled similar demographics. In 2015-16, schools in the District enrolled 45% White students, 33% Hispanic students, 8% of students identifying with two or more races, and 5% Filipino students. The EL population represented only 6% of the total student population while 24% of students qualified for FRMP. The Unduplicated Pupil percentage was 25%.

Temecula Preparatory School's mission is to inspire students to become virtuous citizens, critical thinkers, and life-long learners through a classical education. The classical education curriculum focuses on the trivium, a teaching model that seeks to tailor the curriculum subject matter to each student's stage of cognitive development. The trivium emphasizes concrete thinking and memorization of facts in grades K-4; analytical thinking and understanding of the subject matter in grades 5-8; and abstract thinking and articulation of the subject matter in high school. TPS has maintained a strong classical program while incorporating the Common Core State Standards. The classical curriculum, through high expectations, is an approach which is designed to encourage all students to rise to their maximum performance.

Central to all learning at TPS is the need to instill a "passion" for knowledge, a curiosity to know the unknown, to explore new areas, to expand the mind and open new doors to ideas built upon wisdom and knowledge acquired in and from the past. TPS believes this can be accomplished through a well-structured, safe, and caring environment. The teaching staff work to instill a passion for learning and

inquisitiveness toward things beyond present knowledge. Support and consistency are enforced by all stakeholders, including caring teachers and staff, as well as parents.

LCAP HIGHLIGHTS

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

The LCAP identifies key priorities developed by the school community and labels them as relevant and appropriate goals, actions, and outcomes that are necessary for TPS to achieve in order to meet the needs of all learners, in particular the Unduplicated Pupils. These areas of priority are aligned to the 8 state priorities and are:

- Providing students with a rigorous classical curriculum based on the constructs of the trivium.
- Develop clear channels of communication with stakeholders to promote transparent and collaborative decision making.
- Create an environment where students with exceptional needs can thrive.
- Maintaining the school site to enhance student and staff safety, and optimize facility usage.

Although these areas of focus have been identified as areas of priority during previous LCAPs, they remain areas of concern based on feedback from stakeholders.

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.

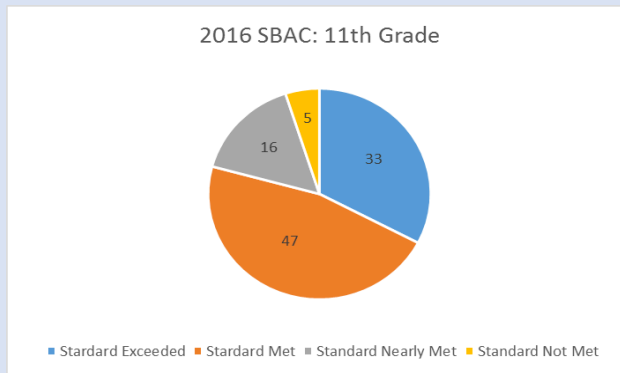
GREATEST PROGRESS

	Student Performance	All Students Status	Change
Academics- ELA	Green	High	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged- Increased Significantly • Asian- Increased Significantly • Filipino- Increased Significantly • Hispanic- Increased • All Students- Increased • White- Increased • Two or More Races- Maintained
Academics- Math	Yellow	High	<ul style="list-style-type: none"> • Filipino- Increased Significantly • Socioeconomically Disadvantaged- Increased • Asian- Maintained
Suspension Rate	Yellow	Medium	<ul style="list-style-type: none"> • Students with Disabilities- Declined Significantly • Two or More Races- Declined Significantly • African American- Maintained • Filipino- Maintained

			• White- Maintained
College/Career Preparedness		ELA: 64.8 points above level 3	

TPS has made progress in several state indicator categories. The greatest progress was made in the state indicator for academics- English language arts. “All Students” performance was categorized as level “green”. Based on the “distance from level 3” methodology which measures the distance each student is from the “standard met” Smarter Balanced performance level, several subgroups showed an increase in their performance from 2015 to 2016 including Hispanic students, White students, and students who identify with two or more races. Socioeconomically Disadvantaged students, Asian, and Filipino students increased significantly on their ELA SBAC performance as well. Student performance on the SBAC without utilizing the “distance from level 3” methodology also showed an increase in the percent of students who either met or exceeded standards. The percent of students who met or exceeded standards on the SBAC from 2015 to 2016 increased by 7%.

11th grade SBAC data located under the college/career preparedness state indicator also shows progress as it relates to students’ status. During the 2016 ELA SBAC, 11th grade students performed 64.8 points above level 3. 11th grade LCFF Evaluation Rubric data follows the “distance from level 3” formula. 11th grade ELA CAASPP data which does not utilize the “distance from level 3” methodology revealed that 47% of 11th grade students met standards while 33% of students exceeded standards as depicted in the graph below.



According to the LCFF Evaluation Rubric, although TPS received a student performance level of “yellow” for academics in the area of mathematics, Filipino students “increased significantly” in their performance from 2015 to 2016 by +21.6 points. In addition, Socioeconomically Disadvantaged students “increased” in their performance by +6.5 points. Asian students “maintained” their performance by +4.9 points. The change level “maintained” identified subgroups that either declined by less than 1 point or improved by less than 5 points.

In addition to the state indicator academics-math which was categorized as level “yellow, the state indicator suspension rate was also categorized as performance level “yellow”. A couple of subgroups’ suspension rate did “decline significantly” including Students with Disabilities and students who

identified with two or more races. African American students and Filipino students “maintained” their suspension rate at 0% while White students “maintained” by -0.2%.

In order to build on the academic success attained by several subgroups particularly Socioeconomically Disadvantaged students, TPS will continue to build on the MTSS/RTI program implemented at the school site. Teachers will receive a list of Tier 1 interventions as well as professional development on how to effectively implement these supports. Students who do not respond to Tier 1 interventions will progress to more intensified intervention support. Math lab which provides tutoring in multiple subjects including math and ELA will be a fundamental component for the RTI program. TPS will evaluate the RTI program and revise it to ensure that all students are benefiting and making improvements in their academics. Not only will this support student academic growth but also students’ behavior in the classroom. Students who struggle academically and are provided with more small group and 1:1 support will face less distractions in the classroom. These students will become more focused thus improving suspension rate data. Another program which will be revisited/implemented in order to improve suspension rate data will include adding additional extracurricular activities in order to encourage teamwork, determination, and model character as well as utilizing a positive behavior program that provides rewards for academic achievement and positive behavior.

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?

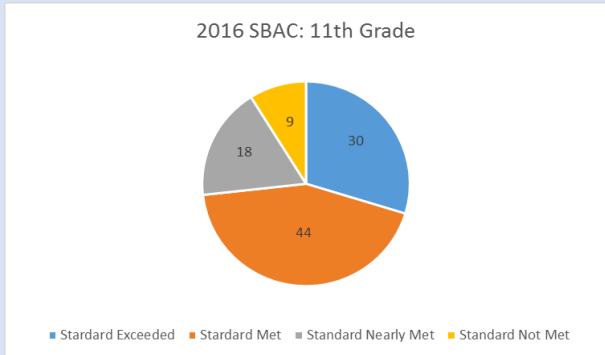
GREATEST NEEDS

	Student Performance	All Students Status	Change
Academics- ELA	Green	High	<ul style="list-style-type: none"> English Learners- Declined Students with Disabilities- Declined
Academics- Math	Yellow	High	<ul style="list-style-type: none"> Students with Disabilities- Declined Significantly All Students- Declined English Learners- Declined Hispanic - Declined Two or More Races- Declined White- Declined
Suspension Rate	Yellow	Medium	<ul style="list-style-type: none"> Socioeconomically Disadvantaged- Increased Significantly Asian- Increased Significantly Hispanic- Increased All Students- Maintained
Graduation Rate	Orange	High	<ul style="list-style-type: none"> All Students- Declined Significantly Hispanic- Declined Significantly

			<ul style="list-style-type: none"> • White- Declined
College/Career Preparedness		Math: 16.1 points below level 3	<ul style="list-style-type: none"> • Math: -25.3 points • ELA: -37.2 points

Although the greatest progress was made in the state indicator for academics-English language arts using the “distance from level 3” methodology, a few subgroups showed a decline in their performance from 2015 to 2016 including English Learners and Students with Disabilities. The decline for English Learners was -2.1 points and -3.3 points for Students with Disabilities. 11th grade ELA SBAC data located under the college/career preparedness state indicator also showed a decline in -37.2 points from 2015 to 2016.

The state indicator for academics-math is another area in which TPS identified as needing improvement. Although “all student” status was “high” for SY 2016, their performance from 2015 to 2016 “declined” by -5 points. Students with Disabilities “declined significantly” in their performance from 2015 to 2016 by -22.3 points. Several subgroups “declined” in their performance including English Learners, Hispanic students, White students, and students who identified with two or more races. Similarly, 11th grade math SBAC data located under the college/career preparedness state indicator also showed a decline by -25.3 points from 2015 to 2016. Their status for 2015 was 16.1 points below level 3. However, the 11th grade math CAASPP data which does not utilize the “distance from level 3” methodology revealed that 44% of 11th grade students met standards while 30% of students exceeded standards as depicted in the graph below.



Like mathematics, the state indicator category suspension rate was identified as performance level “yellow”. “All students” change status was “maintained” at +0.2%. A few subgroups’ change status from 2013-14 to 2014-15 “increased significantly” including Socioeconomically Disadvantaged students by +3.5% and Asian students by +2.6%. Hispanic students also saw an “increase” by +1.5%. Although, based on school-level data reported on the SARC, TPS’ suspension rate decreased from prior years from 1.7% in 2014-15 to 0.5% in 2015-16.

(source: <http://sarconline.org/SarcPdfs/Temp/33751923330917.pdf>)

The state indicator category graduation rate is an area in which TPS identified as needing improvement. The graduation rate data on the LCFF Evaluation

Rubric is based on a four-year cohort methodology reflecting the class of 2015. "All students" status was high at 93.3%. However, the change status from one graduating class to the next "declined significantly" by -5.5%. Hispanic students' change status also "declined significantly" by -10.3% while White students "declined" by -2.8%. According to the "Cohort Outcome Data for the Class of 2015-16" found on Dataquest, the cohort graduation rate was 98.6 showing an increase of 5.3% over the class of 2015.

(source: <http://dq.cde.ca.gov/dataquest/>)

In order to ensure improvement in mathematics and ELA, the following strategies will be implemented to address these areas of need. The strategies include:

- Implementing a school-wide assessment system in order to assess students periodically throughout the course of the school year. Data will be analyzed by instructional staff and utilized to strengthen instruction and provide intervention for low performing students.
- Utilizing a three-tier model of Response to Intervention as an integral part of the Student Success Team process. Tier 1 will include interventions for all students in the core subject area such as peer tutoring and pre-teaching. Tier 2 intervention will include a targeted group of students who displayed no response to the strategies utilized in Tier 1. Lastly, Tier 3 will include more intensive, individualized intervention that utilizes research-based practices and on-going monitoring and modifications.
- Providing teachers with ample opportunities to meet with colleagues for professional development to create effective lessons, projects, and participate in authentic dialogue about student success, adjustments of intervention strategies, and ways of improving teaching and learning.
- Encouraging students to take advantages of Math lab which provides tutoring in multiple subjects including math and ELA.

In addition to improving and implementing programs to support academic growth, resources will be directed towards reducing the suspension rate. Some of the strategies which will be continued or put into place include:

- Adding additional extracurricular activities in order to encourage teamwork, determination, and model character.
- Rewarding positive behavior by conducting awards ceremonies which offer awards for academic performance, citizenship, attendance, and behavior.

TPS will utilize funding from the College Readiness Block Grant to motivate students to pursue college and build career interest. The programs and services implemented through the grant will help motivate students to perform well in their classes and graduate thus improving the graduation rate. Some of the steps that will be taken to increase student retention and motivate students to graduate include:

- Providing professional development for the counselor including the CSU High School Counselor Conference and UC Counselor Conference.

- Implementing College Night, 1:1 college meetings, and College Lab.
- Identifying students eligible for AP fee subsidies.
- Providing seating for APEX.

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?

	All Students Status	Status
Academics- ELA	High	<ul style="list-style-type: none"> • English Learners- Low • Students with Disabilities- Low
Academics- Math	High	<ul style="list-style-type: none"> • Students with Disabilities- Low

Based on the LCFF Evaluation Rubric, the academic state indicator for ELA and math revealed that one or more subgroup performed two or more performance levels below the “all students” performance. In ELA, English Learners and Students with Disabilities status for 2016 was categorized as “low” while “all students” received a status of “high”. English Learners were 26.1 points below level 3 while Students with Disabilities were 19.6 points below level 3. Students with Disabilities also performed two performance levels below “all students” in the state indicator category academics-math. Their performance was 86.4 points below level 3. Although “all students” demonstrated need for improvement, based on the evaluation of performance gap data, it is evident that TPS will need to focus on providing additional specialized services to assist EL and Students with Disabilities as a result of their performance on the ELA and math SBAC. These services will include:

- Extending learning opportunities- tutoring and homework support.
- Instruction Aides- utilized in the classroom to allow teachers to provide small group support.
- Continued access to books including use of classroom and school library.
- RTI/MTSS- a tiered system of intervention used to provide support and reinforcement to content learning by utilizing strategies such as smaller group or 1:1 assistance.
- Specialized Testing Support for SPED students.
- Technology and Software- Chromebooks, Renaissance, and interactive technology used to engage and motivate EL and SPED learners.
- Professional Development- provided to all instructional staff on effective instructional strategies to engage EL and SPED learners including SDAIE strategies, RTI Tier 1 interventions, and coping strategies.
- Reclassified EL students will continue to receive additional educational services through Student Support Services in order to recoup any academic deficits that may have been incurred in

PERFORMANCE GAPS

other areas of the core curriculum as a result of language barriers.

- Student Study Teams (SST) - EL students that are not making proper progress will meet with a SST in order to help speed up their progress.
- Evaluating program effectiveness for ELs students including monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design, monitoring of student identification and placement, monitoring of parental program choice options, and monitoring of availability of adequate resources.
- Developing the schools EL Outreach Committee.

INCREASED OR IMPROVED SERVICES

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.

TPS estimates that Supplemental and Concentration Grant funding will decrease for school year 2017-18. Available funding will be used to improve the services provided for low-income students, ELs, and foster youth. As stated above, TPS will continue to build on the MTSS/RTI program to meet the needs of the low performing, socio-economically disadvantaged students, provide additional instructional support for EL and reclassified EL students, and extend learning opportunities, among others.

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

\$9,025,365

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$364,191

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.

Major expenditures not included in the LCAP Planned Actions/Services are the following: Certificated and classified salaries and benefits, office materials & supplies, general liability insurance, utilities, accounting and business services, and district oversight fee.

\$8,236,553

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

TPS will provide students with a rigorous classical curriculum based on the constructs of the trivium.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

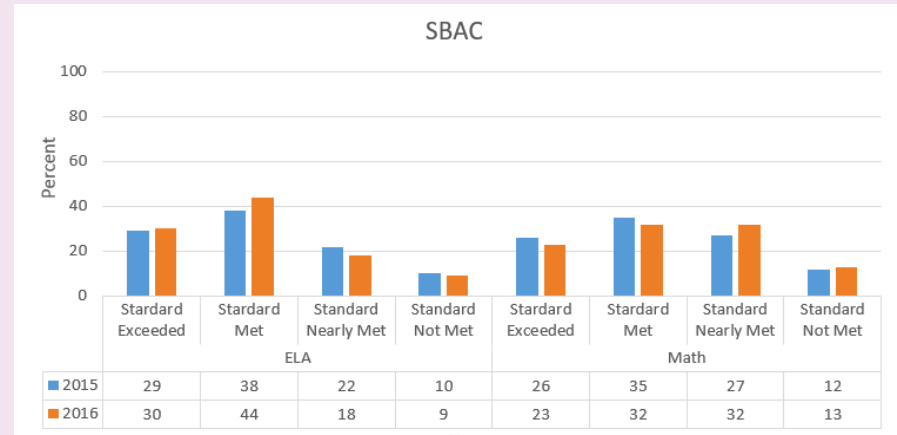
ANNUAL MEASURABLE OUTCOMES

EXPECTED

- An increase in CAASPP scores from the 15-16 school year.
- 90% graduation rate, 90% college acceptance rate, increase in college entrance exam scores.
- Increase in internal benchmark scores, increase in college acceptance rate, and increase in college entrance exam scores.

ACTUAL

CAASPP



<http://caaspp.cde.ca.gov/sb2016/Default>

- **ELA:** In 2015, 32% of students did not meet or nearly met standards while 67% of students either met or exceeded standards. In 2016, 27% of students did not meet or nearly met standards while 74% of students either met or exceeded standards. The percent of students who met or exceeded

- standards on the SBAC from 2015 to 2016 increased by 7%.
- **Math:** In 2015, 39% of students did not meet or nearly met standards while 61% of students either met or exceeded standards. In 2016, 45% of students did not meet or nearly met standards while 55% of students either met or exceeded standards. The percent of students who met or exceeded standards on the SBAC from 2015 to 2016 decreased by 6%.

Graduation Rate

- In 2015-16, the graduation rate was 100%.
- In 2016-17, the graduation rate is projected to be 100%.

College Acceptance Rate

- In 2015-2016, 66.7% matriculated to 4-year colleges and/or universities, 19.4% matriculated to 2-year institutions 13.9% selected work, military service, or technical instruction.
- For SY 2016-17, data will not be available until the school year ends.

College Acceptance Exam Score

- In 2015-16, the average score on the SAT was 554 in critical reading, 550 in math, and 545 in writing.
- For SY 2016-17, data will not be available until July/August.

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**

Actions/Services

PLANNED

Increase the percentage of students who are college bound by moving the part time college advisor position to a full time college advisor who services juniors and seniors only.

ACTUAL

- A full time college adviser position was developed from the part-time college advisor position.
- Full-time college adviser supported students in 10-12th grade.

Expenditures	BUDGETED \$27,500 in account 1100 \$7,500 in 3000 accounts	ESTIMATED ACTUAL
		<ul style="list-style-type: none"> • 1000-1999: Certificated Salaries \$24,840 (CRGB) • 3000-3999: Benefits \$6,725 (CRGB)

Action **2**

Actions/Services	PLANNED Make computers and printers available for students after school.	ACTUAL
		<ul style="list-style-type: none"> • Classroom with computers and printers was made available for students afterschool based on need. • Printers are available in each classroom for students to utilize.

Expenditures	BUDGETED \$1000 from 1000 accounts \$150 in 3000 accounts \$500 in 5800 account	ESTIMATED ACTUAL
		<ul style="list-style-type: none"> • 5000-5999: Services & Operating: \$1,500 (LCFF Base)

Action **3**

Actions/Services	PLANNED Provide test-prep time and resources for upper school students.	ACTUAL
		<ul style="list-style-type: none"> • Test preparation time was available for students in the upper grades including test taking tips and strategies for the SBAC and college entrance exams.

Expenditures	BUDGETED \$10,400 in 1000 accounts \$3200 in 3000 accounts	ESTIMATED ACTUAL
		<ul style="list-style-type: none"> • 1000-1999: Certificated Salaries \$2,012 (LCFF Base) • 3000-3999: Benefits \$588 (LCFF Base)

Action **4**

Actions/Services	PLANNED Develop more online internal assessments.	ACTUAL
		<ul style="list-style-type: none"> • Internal benchmarks were developed and administered by classroom teachers utilizing assessment resources

		<p>from the curriculum.</p> <ul style="list-style-type: none"> Internal assessments for the lower grades were administered quarterly while assessments for the upper grades occurred each semester.
Expenditures	<p>BUDGETED \$4400 in 1000 accounts \$1000 in 3000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 1000-1999: Certificated Salaries \$6,966 (LCFF Base) 3000-3999: Benefits \$2,037 (LCFF Base)

Action **5**

Actions/Services	<p>PLANNED Train teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Teachers were able to create assessments using curriculum resources. No formal training was provided on a school-wide assessment system on item creation, test editing, data analysis, and individual goal setting.
Expenditures	<p>BUDGETED \$14,000 in 1000 accounts \$2000 in 3000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 1000-1999: Certificated Salaries \$1,741 (LCFF Base) 3000-3999: Benefits \$509 (LCFF Base)

Action **6**

Actions/Services	<p>PLANNED Continue refresh cycle for student and staff devices.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Chromebooks were available for students in grades 3-12. 10 Classrooms are equipped with interactive tablets that allow teachers to project information onto the board. Interactive white boards are available in classrooms for upper level students.
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Expenditures	BUDGETED \$75,000 in 4400 account	ESTIMATED ACTUAL <ul style="list-style-type: none"> 4000-4999: Books & Supplies \$72,188 (LCFF Base)
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Action **7**

Actions/Services	PLANNED Hire an additional Math/Science teacher to complete class size reduction in upper school.	ACTUAL <ul style="list-style-type: none"> Action was not implemented as planned.
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Expenditures	BUDGETED \$50,000 in 1000 accounts \$14,300 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> \$0
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Action **8**

Actions/Services	PLANNED Adopt new History curriculum for 6th grade.	ACTUAL <ul style="list-style-type: none"> “History Alive” was adopted as the new history curriculum for 6th grade students.
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Expenditures	BUDGETED \$8000 in 4100 account	ESTIMATED ACTUAL <ul style="list-style-type: none"> 4000-4999: Books & Supplies \$7,203 (LCFF Base)
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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.

A majority of actions/services were implemented as planned. In order to achieve the articulated goal to provide students with a rigorous classical curriculum based on the constructs of the trivium, several actions occurred. These actions/services included transitioning from a part-time to a full time college adviser position. This allowed for comprehensive support of 10th, 11th, and 12th grade

students, particularly, with tips and strategies for college entrance exams.

In order to support all students' academic achievement, classrooms with computers and a printer was made available for students afterschool based on need. Students were able to notify their teachers or office staff if they needed access. Students also had access to technology during daily instruction including Chromebooks and interactive whiteboards. In addition to technology access, students had access to CCSS aligned curriculum including "History Alive" which was adopted as the new history curriculum for 6th grade students.

Although a majority of actions/services were implemented as planned in order to achieve goal 1, TPS experienced a few challenges with implementing a couple of actions/services. Although plans were made to hire an additional math/science teacher in order to reduce the class size for upper students, financial constraints led to the action not being implemented. In addition to challenges related to hiring a math/science teacher, TPS was also unable to implement a school-wide benchmark system. Although internal benchmarks were developed and administered by classroom teachers utilizing assessment resources from the curriculum, there was no assessment system to provide benchmarks for all students. Staffing issues resulted in the inability to coordinate efforts to purchase and implement a system. In addition, no training was provided on a school-wide assessment system, on item creation, test editing, data analysis, and individual goal setting.

When gathering data to determine what the actual outcomes were for this goal, TPS encountered some issues. Unfortunately, the college acceptance rate and average college acceptance exam scores will not be available until after the school year ends. As a result, administration will need to wait for the data. Therefore, no analysis of the data can be completed thus impacting certain actions/services.

TPS' goal was to provide students with a rigorous classical curriculum based on the constructs of the trivium. The overall effectiveness of the actions and services implemented has increased the quality of education and support offered to students. The actions and services that were implemented were determined to be effective based on the number of students meeting and exceeding standards on the ELA Smarter Balanced Assessment. The percent of students who met or exceeded standards on the ELA SBAC from 2015 to 2016 increased by 7%.

The actions/services performed under this goal were effective except for the lack of hiring of an additional Math/Science teacher to enforce a class size reduction in 7-12th grade. The inability to provide additional personnel may have contributed to the decline in student performance on the math SBAC. The percent of students who met or exceeded standards on the math SBAC from 2015 to 2016 decreased by 6%. This decline may also have occurred due to TPS' inability to implement a school-wide assessment system. Access to benchmark data, in addition to internal assessment data, could have allowed teachers another means of tracking students' growth and re-

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

teaching math skills particularly for EL, SPED and foster youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on suggestions made by stakeholders and analysis of data, a few changes were made to the actions/services, outcomes, metrics, and expenditures. These changes were designed to strengthen the education program and allow the school to achieve its goals. Some of the changes include:

- Ensuring the history curriculum aligns to literature resources available at the school as well as the AP book list.
- Adopting a new science curriculum for grades K-12 based on the Next Generation Science Standards.

Goal 2

TPS will strategically preserve an informed leadership model through consistent communication amongst all invested parties.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Overall approval and recommendation rating from community survey of at least 80%
- Increase in attendance of parent meetings.
- Increase parent viewing of weekly online information.

ACTUAL

Community Survey

- Community survey was provided to parents, students, teachers and staff in May/June 2017.

Online Portal

- Parent viewing of weekly online information increased by approximately 3% from 2015-16 to 2016-17.

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**

Actions/Services	PLANNED Hold morning and evening coffee and information sessions for parents.	ACTUAL <ul style="list-style-type: none">• Action was not implemented as planned.
Expenditures	BUDGETED \$3800 in 1000 accounts \$600 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none">• No Expense

Action **2**

Actions/Services	PLANNED Aid in grade level transitions by hosting parent information nights for the 2-3 transition, 6-7 transition, and 8-9 transition.	ACTUAL <ul style="list-style-type: none">• Action was not implemented as planned.
Expenditures	BUDGETED \$4700 in 1000 accounts \$10000 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none">• No Expense

Action **3**

Actions/Services	PLANNED Ask for parent feedback more frequently via one-	ACTUAL <ul style="list-style-type: none">• In March 2017, TPS families participated in a brief survey developed by the EL Outreach Committee as a
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two question surveys.

strategy to improve outreach efforts to English Language Learners and their families.

- Survey was provided to parents in May/June 2017.

Expenditures

BUDGETED
\$400 in 2000 accounts
\$65 in 3000 accounts

ESTIMATED ACTUAL

- 2000-2999: Classified Salaries \$1,757 (LCFF Base)
- 3000-3999: Benefits \$793 (LCFF Base)

Action

4

Actions/Services

PLANNED
Nurture the relationship between the PTO and school by holding joint meetings and events.

ACTUAL

- Meetings were held frequently between the Parent and Teacher Organization (PATS) and administration where school events were coordinated and organized.

Expenditures

BUDGETED
\$2100 in 1000 accounts
\$300 in 3000 accounts

ESTIMATED ACTUAL

- No Expense

Action

5

Actions/Services

PLANNED
Develop alternative forms of electronic communication for various constituent groups.

ACTUAL

- Electronic communication included weekly emails from administration and office staff, emails from teachers, bulletins on the school website, and information posted on teachers' web portals.

Expenditures

BUDGETED
\$260 in 1000 accounts
\$400 in 2000 accounts
\$130 in 3000 accounts

ESTIMATED ACTUAL

- 2000-2999: Classified Salaries \$3,514 (LCFF Base)
- 3000-3999: Benefits \$1,585 (LCFF Base)

Action

6

Actions/Services

PLANNED
Continue to organize the website so that it is easier to navigate for parents.

ACTUAL

- The website was updated and reorganized by IT personnel including improving access to the parent portal for families to access student grades.

Expenditures

BUDGETED
\$2500 in 2000 accounts
\$500 in 3000 accounts

ESTIMATED ACTUAL

- 5000-5999: Services & Operating Exp \$1,200 (LCFF Base)

Action

7

Actions/Services

PLANNED
Continue the review and update of policies and administrative regulations through regular meetings of leadership team and Board of Directors Meetings.

ACTUAL

- The review and update of policies and administrative regulations through regular meetings with the leadership team and Board of Directors remains an on-going process.

Expenditures

BUDGETED
\$6500 in 1000 accounts
\$5000 in 2000 accounts
\$2000 in 3000 accounts

ESTIMATED ACTUAL

- 5000-5999: Services & Operating Exp \$2,350 (LCFF Base)

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.

Overall, most actions/services were implemented as planned. In order to achieve the articulated goal to strategically preserve an informed leadership model through consistent communication amongst all invested parties, several actions/services were implemented. All actions/services which were implemented focused on increasing parent involvement and input in decision making. Meetings were held frequently, for example, between the Parent and Teacher Organization

(PATS) and administration. During these meetings, school events were coordinated and organized. Some events organized by the PATS included Father-Daughter Dance, Mother-Son Dance, and Spring Fling Arts Showcase. A community survey was developed and provided to parents, students, teachers, and staff in May/June 2017.

Another method implemented to connect with families included the establishment of the EL Outreach Committee. The purpose of the committee was to improve efforts to connect with English Language Learners and their families and ensure equal access and success for all students. The Committee is comprised of parents of students identified as EL, parent volunteers, administration, and teachers. In March 2017, 43 of TPS families participated in a brief survey developed by the EL Outreach Committee. The purpose of the survey was to solicit valuable input that will impact student instruction and ways to communicate with families.

Electronic communication was utilized to inform parents about upcoming events and opportunities. Communication included weekly emails from administration and office staff, emails from teachers, bulletins on the school website, and information posted on teachers' web portals. TPS utilized the expertise of IT personnel to update and reorganize the school website and parent portal to allow for easier accessibility.

Fiscal challenges experienced in various parts of the budget as well as understanding of the Education Codes required a review and update of policies and regulations at TPS. Through regular meetings with the leadership team and Board of Directors, various policies were updated. For example, the field trip policy was revised and updated to reflect Education Code while being mindful of TPS' budget.

TPS' goal was to strategically preserve an informed leadership model through consistent communication amongst all invested parties. The overall effectiveness of the actions and services implemented has increased the quality of education and support offered. The actions and services that were implemented were determined to be effective based on the number of parents who participated in the EL Outreach Committee survey- 43, parent attendance and participation in Parent Information Night meetings, and PATS.

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.

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.

Based on suggestions made by stakeholders and analysis of data, a few changes were made to the actions/services, outcomes, metrics, and expenditures. These changes were designed to strengthen the education program and allow the school to achieve its goals. Some of the changes include:

- Aiding with the development of the EL Outreach Committee including implementing actions/services in order continue to support all students particularly EL students. One objective which will need to be included for the upcoming school year will be to establish a student/parent support group. In addition, the results of the survey organized by the EL Outreach Committee will be used to create a directory that will be utilized by the Director of Communication and Enrollment.
- Soliciting feedback from stakeholder more frequently.
- Holding meeting with Certified and Classified staff
- Developing a Strategic Plan with stakeholder input.

Goal 3

TPS will nurture a culture of inclusion through staff development, bilingual communication, and Response to Intervention.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Parent correspondence available in multiple languages.
- All teachers are trained in the MTSS/RTI strategies and are implementing them in the classrooms.
- Free and Reduced lunch available on campus.

ACTUAL

Parent Correspondence

- Parent correspondence and resources were available in English and Spanish.
- The Affordable Care Act Coverage document was available in several languages including English, Spanish, Chinese, Korean, etc.

Professional Development

- 100% of teachers received training in the MTSS/RTI strategies as evident through PD sign-in sheets.
- 100% of teachers implemented MTSS/RTI strategies in the classrooms as evident through classroom observations.

Child Nutrition Program

- The official School Lunch Program was not implemented. Any student observed by staff as not having food to eat or asking for a meal due to financial constraints were provided food.

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**

Actions/Services	<p>PLANNED Institute a school lunch program with an emphasis on addressing the nutritional needs of FRL students.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Action was not implemented as planned.
Expenditures	<p>BUDGETED \$16,000 in 2000 accounts \$10,000 in 3000 accounts \$25,000 in 4000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • No expense.

Action **2**

Actions/Services	<p>PLANNED Train teachers regarding primary language communication.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Professional Development was offered on SDAIE strategies for teaching staff.
Expenditures	<p>BUDGETED \$7000 in 5200 account</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 5000-5999: Services & Operating Exp \$2,000 (LCFF Base, Title II)

Action

3

Actions/Services

PLANNED
 Host two staff in-service meetings regarding the strategies of MTSS/RTI.

ACTUAL

- In-service meetings and professional development occurred on strategies of MTSS/RTI at a minimum of 4 times during the school year.

Expenditures

BUDGETED
 \$1100 in 1000 accounts
 \$165 in 3000 accounts

ESTIMATED ACTUAL

- 1000-1999: Certificated Salaries \$732 (LCFF Base)
- 3000-3999: Benefits \$214 (LCFF Base)

Action

4

Actions/Services

PLANNED
 Formalize a program to identify and support low income students with nutritional needs.

ACTUAL

- TPS budgeted and provided food to students who were observed by staff as needing food or students who expressed that they did not have food.

Expenditures

BUDGETED
 \$300 in 1000 accounts
 \$200 in 2000 accounts
 \$100 in 3000 accounts

ESTIMATED ACTUAL

- 4000-4999: Books & Supplies \$350 (LCFF Base)

Action

5

Actions/Services

PLANNED
 Improve outreach efforts to EL families.

ACTUAL

- An EL Outreach Committee was created to improve outreach efforts to English Language Learners and their families.

Expenditures

BUDGETED
 \$1100 in 1000 accounts
 \$165 in 3000 accounts

ESTIMATED ACTUAL

- No expense

<p>Actions/Services</p>	<p>PLANNED Increase options for special populations to have equal access to the curriculum by using online interfaces.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Action was not implemented as planned.
<p>Expenditures</p>	<p>BUDGETED \$3500 in 1000 accounts \$600 in 3000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> No expense

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.

Overall, most actions/services were implemented as planned. In order to achieve the articulated goal to nurture a culture of inclusion through staff development, bilingual communication, and Response to Intervention, the actions/services which were implemented focused on increasing outreach and communication with parents and providing professional development to staff on supporting students and their families. The actions/services included establishing the EL Outreach Committee which was created to improve outreach efforts to English Language Learners and their families. The purpose of the committee was to improve efforts to connect with English Language Learners and their families and ensure equal access and success for all students.

Professional development was offered in SDAIE strategies for teaching staff. Strategies were implemented to support instruction for EL students. In-service meetings and professional development also occurred on strategies of MTSS/RTI. All teachers were provided a list of Rtl Tier 1 intervention strategies to implement in the classroom. Students who were not responsive and showed now progress were referred to a SST where further interventions and supports were offered.

Fiscal challenges resulted in the lack of implementation of a School Lunch Program in order to address the nutritional needs of FRMP eligible students. However, funds were budgeted to stock and provide food to students who were observed by staff as hungry and needing food or who reported that they needed food. These students were provided a meal.

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

TPS' goal was to nurture a culture of inclusion through staff development, bilingual communication, and Response to Intervention. The overall effectiveness of the actions and services implemented has increased the quality of communication and instruction provided to students. The actions and services that were implemented were determined to be effective based on the availability of parent communication in multiple languages, the establishment of the EL Outreach Committee, the percent of teacher participating in high-quality professional development.

The actions/services performed under this goal were effective except for the implementation of the School Lunch Program. Although the school has identified need, financial concerns with the budget resulted in TPS postponing the establishment of an official lunch program. However, TPS keeps food on hand to provide to students who do not have food.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on suggestions made by stakeholders and analysis of data, a few changes were made to the actions/services, outcomes, metrics, and expenditures. These changes were designed to strengthen the education program and allow the school to achieve its goals. Some of the changes include:

- Formulizing the process of identifying Free and Reduced-Priced eligible students and fulfilling their nutritional needs.
- Streamlining the process of identifying English learners to provide appropriate support.

Goal 4

TPS will maintain the school site to enhance student and staff safety, and optimize facility usage.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Classroom space is increased, school safety enhanced through efficient use of available facilities.

- 5 classrooms were added and available for use.
- Maintenance area was cleared allowing for space for students to have lunch.

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**

Actions/Services	<p>PLANNED Add four additional classroom spaces, improve shade structures, increase student usage areas, add space to facilitate school lunch program.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • 5 additional classrooms were available for use. • 1 shade structure was made available for students to utilize during lunch. • Maintenance area was cleared allowing for space for students to have lunch.
Expenditures	<p>BUDGETED \$18,000 in 2000 accounts \$9000 in 3000 accounts \$498,400 in 6000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 2000-2999: Classified Salaries \$8,294 (LCFF Base) • 3000-3999: Benefits \$3,742 (LCFF Base) • 6000-6999: Capital Outlay \$462,903 (LCFF Base)

Action **2**

Actions/Services	<p>PLANNED Obtain DSA compliance with current facilities.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • DSA compliance was obtained for the entire facility.
Expenditures	<p>BUDGETED \$50,000 in 6000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 6000-6999: Capital Outlay \$71,056 (LCFF Base)

Action

3

<p>Actions/Services</p>	<p>PLANNED Re-configure maintenance area to free up space for students.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Area which was used as maintenance storage was moved to the back of the campus opening up space for students to utilize.
<p>Expenditures</p>	<p>BUDGETED Re-configure maintenance area to free up space for students.</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 2000-2999: Classified Salaries \$2,074 (LCFF Base) 3000-3999: Benefits \$936 (LCFF Base)

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Overall, all actions/services were implemented as planned. In order to enhance student and staff safety, and optimize facility usage, the actions/services which were implemented focused on maintaining the school environment. Actions/services included acquiring DSA compliance. The project required appointing a State architect and was a very extensive process. DSA compliance was acquired for the entire school facility. Classrooms were made available for instruction as well as a shaded area for students to use during lunch. The maintenance area was cleared allowing for space for lunch and increased safety.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>TPS’ goal was to maintain the school site to enhance student and staff safety and optimize facility usage. The overall effectiveness of the actions and services implemented has increased the quality of life at the school as more space has become available for instruction and students to socialize. The actions and services that were implemented were determined to be effective based number of classrooms available for use and the areas made safe and available for students to utilize.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on suggestions made by stakeholders and analysis of data, a few changes were made to the actions/services, outcomes, metrics, and expenditures. These changes were designed to strengthen the education program and allow the school to achieve its goals. Some of the changes include:

- Developing a 3 to 5 year plan for either updating the current facility or creating and action plan for purchasing a facility for expansion.
- Collaborating with the District to update the School Safety and Emergency Plan.

Goal 5

TPS will provide students with effective, engaging and competent faculty, administration and support staff.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Provide teacher compensation packages within 10% as compared to local districts.
- Employ multiple strategies to recruit, retain, and develop personnel.

ACTUAL

Compensation Package

- TPS approved a step-and-column pay schedule that is within 10% of the compensation offered by surrounding school districts.

Teacher Retention

- Multiple strategies a utilized to recruit personnel including posting on EdJoin, attending job fairs, and recruiting for local college and universities. All teachers go through an intensive interview process to secure those who are driven towards excellence and have an

- understanding of the school's unique culture.
- In order to retain and develop personnel, TPS offers new teachers support through an Induction Program for new teachers and a Mentor Program for teachers who are new to Classical Education. In addition, a Professional Learning Community program is instituted for teacher development throughout the school year.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Reduce class sizes in Grades K, 1, and 6.	ACTUAL <ul style="list-style-type: none"> Action was not implemented as planned.
Expenditures	BUDGETED Reduction in state aid of \$65,000	ESTIMATED ACTUAL <ul style="list-style-type: none"> No expense

Action **2**

Actions/Services	PLANNED Professional Development in Classical Education, AP, and other instructional strategies.	ACTUAL <ul style="list-style-type: none"> Professional Development was provided on Classical Education, AP courses, and instructional strategies at a minimum of one time during the school year.
Expenditures	BUDGETED \$100,000 in 5200 account	ESTIMATED ACTUAL <ul style="list-style-type: none"> 5000-5999: Services & Operating Exp \$3,470 (LCFF Base, Educator Effectiveness)

Action **3**

Actions/Services	PLANNED Professional Development in SIS, CALPADS, FCMAT, LCFF, SELPA reporting, finance best practice.	ACTUAL <ul style="list-style-type: none"> Professional Development was provided to office staff in utilizing AERIES and CALPADS, FCMAT, LCFF, SELPA reporting, and finance best practice at the beginning of the school year and as needed.
Expenditures	BUDGETED \$12,000 in 5200 account	ESTIMATED ACTUAL <ul style="list-style-type: none"> 5000-5999: Services & Operating Exp \$8,600 (LCFF Base)

Action **4**

Actions/Services	PLANNED Provide training in reading instruction to RTI/MTSS staff.	ACTUAL <ul style="list-style-type: none"> Professional Development was provided for reading instruction to RTI/MTSS staff.
Expenditures	BUDGETED \$1200 in 5200 account \$600 in 1000 accounts \$100 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000-1999: Certificated Salaries \$732 (LCFF Base) 3000-3999: Benefits \$214 (LCFF Base)

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.

Overall, most actions/services were implemented as planned. In order to achieve the articulated goal to provide students with effective, engaging and competent faculty, administration and support staff, the actions/services which were implemented focused on providing high-quality professional development. Professional development was led by administrative staff and educational consultants. The actions/services included training on:

- Classic Education
- AP courses
- Instructional Strategies

- AERIES
- CALPADS
- FCMAT
- LCFF
- SELPA Reporting
- Finance Best Practice
- Reading Instruction

Fiscal challenges faced by TPS caused the lack of class size reduction in Grades K, 1, and 6. Current class size is 25:1 for K-6 students and 22:1 for 7-12th grade students.

TPS' goal was to provide students with effective, engaging and competent faculty, administration and support staff. The overall effectiveness of the actions and services implemented has increased student performance on the SBAC as well as improved teacher retention. Professional development in instructional strategies and curriculum resulted in growth on the SBAC as evident through CAASPP data. In 2016, only 27% of students did not meet or nearly met standards while 74% of students either met or exceeded standards. Similarly, 45% of students did not meet or nearly met standards while 55% of students either met or exceeded standards. 11th graders, in particular, saw the most positive impact from the instruction they received. In ELA, 21% of 11th grade students did not meet or nearly met standards while 80% of students either met or exceeded standards. In math, 27% of students did not meet or nearly met standards while 74% of students either met or exceeded standards.

TPS' desire to promote high-quality instruction through professional development and teacher support has impacted the teacher retention rate. Fifty-one of fifty-nine teachers continued their employment with TPS from school year 2015-16 to 2016-17. One reason for this is that teachers feel supported in their development as educators. They are supported by administrative staff and their Professional Learning Community. TPS believes that when students have access to the same teachers over an extended period of time, students perform better.

The actions/services performed under this goal were effective except for reducing class sizes in grades K, 1, and 6. The current class size for K-6 students is 25:1 and 22:1 for 7-12th grade students. Unfortunately, fiscal challenges prevented TPS from reducing class sizes.

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.

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.

Based on suggestions made by stakeholders and analysis of data, goal 5 will be eliminated from the LCAP for the upcoming school year. However, TPS will continue implementing the action/services in order to further the schools mission and vision. Actions/services will be weaved into other projected goals.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholder involvement was an important component for the development and annual review of the LCAP. Both families and teachers were provided access to multiple resources in order to provide valuable feedback that impacted the priorities set in the LCAP. Resources included the charter petition, the mission and vision of the school, SBAC assessment data, and the 2016-17 LCAP. Documents were provided via the school website and could be translated upon request. Input from teachers were gathered during informal discussion as well as during staff meetings. Feedback from parents was solicited in multiple ways including during Parent Information Nights, informal discussions with parents, and a parent survey. One such survey was created by the EL Outreach Committee in an effort to develop programming for ELL students and their families. The survey was distributed in March 2017. The goals of the survey was to get a better understanding of TPS families language preferences, best ways to communicate with families, and provide opportunities to get involved with the Outreach Committee. The data from the survey served as the driving force behind LCAP goal 2 and goal 3. Another community survey was developed and implemented in May/June of 2017. The survey was open to parents, students, staff, and teachers. Input gathered by all stakeholder helped formulate the goals, expected outcomes, and action/services for the upcoming school year.

IMPACT ON LCAP AND ANNUAL UPDATE

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

TPS made every effort to collaborate with stakeholders to identify and incorporate school-specific goals related to state and local priorities. The development of these goals, outcomes, actions, services and expenditures was intended to support student achievement and progress. The input provided by stakeholders impacted the LCAP for the 2017-18 school year and allowed administration to provide an informative annual update. Upon review of the 2016-17 LCAP, it was clear that the goals and some of the action/services were still necessary to include in the upcoming LCAP as it focused on major priorities identified by families, teachers, and administrative staff. The result of the SBAC, internal assessment data, and state priority data found on the LCFF Dashboard Rubric also provided information regarding student and school progress which aided in identifying priorities that influenced the goals, actions/services, and outcomes for the upcoming LCAP year. These goals include:

- Providing students with a rigorous classical curriculum based on the constructs of the trivium.
- Strategically preserving an informed leadership model through consistent communication amongst all invested parties.
- Nurturing a culture of inclusion through staff development, bilingual communication, and Response to Intervention.
- Maintaining the school site to enhance student and staff safety, and optimize facility usage.

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.

New Modified Unchanged

Goal 1

TPS will provide students with a rigorous classical curriculum based on the constructs of the Trivium.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- Need to have a high bar set for our students and our school to aspire towards academically.
- Need to ensure students meet academic grade-level standards and are proficient on the ELA and Math SBAC.
- Need equip students with the knowledge and skills necessary to be accepted and excel in college.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through SBAC Scores.	<u>2016-17 SBAC ELA</u> Standard Exceeded: 30% Standard Met: 44% Standard Nearly Met: 18% Standard Not Met: 9% <u>2016-17 SBAC Math</u>	An increase in CAASPP scores over the previous school year.	An increase in CAASPP scores over the previous school year.	An increase in CAASPP scores over the previous school year.

	<p>Standard Exceeded: 23%</p> <p>Standard Met: 32%</p> <p>Standard Nearly Met: 32%</p> <p>Standard Not Met: 13%</p>			
<p>Measured through the graduation rate.</p>	<p>In 2016-17, the graduation rate is projected to be 100%.</p>	<p>Maintain 100% graduation rate.</p>	<p>Maintain 100% graduation rate.</p>	<p>Maintain 100% graduation rate.</p>
<p>Measured through the college acceptance rate.</p>	<p>In 2016-17, data will not be available until the school year ends.</p>	<p>An increase in college acceptance rate over the previous school year.</p>	<p>An increase in college acceptance rate over the previous school year.</p>	<p>An increase in college acceptance rate over the previous school year.</p>

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Maintain full time college adviser to service 10-12 th grade students.	Maintain full time college adviser to service 10-12 th grade students.	Maintain full time college adviser to service 10-12 th grade students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$51,171	Amount: \$53,219	Amount: \$55,082
Source: CRGB	Source: CRGB	Source: CRGB
Budget Reference: 1000-1999: Certificated Salaries 3000-3999: Benefits	Budget Reference: 1000-1999: Certificated Salaries 3000-3999: Benefits	Budget Reference: 1000-1999: Certificated Salaries 3000-3999: Benefits

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue historical alignment with literature using the trivium and the AP book list as a guide. Evaluate yearly assessment being used and the effectiveness of these assessments to increase student achievement.	Continue historical alignment with literature using the trivium and the AP book list as a guide. Evaluate yearly assessment being used and the effectiveness of these assessments to increase student achievement.	Continue historical alignment with literature using the trivium and the AP book list as a guide. Evaluate yearly assessment being used and the effectiveness of these assessments to increase student achievement.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$8,533 \$2,495 \$3,500	\$8,533 \$2,495 \$3,500	\$8,533 \$2,495 \$3,500
Source	LCFF Base	LCFF Base	LCFF Base

Budget Reference

1000-1999: Certificated Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

Budget Reference

1000-1999: Certificated Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

Budget Reference

1000-1999: Certificated Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

Action 3

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue providing test-prep time and resources for upper school students.	Continue providing test-prep time and resources for upper school students.	Continue providing test-prep time and resources for upper school students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,012 \$588	Amount \$2,012 \$588	Amount \$2,012 \$588
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget 1000-1999: Certificated Salaries	Budget 1000-1999: Certificated Salaries	Budget 1000-1999: Certificated Salaries

Reference 3000-3999: Benefits

Reference 3000-3999: Benefits

Reference 3000-3999: Benefits

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop more online internal assessments.	Continue developing more online internal assessments.	Continue developing more online internal assessments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$6,966 \$2,037</p> <p>Source LCFF Base</p> <p>Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits</p>	<p>Amount \$6,966 \$2,037</p> <p>Source LCFF Base</p> <p>Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits</p>	<p>Amount \$6,966 \$2,037</p> <p>Source LCFF Base</p> <p>Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits</p>

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Train teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.	Continue training teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.	Continue training teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF Base, CRGB	Source: LCFF Base, CRGB	Source: LCFF Base, CRGB
Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue refreshing cycle for student and staff devices.	Continue refreshing cycle for student and staff devices.	Continue refreshing cycle for student and staff devices.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$86,000	Amount	\$86,000	Amount	\$86,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	4000-4999: Books & Supplies	Budget Reference	4000-4999: Books & Supplies	Budget Reference	4000-4999: Books & Supplies

Action **7**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Adopt a new science curriculum in grades K-12 based on the Next Generation Science Standards. Analyze and study science needs of the school based on the NextGen standards and the trivium.	Continue adopting a new science curriculum in grades K-12 based on the Next Generation Science Standards. Continue analyzing and studying science needs of the school based on the NextGen standards and the trivium.	Continue adopting a new science curriculum in grades K-12 based on the Next Generation Science Standards. Continue analyzing and studying science needs of the school based on the NextGen standards and the trivium.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$4,267 \$1,248 \$10,000</p> <p>Source</p> <p>LCFF Base</p> <p>Budget Reference</p> <p>1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies</p>	<p>Amount</p> <p>\$4,267 \$1,248 \$10,000</p> <p>Source</p> <p>LCFF Base</p> <p>Budget Reference</p> <p>1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies</p>	<p>Amount</p> <p>\$4,267 \$1,248 \$10,000</p> <p>Source</p> <p>LCFF Base</p> <p>Budget Reference</p> <p>1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies</p>

New

Modified

Unchanged

Goal 2

TPS leaders will develop clear channels of communication with stakeholders to promote transparent and collaborative decision making.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

- Need to foster relationships between parent groups, teachers, and school staff in order to build a positive school culture.
- Need to engage all stakeholders in the school decision making process.
- Need to effectively communicate with all stakeholder about school events, student progress, and the LCAP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through Parent sign-In logs.	<u>2016-17</u> 2 surveys were distributed by the school to gather parent feedback.	Increase parent engagement through parent surveys and meetings.	Increase parent engagement through parent surveys and meetings.	Increase parent engagement through parent surveys and meetings.
Measured through staff survey, informal discussion, and/or staff meeting notes.	<u>2016-17</u> Staff input was fundamental in creating the goals, outcomes, and actions of the LCAP, professional development schedule, and school-wide activities.	Increase staff input in decision making.	Increase staff input in decision making.	Increase staff input in decision making.
Measured through meeting agendas and/or school	<u>2016-17</u> LCAP is available for viewing on the school	Communicate school LCAP goals with all constituents.	Communicate school LCAP goals with all constituents.	Communicate school LCAP goals with all constituents.

website.	website.			
Measured through a Strategic Plan document and/or meeting sign-in log.	<u>2016-17</u> N/A	Begin developing a Strategic Plan involving all stakeholders.	Continue developing a Strategic Plan involving all stakeholders.	Continue developing a Strategic Plan involving all stakeholders.
Measured through newsletters, flyers, and parent resources.	<u>2016-17</u> A majority of parent correspondence and resources were available in English and Spanish.	Parent correspondence available in multiple languages.	Parent correspondence available in multiple languages.	Parent correspondence available in multiple languages.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hold morning and evening coffee and information sessions for parents.	Continue holding morning and evening coffee and information sessions for parents.	Continue holding morning and evening coffee and information sessions for parents.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$1,697 \$766 \$1,000	Amount \$1,697 \$766 \$1,000	Amount \$1,697 \$766 \$1,000
Source	LCFF Base	Source LCFF Base	Source LCFF Base
Budget	2000-2999: Classified Salaries	Budget 2000-2999: Classified Salaries	Budget 2000-2999: Classified Salaries

Reference 3000-3999: Benefits
4000-4999: Books & Supplies

Reference 3000-3999: Benefits
4000-4999: Books & Supplies

Reference 3000-3999: Benefits
4000-4999: Books & Supplies

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Present grade level transitions by hosting parent information nights for the 6-7 and 8-9 transition.	Present grade level transitions by hosting parent information nights for the 6-7 and 8-9 transition.	Present grade level transitions by hosting parent information nights for the 6-7 and 8-9 transition.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,336 \$683	Amount \$2,336 \$683	Amount \$2,336 \$683
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 1000-1999: Certificated Salaries	Budget Reference 1000-1999: Certificated Salaries	Budget Reference 1000-1999: Certificated Salaries

3000-3999: Benefits

3000-3999: Benefits

3000-3999: Benefits

Action 3

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Conduct annual parent, student, faculty, and staff survey.	Conduct annual parent, student, faculty, and staff survey.	Conduct annual parent, student, faculty, and staff survey.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$849 \$383	Amount \$849 \$383	Amount \$849 \$383
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Nurture the relationship between the PTO/PATS and the school by holding joint meetings and events.	Nurture the relationship between the PTO/PATS and the school by holding joint meetings and events.	Nurture the relationship between the PTO/PATS and the school by holding joint meetings and events.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$1,757 \$793</p>	<p>Amount</p> <p>\$1,757 \$793</p>	<p>Amount</p> <p>\$1,757 \$793</p>
<p>Source</p> <p>LCFF Base</p>	<p>Source</p> <p>LCFF Base</p>	<p>Source</p> <p>LCFF Base</p>
<p>Budget Reference</p> <p>2000-2999: Classified Salaries 3000-3999: Benefits</p>	<p>Budget Reference</p> <p>2000-2999: Classified Salaries 3000-3999: Benefits</p>	<p>Budget Reference</p> <p>2000-2999: Classified Salaries 3000-3999: Benefits</p>

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Improve communication of events and activities to students, families and the community.	Improve communication of events and activities to students, families and the community.	Improve communication of events and activities to students, families and the community.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$3,514 \$1,585	Amount \$3,514 \$1,585	Amount \$3,514 \$1,585
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to organize the website so that it is easier to navigate for parents.	Continue to organize the website so that it is easier to navigate for parents.	Continue to organize the website so that it is easier to navigate for parents.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,400	Amount: \$2,400	Amount: \$2,400
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp

Action **7**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue the review and update of policies and administrative regulations through regular meetings of leadership team and Board of Directors Meetings.	Continue the review and update of policies and administrative regulations through regular meetings of leadership team and Board of Directors Meetings.	Continue the review and update of policies and administrative regulations through regular meetings of leadership team and Board of Directors Meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,700	Amount: \$4,700	Amount: \$4,700
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp

Action **8**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hold monthly leadership team meetings with certificated and classified staff.	Continue holding monthly leadership team meetings with certificated and classified staff.	Continue holding monthly leadership team meetings with certificated and classified staff.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$5,009 \$14,798 \$8,141	\$5,009 \$14,798 \$8,141	\$5,009 \$14,798 \$8,141
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits

Action **9**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop a Strategic Plan for the school with the input of all stakeholders.	Continue developing a Strategic Plan for the school with the input of all stakeholders.	Continue developing a Strategic Plan for the school with the input of all stakeholders.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$25,000	Amount \$1,066 \$265	Amount \$1,066 \$265
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 5000-5999: Services & Operating Exp	Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits	Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits

New Modified Unchanged

Goal 3

TPS will create an environment where students with exceptional needs can thrive.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- Need to foster an inclusive environment that provides access to resources and opportunities for all families especially EL families.
- Need to ensure interventions and supports are available for SPED and low performing students in order to access the curriculum.
- Need to develop a process for identifying Free and Reduced-Priced eligible students and meeting their nutritional needs.
- Need to better meet the needs of high performing students by implementing a more effective differentiated instructional strategies.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through PD sign-in logs.	<u>2016-17</u> 100% of teachers received training in how to identify high and low performing students.	All teachers will be trained in how to effectively differentiate instruction to meet the needs of high and low performing students.	All teachers will be trained in how to effectively differentiate instruction to meet the needs of high and low performing students.	All teachers will be trained in how to effectively differentiate instruction to meet the needs of high and low performing students.
Measured through Free and Reduced-Priced meal logs and counts.	<u>2016-17</u> Any student observed by staff as not having food to eat or asking for a meal due to financial constraints were provided food.	Ensure Free and Reduced-Priced lunch is available on campus.	Ensure Free and Reduced-Priced lunch is available on campus.	Ensure Free and Reduced-Priced lunch is available on campus.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Train teachers in how to best serve EL students.	Implement and refine EL strategies.	Implement and refine EL strategies.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF Base, Title II	Source: LCFF Base, Title II	Source: LCFF Base, Title II
Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 5000-5999: Services & Operating Exp

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Further refine school's RTI program that fits with the Classical Model in both the upper and lower school.	Continue developing an RTI program that fits with the Classical Model in both the upper and lower school.	Continue developing an RTI program that fits with the Classical Model in both the upper and lower school.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$9,710 \$2,839	\$9,710 \$2,839	\$9,710 \$2,839
Source	LCFF Base, LCFF Supplemental & Concentration	LCFF Base, LCFF Supplemental & Concentration	LCFF Base, LCFF Supplemental & Concentration
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 3000-3999: Benefits

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop a process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.	Continue developing a process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.	Continue developing a process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$864 \$390	Amount \$864 \$390	Amount \$864 \$390
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Work with EL families to identify student needs.	Implement and refine strategies in incorporating home-support for EL students.	Implement and refine strategies in incorporating home-support for EL students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$549 \$161</p>	<p>Amount</p> <p>\$549 \$161</p>	<p>Amount</p> <p>\$549 \$161</p>
<p>Source</p> <p>LCFF Base</p>	<p>Source</p> <p>LCFF Base</p>	<p>Source</p> <p>LCFF Base</p>
<p>Budget Reference</p> <p>1000-1999: Certificated Salaries 3000-3999: Benefits</p>	<p>Budget Reference</p> <p>1000-1999: Certificated Salaries 3000-3999: Benefits</p>	<p>Budget Reference</p> <p>1000-1999: Certificated Salaries 3000-3999: Benefits</p>

Action **5**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Improve and/or increase instructional space to better meet the needs of special education students.

2018-19

New Modified Unchanged

Improve and/or increase instructional space to better meet the needs of special education students.

2019-20

New Modified Unchanged

Improve and/or increase instructional space to better meet the needs of special education students.

BUDGETED EXPENDITURES

2017-18

Amount \$2,850

Source LCFF Base

Budget Reference 5000-5999: Services & Operating Exp

2018-19

Amount \$1,200

Source SPED revenue

Budget Reference 4000-4999: Books & Supplies

2019-20

Amount \$1,200

Source SPED revenue

Budget Reference 4000-4999: Books & Supplies

Action **6**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide training in how to effectively differentiate instruction for high and low performing students.	Implement and refine strategies for effectively differentiating instruction for high and low performing students.	Implement and refine strategies for effectively differentiating instruction for high and low performing students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,200	Amount \$1,200	Amount \$1,200
Source Title II, Educator Effectiveness	Source Title II, Educator Effectiveness	Source Title II, Educator Effectiveness
Budget Reference 5000-5999: Services & Operating Exp	Budget Reference 5000-5999: Services & Operating Exp	Budget Reference 5000-5999: Services & Operating Exp

New Modified Unchanged

Goal 4

TPS will maintain the school site to enhance student and staff safety, and optimize facility usage.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- Need to maximize usage of school facilities.
- Need to ensure a safe and secure environment for all stakeholders.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through a plan/document detailing a facilities action plan for the next 3 to 5 years and/or check-list.	<u>2016-17</u> Early, informal discussions had on future of school site. DSA compliance acquired for current facilities.	Formulate a 3 to 5 year plan to either improve existing facilities or plans to purchase our own property for expansion.	Implementing initial steps of facilities action plan.	Continued implementation of the steps of facilities action plan.
Measured through a School Safety and Emergency Plan and/or communication between District and school regarding plan.	<u>2016-17</u> School Safety and Emergency Plan developed and on file.	Updating of the School Safety and Emergency Plan took place between TPS and the District.	Ongoing updating of the School Safety and Emergency Plan between TPS and the District.	Ongoing updating of the School Safety and Emergency Plan between TPS and the District.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop a long term facilities plan.	Develop a long term facilities plan.	Develop a long term facilities plan.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$7,042 \$3,177 \$1,900	Amount \$7,042 \$3,177 \$1,900	Amount \$7,042 \$3,177 \$1,900
Source	LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits 5000-5999: Services & Operating	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits 5000-5999: Services & Operating	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits 5000-5999: Services & Operating

Exp

Exp

Exp

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Collaborate with TVUSD with updating the School Safety and Emergency Plan.	Continue collaborating with TVUSD with updating the School Safety and Emergency Plan.	Continue collaborating with TVUSD with updating the School Safety and Emergency Plan.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$1,600 \$722</p>	<p>Amount</p> <p>\$1,600 \$722</p>	<p>Amount</p> <p>\$1,600 \$722</p>
<p>Source</p> <p>LCFF Base</p>	<p>Source</p> <p>LCFF Base</p>	<p>Source</p> <p>LCFF Base</p>
<p>Budget Reference</p> <p>2000-2999: Classified Salaries 3000-3999: Benefits</p>	<p>Budget Reference</p> <p>2000-2999: Classified Salaries 3000-3999: Benefits</p>	<p>Budget Reference</p> <p>2000-2999: Classified Salaries 3000-3999: Benefits</p>

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 **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities.	Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities.	Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$57,000	Amount: \$30,000	Amount: \$30,000
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 6000-6999: Capital Outlay	Budget Reference: 6000-6999: Capital Outlay	Budget Reference: 6000-6999: Capital Outlay

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 73,020

Percentage to Increase or Improve Services:

0.90 %

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](#)).

In 2017-18, the projected Unduplicated Pupil percentage is estimated to be 17.79%. Due to the low targeted student population concentration, TPS has determined that the most efficient use of funds is to provide supplemental services in a targeted assistance manner ensuring that Unduplicated Pupils population receives support. In effort to meet both State priorities areas for supplemental educational services for Unduplicated Pupils and the LCAP goals, the following targeted actions/services will be reassessed for effectiveness and implemented to support the Unduplicated Pupils. These services include but are not limited to:

- Instruction Aides- utilized in the classroom to allow teachers to provide small group support.
- RTI/MTSS- a tiered system of intervention used to provide support and reinforcement to content learning by utilizing strategies such as smaller group or 1:1 assistance.
- Professional Development- provided to all instructional staff on effective instructional strategies to engage low-income students, foster/homeless youth, and English learners through SDAIE strategies, Rtl Tier 1 interventions, and coping strategies.

Local Control and Accountability Plan and Annual Update Template Instructions

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.

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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/fg/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. 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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. A 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?