

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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.

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2017-20 Plan Summary

The Story

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 2017-18, TPS enrolled 43.3% White students, 33.4% Hispanic students, 10.2% of students who identified with two or more races, and 5.5% Filipino students. The student population consisted of only 1.1% English Learners while 18.2% of students qualified for FRMP. The Unduplicated Pupil percentage was 19.9%. 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 2017-18, schools in the District enrolled 43.2% White students, 33.6% Hispanic students, 10.1% of students identifying with two or more races, and 4.8% Filipino students. The EL population represented only 5.8% of the total student population while 24.5% of students qualified for FRMP. The Unduplicated Pupil percentage was approximately 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.

Cultivate a positive school culture.

There is one new identified goal for the 2018-2019 school year. The remainder of the goals continue as 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

TPS has made the greatest progress in the graduation rate moving from level orange to level blue. The status for the graduation rate is very high at 98.6%. This is an increase of 5.3% over the previous year. Progress was maintained for 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, all subgroups showed a decrease in their performance from 2016 to 2017, White students and students who identify with two or more races remained at the green level. EL status was high at 81.3%.

11th grade SBAC data located under the college/career preparedness state indicator also remains above level 3 for status. During the 2017 ELA SBAC, 11th grade students performed 57.5 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 36.23% of 11th grade students met standards while 40.58% of students exceeded standards.

Progress was made in stakeholder involvement with an increase in participation on surveys and meetings. There was an increase in the number of stakeholders who participated in the surveys. Several after school activities were successfully implemented in response to an Activity survey that was provided. All stakeholders also provided input on the development of the Strategic Plan.

Improvement for facilities for the Special Education was also an area where progress and growth was met with the addition of a classroom and updates to the existing classrooms.

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

All groups showed a decline in their performance from 2016 to 2017 both ELA and Math. Although ELA remained in the green, all students showed a decline of 19 points. Asian and Filipino student groups have a status of very high but showed a significant decline of 37.9 and 13.8 points respectively. White and Two or More Races remained in the green level with a high status placing them above level 3 but still declined significantly by 16.3 and 18.4 points. Students with Disabilities maintained their orange status with a decline of only 0.3 points. 11th grade ELA SBAC data located under the college/career preparedness state indicator also showed a decline of 7.3 points from 2016 to 2017 but remain 57.3 points above level 3.

While 65% of students either met or exceeded the standards, the percent of students who met or exceeded the standards decreased by 8%.

The state indicator for academics-math is another area in which TPS identified as needing improvement. The “all student” status moved from “high” for 2016 to “medium” in 2017 with a decline of 9.8 points. English Learners, Socioeconomically Disadvantaged, and Asian student groups “declined significantly” in their performance from 2016 to 2017. Several subgroups “declined” in their performance including Students with Disabilities, Filipino, 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 8.3 points from 2016 to 2017. Their status for 2017 was 8.3 points below level 3. However, the 11th grade math CAASPP data which does not utilize the “distance from level 3” methodology revealed that 32% of 11th grade students met standards while 14% of students exceeded standards which is also a decline from the previous year.

Like mathematics, the state indicator category suspension rate was identified as performance level “yellow”. “All students” change status increase by 1.9%. A few subgroups’ change status from 2015-16 to 2016-17 “increased significantly” including Socioeconomically Disadvantaged students by +2.7%, Students with Disabilities by 3%, African American Students by 6.3%, and Asian students by +2.9%.

Several student groups also saw an "increase" in status; Hispanic students by 1.5%, Filipino students by 1.9%, Two or More Races by 1% and White by 1.6%. TPS' suspension rate increased from the previous year from 0.5% in 2015-16 to 2.4 in 2016-2017.

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

Training on test item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.

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.

Implementation of the use of Edmentum to support both high and low performing students.

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.

Implementation of PBIS-Virtues in Practice school wide.

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 continue to be implemented 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.

The addition of Edmentum courses to support high and low achieving students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the LCFF Evaluation Rubric, the academic state indicator for ELA and math revealed that all student groups showed a decline in achievement during the 2016-2017 school year. In ELA, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and African America status for 2017 was categorized as “low” while “all students” received a status of “high”. English Learners were 37.9 points below level 3, Socioeconomically Disadvantaged students were 15.9 points below level 3, Students with Disabilities were 59.8 points below level 3.

In Math, all students received a status of "medium" showing a decline of 9.8% over the previous year. Asian students were categorized as 'very high' at 76.4 points above level 3, however the group declined significantly by 23.7 points. Filipino and Two or More Races were categorized as 'high'. The Filipino student group was 22.6 points above level 3 but declined by 12.4 points. Two or More Races was the only category to receive a green level, the group was 22.6 points above level 3 but declined by 11.9 points. The African American, Hispanic, and White student groups were all categorized as "medium". The African American student group was 14.2 points below level 3. Due to the size of the group they did not get a change in status rating. The Hispanic student group was 13.9 points below level 3 with a decline of 10.7 points. The White student group was 6 points below level 3 with a decline of 9.2 points. English Learners and Socioeconomically Disadvantaged status was categorized as 'low' and declined significantly. English Learners were 46.7 points below level 3 and Socioeconomically Disadvantaged students were 37.5 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, Socioeconomically Disadvantaged students 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 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 EL 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.

Implementation of the Edmentum program.

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

Increased or Improved Services

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$8,236,553

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

An increase in CAASPP scores over the previous school year.

ELA:

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%.

In 2017, 35% of students did not meet or nearly met standards while 65% of students either met or exceeded the standards. The percent of students who met or exceeded the standards decreased by 8%

Math:

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%.

In 2017, 48% of students did not meet or nearly met standards while 52% either met or exceeded standards. The percent of students who met or exceeded the standards decreased by 3%

Maintain 100% graduation rate.

In 2016-17, the graduation rate was 100%.

In 2017-18, the graduation rate is projected to be 100%.

Expected

An increase in college acceptance rate over the previous school year.

Actual

Class of 2017 86% admitted to 4 year colleges Admitted into 58% of the schools they applied to
Applied to an average of 6.3 colleges
75% attending 4 Year Colleges 18.8% attending 2 Year Colleges 6.2%
Choose work,
military service, or technical education

Class of 2018 83% admitted to 4 year colleges Admitted into 61% of the schools they applied to Applied to
an average of 5.3 colleges
75% attending 4 Year Colleges 20.3% attending 2 Year Colleges 4.7%
Choose work,
military service, or technical education

College acceptance rate decreased by 3% but the percentage of students who were admitted to the colleges they applied to increased by 3%.

The number of students who matriculated to 4 year colleges and/or universities has maintained stable from the previous year at 75%. The number of students who matriculated to 2 year institutions increased by 1.5% and the number of students who selected work, military service, or technical instruction has decreased by 1.5 percent.

Actions/Services

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

Action 1

Planned Actions/Services

Maintain full time college adviser to service 10-12th grade students.

Actual Actions/Services

The position for a full time college adviser to service 10th-12th grade students.

Budgeted Expenditures

\$51,171
 Source: CRGB
 Budget Reference
 1000-1999: Certificated Salaries
 3000-3999: Benefits

Estimated Actual Expenditures

\$51,171
 Source: CRGB
 Budget Reference:
 1000-1999: Certificated Salaries
 3000-3999: Benefits

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

The English Department worked with the History Department to continue the alignment between history and literature using the AP book list as a guide. Based on input from stakeholders the decision was made to modify the action to return to the use of classical literature as a guide.

The action of evaluation of yearly assessment was not implemented and will be discontinued in the 2018-2019 school year.

\$8,533
\$2,495
\$3,500
LCFF Base
1000-1999: Certificated Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

\$5768- salary
\$1686-benefits
\$16,815-books
Source: LCFF base
Budget Reference
1000-1999: Certificated Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue providing test-prep time and resources for upper school students.

Test-prep time and resources were provided for the Upper School students. AP workshops and SAT workshops were provided for students. Teachers attended an AP readiness workshop to provide additional support to students. Edmentum was used to provide students with resources to prepare for upcoming tests.

\$2,012
 \$588
 Source: LCFF Base
 Budget Reference:
 1000-1999: Certificated Salaries
 3000-3999: Benefits

\$12,233-salaries
 \$3,575-benefits
 Source: LCFF Base
 Budget Reference:
 1000-1999: Certificated Salaries
 3000-3999: Benefits

Action 4

Planned Actions/Services

Develop more online internal assessments.

Actual Actions/Services

Teachers were able to develop more internal online assessments by utilizing assessment resources from the curriculum. Internal benchmark assessments were administered at each semester. This will continue as an action as it was not implemented as a school wide action.

Budgeted Expenditures

\$6,966
 \$2,037
 Source: LCFF Base
 Budget Reference:
 1000-1999: Certificated Salaries
 3000-3999: Benefits

Estimated Actual Expenditures

\$3,784
 \$1,106
 Source: LCFF Base
 Budget Reference:
 1000-1999: Certificated Salaries
 3000-3999: Benefits

Action 5

Planned Actions/Services

Train teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.

Actual Actions/Services

Teachers were trained at the beginning of the school year on the IO/EDAMS system. Individual goals setting was not implemented with regard to internal benchmarks. This action will continue in the 2018-2019 school year.

Budgeted Expenditures

\$3,000
LCFF Base, CRGB
5000-5999: Services &
Operating Exp

Estimated Actual Expenditures

\$1,495
Source: LCFF Base, CRGB
Budget Reference:
5000-5999: Services & Operating
Exp

Action 6**Planned Actions/Services**

Continue refreshing cycle for student and staff devices.

Actual Actions/Services

The refresh cycle continued during the 2017-2018 school year. There were 320 chrome books replaced in grades 3-8. At the beginning of the school year, 32 staff devices were also replaced. Support was provided by the tech staff for state testing and teacher support with device questions or concerns.

Budgeted Expenditures

\$86,000
Source: LCFF Base
Budget Reference: 4000-4999:
Books & Supplies

Estimated Actual Expenditures

\$147,110
Source: LCFF Base
Reference: 4000-4999: Books &
Supplies

Action 7

Planned Actions/Services

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.

Actual Actions/Services

A new Science curriculum was purchased for upper school Life Science classes.

A Science committee was formed to analyze and study the science needs of the school based on NGSS and the trivium. Staff also attended workshops on NGSS in support of developing a plan to implement the new standards in the 2018-2019 school year.

Budgeted Expenditures

\$4,267
 \$1,248
 \$10,000
 Source: LCFF Base
 Budget Reference:
 1000-1999: Certificated Salaries
 3000-3999: Benefits
 4000-4999: Books & Supplies

Estimated Actual Expenditures

\$4,040
 \$1,180
 Source: LCFF Base
 Budget Reference:
 1000-1999: Certificated Salaries
 3000-3999: Benefits
 4000-4999: Books & Supplies

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

Analysis

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

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

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 the retention of 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.

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 internal benchmarks were developed and administered by classroom teachers utilizing assessment resources from the curriculum, there was not a schoolwide development of additional internal assessments. Training was provided on IO/EDAMS at the beginning of the school year but there was not a school wide initiative focused on item creation, test editing, data analysis, and individual goal setting.

A Science committee was formed to address Action 7: Adopt a new science curriculum in grades K-12 as well as analyze and study the science needs of the school based on NGSS. As a result of the committee work as well as workshops attended by committee members, a plan was formulated for implementation of the standards that is in alignment with the classical model.

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

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 actions that were successfully implemented. The college acceptance rate decreased by 3% but the number of students accepted to the colleges to which they applied increased by 3% while the graduation rate maintained at 100%.

The actions/services performed under this goal were effective except for student performance on the CAASPP.

The percent of students who met or exceeded standards on the ELA SBAC from 2016 to 2017 decreased by 8%. The percent of students who met or exceeded standards on the math SBAC from 2016 to 2017 decreased by 3%.

This decline may also have occurred due to the decline in scores for un-duplicated students. In addition, full training on assessment did not occur as planned. Access to benchmark data, in addition to internal assessment data, could have allowed teachers another means of tracking students' growth and re-teaching ELA and Math skills particularly for EL, SPED and Low Income students..

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The materials differences between Budgeted Expenditures and Estimated Actual expenditures is as follows:

Action 2: As a result of the alignment between history and literature based on the use of the AP book guide, purchases for textbooks was underestimated. The amount spent on budgeted expenditures for salary was lower than expected due to a change in the number of members on the committee. The budgeted expenditures was \$14, 528 while the actual expenditures was \$24, 269. This was due to an increase in the number of textbooks that needed to be purchased.

The budgeted expenditures for Action 3: Continue providing test-prep time and resources for upper school students went from \$2600 to \$15,808. The increase was due to teachers who hosted AP and SAT prep workshops as well as the addition of the AP readiness workshop.

The budgeted expenditures for action 4 was less than anticipated as the implementation of the action was not a schoolwide action as anticipated. The actual expenditures were \$4890 rather than the budgeted expenditures of \$9003.

Action 5 also had a material difference between the budgeted expenditures and estimated actual expenditures that was lower than anticipated due to the action not reaching full implementation. The budgeted expenditures was \$3000 while the estimated actual expenditures were \$1495.

The estimated actual expenses for Action 6: Continue the refresh cycle was also higher than anticipated at \$147,110 rather than the budgeted amount of \$86,000. This was due to the additional replacement costs of staff and student devices.

Action 7: Adopt a new science curriculum and analyze and study science need of the school based on the NextGen standards and the trivium. This action came in under budget as curriculum for the whole school science program was not purchased as anticipated. The estimated actual budget was \$5220 while the budgeted expenditures was \$15,515.

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 by returning to the use of classical literature as a guide rather than the AP.
- After analyzing NGSS standards the goal was changed to implementation of NGSS standards based on the classical model and textbooks in use by adding Earth Science to the existing curriculum and Physics for all students in the Upper School.

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 Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Increase parent engagement through parent surveys and meetings.

Actual

Surveys were sent out in the Spring of 2018 in an effort to increase parent input on school climate. In addition to the PATS meetings, parents were invited to attend a strategic planning parent forum, transition meetings for incoming 7th and 9th grade students, and college nights for the Upper School parents and students.

Expected

Increase staff input in decision making

Communicate school LCAP goals with all constituents.

Begin developing a Strategic Plan involving all stakeholders.

Parent correspondence available in multiple languages.

Actual

Leadership met with grade level and subject area departments on a regular basis to allow teacher input in the curricular decision making process. Teachers and staff were involved in regular meetings regarding WASC preparation for the Fall of 2018. Teachers and staff were actively involved in the writing of Chapter 3 of the WASC report. A meeting was held for the staff to be involved in the strategic planning process. Input has been solicited in in the areas of school climate and the financial aspect of the school.

The LCAP was presented at a board meeting and is posted on the school website. The LCAP actions are shared with the staff as part of the action planning process.

A company was hired to begin the process of developing the strategic plan. All stakeholders have been included in the strategic planning process. The board and leadership answered a survey on school capacity. A Strategic Planning Committee was formed that includes board members, members of school leadership, teachers, and parents. A parent forum was held to gather additional input

Parent correspondence is available in multiple languages on the school website.

Actions/Services

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

Action 1

Planned Actions/Services

Hold morning and evening coffee and information sessions for parents.

Actual Actions/Services

Head of School morning coffees were held monthly after the PATS meeting. The coffees provided the parents in attendance with monthly updates on school initiatives and allowed the parents to share concerns. A Strategic Planning parent forum was also held in the Spring of 2018.

Budgeted Expenditures

\$1,697
\$766
\$1,000
Source: LCFF Base
Budget Reference:
2000-2999: Classified Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

Estimated Actual Expenditures

\$1,697
\$766
\$238
Source: LCFF Base
Budget Reference:
2000-2999: Classified Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

Action 2

Planned Actions/Services

Present grade level transitions by hosting parent information nights for the 6-7 and 8-9 transition.

Actual Actions/Services

Grade level transition meetings for the 6-7 transition and 8-9 transition were hosted by the school counselors during the Annual Spring Showcase. The session was emailed to parents who were unable to attend.

Budgeted Expenditures

\$2,336
\$683
Source: LCFF Base
Budget Reference:
1000-1999: Certificated Salaries
3000-3999: Benefits

Estimated Actual Expenditures

\$613
\$204
Source:LCFF Base
Budget Reference:
1000-1999: Certificated Salaries
3000-3999: Benefits

Action 3

Planned Actions/Services

Conduct annual parent, student, faculty, and staff survey.

Actual Actions/Services

The annual parent, student, faculty, and staff survey was sent out to all stakeholders in the Spring of 2018. Results of the surveys were shared with the Strategic Planning committee for use in developing the Strategic Plan. An Activity survey was sent out to parents in the Spring of 2018 to determine interest in adding additional after school activities. Responses were received from 158 families. As a result, several after school programs were implemented successfully; for example, a Mandarin class, SAT prep class, computer coding classes, backgammon and chess, a Chamber Orchestra, and a Mindfulness and Wellness class.

Budgeted Expenditures

\$849
 \$383
 Source :LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries
 3000-3999: Benefits

Estimated Actual Expenditures

\$1641
 \$582
 Source: LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries,
 Certificated
 3000-3999: Benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Meetings were held frequently between the Parent and Teacher Organization (PATS) and administration where school events were coordinated and organized. PATS and administration worked together on many school events including but not limited to: the Back to School Picnic, 5K run, Spring Showcase, Volunteer Breakfast, Senior Breakfast, Teacher Appreciation Week, the Patriot's Ball, and support of teachers and students.

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

\$1,757
 \$793
 \$500
 Source: LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries
 3000-3999: Benefits
 Books/Supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Improve communication of events and activities to students, families and the community.

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. A weekly email was sent out to parents and staff as well in an effort to improve communication of all school events and activities.

\$3,514
 \$1,585
 Source: LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries
 3000-3999: Benefits

\$3,514
 \$1,381
 Source: LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries
 3000-3999: Benefits

Action 6

Planned Actions/Services

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

Actual Actions/Services

The school website was reorganized during the 2017-2018 school year. The new website will be ready for use during the 2018-2019 school year.

Budgeted Expenditures

\$2,400
 Source: LCFF Base
 Budget Reference:
 5000-5999: Services & Operating Exp

Estimated Actual Expenditures

\$2,400
 Source: LCFF Base
 Budget Reference:
 5000-5999: Services & Operating Exp

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Policies and administrative regulations were partially reviewed and updated during the 2017-2018 school year through regular administrative meetings of members of the leadership team and the Board of Director meetings.

\$4,700
Source: LCFF Base
Budget Reference
5000-5999: Services & Operating Exp

\$3,500
Source: LCFF Base
Budget Reference:
5000-5999: Services & Operating Exp

Action 8

Planned Actions/Services

Hold monthly leadership team meetings with certificated and classified staff

Actual Actions/Services

Weekly rather than monthly meetings were held with certificated and classified members of the leadership team.

Budgeted Expenditures

\$5,009
\$14,798
\$8,141
Source: LCFF Base
Budget Reference:
1000-1999: Certificated Salaries
2000-2999: Classified Salaries
3000-3999: Benefits

Estimated Actual Expenditures

\$14,798
\$13,901
\$10,267
LCFF Base
1000-1999: Certificated Salaries
2000-2999: Classified Salaries
3000-3999: Benefits

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Develop a Strategic Plan for the school with the input of all stakeholders.

All stakeholders were invited to participate in Strategic Planning. Parents, board members, teachers, and administrators served on the Strategic Planning Committee. A parent forum was held to provide an opportunity for parents to provide additional input in the strategic planning process. Staff members also provided input during a staff in-service meeting.

\$25,000
Source: LCFF Base
Budget Reference:
5000-5999: Services &
Operating Exp

\$5,000
Source: LCFF Base
Budget Reference:
5000-5999: Services & Operating
Exp

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

Analysis

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

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

Overall, most actions/services were implemented as planned. In order to achieve the goal that TPS leaders will develop clear channels of communication with stakeholders to promote transparent and collaborative decision making, 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 and the 5K Run. A community survey was developed and provided to parents, students, teachers, and staff in Spring of 2018. In addition, an Activity survey was developed and provided to parents.

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. A weekly email is also sent out to parents and staff with updates on activities, events, and general school information. TPS utilized the expertise of IT personnel to update and reorganize the school website and parent portal to allow for easier accessibility. The new school website is scheduled to debut in the Fall of 2018.

The Strategic Plan was started in the 2017-2018 school year. Parents and staff were informed of the strategic plan and invited to provide input into the plan itself. A parent forum was held in the Spring and a Monday morning staff meeting was dedicated to getting staff input on the Strategic Plan.

Through regular meetings with the leadership team and Board of Directors, various policies were updated as planned. This will remain an ongoing action for the 2018-2019 school year.

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

TPS' goal was to develop clear channels of communication with stakeholders to promote transparent and collaborative decision making. 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 survey, parent attendance and participation in PATS events, and the Strategic Planning Parent forum. The number of parents, students (in grades 5-12) and staff who participated in the survey increased over the previous school year. In addition the student survey was sent to students in grades 3-4 for the first time. 158 parents participated in the Activity survey, success with this survey is measured by participation in all new activities that were implemented after school. Most activities had full enrollment.

Teachers were also included in curricular decisions, interview panels for new teachers at their grade level/department, strategic planning and the development of the WASC Self Study report.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures occurred with the following actions:

Action 2: Present grade level transitions by hosting parent information nights for the 6-7 and 8-9 transition. The estimated actual expenditure was \$817 while the budgeted expenditures was \$2336. The difference was due to the lessened amount of time it took the counseling team to prepare for the meetings. They were able to host both meetings on the same day during the Spring Showcase.

Action 3: Conduct annual parent, student, faculty, and staff survey. The estimated actual expenditure was \$2223 while the budgeted expenditures was \$1232. The difference was due to additional time and staff to prepare data from the surveys to share with the Strategic Planning Committee.

Action 7: Continue the review and update of policies and administrative regulations through regular meetings of leadership team and Board of Director Meetings. The estimated actual expenditure was \$3500 while the budgeted expenditures was \$4700. The difference was due to time constraints and not all policies and administrative regulations were reviewed. This action will continue in the 2018-2019 school year.

Action 9: Hold monthly leadership team meetings with certificated and classified staff. The estimated actual expenditure was \$38,966 while the budgeted expenditures was \$27,948. The difference was due to the addition of two members to the leadership team meetings and the increased meetings from once a month to weekly.

Action 10: Develop a Strategic Plan for the school with the input of all stakeholders. The estimated actual expenditure was \$5000 while the budgeted expenditures was \$25,000. The difference was due to the leadership team taking on the development and implementation of the Strategic Plan after the consultant provided data that was used to guide the development of the plan. The original budget was developed to have the consultant manage the whole Strategic Plan Development process.

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:

- The addition of an Activity survey
- The addition of a Board faculty liaison.
- Implementation and tracking of the annual plan as part of the Strategic Planning Initiatives.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

All teachers will be trained in how to effectively differentiate instruction to meet the needs of high and low performing students.

Ensure Free and Reduced-Priced lunch is available on campus.

Actual

This action was not implemented as planned.

A formal Free and Reduced Price lunch program was not implemented. Food was available on site for any student observed by staff as not having food to eat or asking for a meal due to financial constraints.

Actions/Services

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

Action 1

Planned Actions/Services

Train teachers in how to best serve EL students

Actual Actions/Services

This action was not implemented as planned

Budgeted Expenditures

\$2,000
LCFF Base, Title II
5000-5999: Services & Operating Exp

Estimated Actual Expenditures

\$0
Source: LCFF Base, Title II
Budget Reference:
5000-5999: Services & Operating Exp

Action 2

Planned Actions/Services

Further refine school's RTI program that fits with the Classical Model in both the upper and lower school.

Actual Actions/Services

Training was provided to RTI staff to assist in the refinement of the program in grades K-12. The Edmentum program was piloted to assist with providing targeted support to students in the RTI program.

Budgeted Expenditures

\$9,710
\$2,839
Source: LCFF Base, LCFF Supplemental & Concentration
Budget Reference:
1000-1999: Certificated Salaries
3000-3999: Benefits

Estimated Actual Expenditures

\$11,412
\$3,653
\$5,241
Source: LCFF Base, LCFF Supplemental & Concentration
Budget Reference:
1000-1999: Certificated Salaries
3000-3999: Benefits
5000-5,999 Services

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Develop a process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.

Students who qualify for Free and Reduced-Priced meals are identified during the registration process. The school is in the process of refining the implementation of services for qualifying students.

\$864
\$390
Source: LCFF Base
Budget Reference:
2000-2999: Classified Salaries
3000-3999: Benefits

\$864
\$340
Source: LCFF Base
Budget Reference:
2000-2999: Classified Salaries
3000-3999: Benefits

Action 4

Planned Actions/Services

Work with EL families to identify student needs.

Actual Actions/Services

EL families are assisted by the RTI coordinator as well as the classroom teachers.

Budgeted Expenditures

\$549
\$161
Source: LCFF Base
Budget Reference:
1000-1999: Certificated Salaries
3000-3999: Benefits

Estimated Actual Expenditures

\$782
\$250
Source: LCFF Base
Budget Reference:
1000-1999: Certificated Salaries
3000-3999: Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Instruction space was increased by one classroom and all the Special Education classrooms were improved over the summer and throughout the school year to better meet the needs of the students.

\$2,850
 Source:LCFF Base
 Budget Reference:
 5000-5999: Services &
 Operating Exp

\$2,427
 \$954
 \$2850
 Source: LCFF Base
 Budget Reference:
 5000-5999: Services & Operating
 Exp

Action 6

Planned Actions/Services

Provide training in how to effectively differentiate instruction for high and low performing students.

Actual Actions/Services

This action was not implemented during the 2017-2018 school year as planned.

Budgeted Expenditures

\$1,200
 Source: Title II, Educator
 Effectiveness
 Budget Reference:
 5000-5999: Services &
 Operating Exp

Estimated Actual Expenditures

\$0
 Source:Title II, Educator
 Effectiveness
 Budget Reference:
 5000-5999: Services & Operating
 Exp

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

Analysis

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

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

Overall, most actions/services were implemented as planned in order to achieve the articulated goal to create an environment where students with exceptional needs can thrive. The actions/services included refining the school's RTI program and developing a process to identify students who are eligible for Free and Reduced priced meals, improving and/or increasing instructional space for Special Education students.

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

Overall this goal was only partially effective. The school was able to effectively create an environment where students with exceptional needs can thrive. Professional development was offered to the RTI teaching staff. Strategies were implemented to support instruction for EL students as well other students who required additional academic or emotional support.

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 are identified as FRMP eligible and who were observed by staff as being hungry and/or needing food or who reported that they needed food. These students were provided a nutritious meal.

Instructional space was both increased and improved for the Special Education students. An additional room was added to the program and the existing space was updated and restructured.

While most actions were implemented as planned, two actions were not implemented. Due to many factors, the actions to provide training on how to effectively differentiate for high and low achieving students and how to best serve EL students was not implemented for the whole faculty. These actions will be continued in the 2018-2019 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures can be found in the following actions:

Action 1: Train teachers in how to best serve EL students. This action was not implemented during the 2017-2018 school year. The estimated actual expenditure was \$0 while the budgeted expenditures was \$2000.

Action 2: Further refine school's RTI program that fits with the Classical Model in both the Upper and Lower School. The estimated actual expenditure was \$20,306 while the budgeted expenditures was \$12,549. The difference was due the addition of Edmentum software which was piloted by the RTI program.

Action 4: Work with EL families to identify student needs. The estimated actual expenditure was \$1032 while the budgeted expenditures was \$710. The difference was due the increased time that the RTI coordinator spent working with EL students over the original projection of time.

Action 5: Improve and/or increase instructional space to better meet the needs of special education students. The estimated actual expenditure was \$6231 while the budgeted expenditures was \$2850. The difference was due to the additional work done over the summer by staff to meet the facility needs of the department. An addition class space was added that required construction as well as repairs.

Action 6: Provide training in how to effectively differentiate instruction for high and low performing students. This action was not implemented during the 2017-2018 school year. The estimated actual expenditure was \$0 while the budgeted expenditures was \$1200.

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:

- A new action for the 2018-2019 school year will be to implement the use of Edmentum for assessment and coursework for both high and low achieving students.

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 Priorities: 1, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Formulate a 3 to 5 year plan to either improve existing facilities or plans to purchase our own property for expansion.

Updating of the School Safety and Emergency Plan took place between TPS and the District

Actual

A 3-5 year facilities plan was begun in the 2017-2018 school year. Research was conducted and meetings were held with the district to explore options for improving existing facilities, building on the current site, or purchasing property for expansion.

A meetings was held with between TPS and the District to discuss the updating of the school safety and Emergency Plan.

Actions/Services

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

Action 1

Planned Actions/Services

Develop a long term facilities plan

Actual Actions/Services

The development of a long term facilities plan was begun by school administration.

Budgeted Expenditures

\$7,042
 \$3,177
 \$1,900
 Source: LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries
 3000-3999: Benefits
 5000-5999: Services & Operating Exp

Estimated Actual Expenditures

\$7,042
 \$2,768
 \$1,900
 LCFF Base
 2000-2999: Classified Salaries
 3000-3999: Benefits
 5000-5999: Services & Operating Exp

Action 2

Planned Actions/Services

Collaborate with TVUSD with updating the School Safety and Emergency Plan

Actual Actions/Services

A meeting was held with TVUSD regarding the updating of the School Safety and Emergency Plan to discuss the possibility of ongoing collaboration.

Budgeted Expenditures

\$1,600
 \$722
 Source: LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries
 3000-3999: Benefits

Estimated Actual Expenditures

\$440
 \$173
 Source: LCFF Base
 Budget Reference:
 2000-2999: Classified Salaries
 3000-3999: Benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities.

Actual Actions/Services

Facility needs were assessed and furnishings and equipment were upgraded and/or replaced to enhance student learning and activities.

Repairs were made throughout the campus on facilities. The following actions were also taken to upgrade furnishings, equipment and facilities to enhance student learning:

New lunch tables were purchased, a new piano was purchased for the MPR, new risers were purchased for the Music Department, the Special Education Department was expanded and updated, space was dedicated to a new art room, a new telephone system was installed, new air conditioners were installed in 8 classrooms, new sod and DG is being installed, and gravel was placed in the back lot to provide additional parking for the students in the front parking lot.

Budgeted Expenditures

\$57,000

Source: LCFF Base

Budget Reference:

6000-6999: Capital Outlay

Estimated Actual Expenditures

\$55,932

Source: LCFF Base

Budget Reference:

6000-6999: Capital Outlay

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

Analysis

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

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

Overall, all actions/services were implemented as planned. In order to maintain the school site to enhance student and staff safety and optimize facility usage, the following actions/services implemented:

Repairs were completed throughout the school site over the summer. Purchases were made to enhance student learning and safety. Meetings were scheduled with the district, school safety committee, and a consultant to work on updating the School Safety and Emergency Plan.

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

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 repairs to the whole campus as needed, the addition of gravel to the back lot to provide additional parking for students in the front lot, and purchases to support student learning and safety.

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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures are documented as follows:

Action 2: Collaborate with TVUSD with updating the School Safety and Emergency Plan. The estimated actual expenditure was \$613 while the budgeted expenditures was \$2322. The difference was due to less time than was anticipated was needed to meet with the district. A meeting was held with a safety consultant but the cost was less than anticipated.

Action 3: Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities. The estimated actual expenditure was \$55,932 while the budgeted expenditures was \$57,000. The difference was due much of the work being done by TPS staff which resulted in lower 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:

- TPS will work with a safety consultant to update the School Safety and Emergency Plan. On site training will be provided to the staff in an effort to further strengthen safety protocols and procedures at TPS.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

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 the Strategic Planning Parent Forum, Head of School Coffees, informal discussions with parents, and parent surveys.

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 2018-19 school year and allowed administration to provide an informative annual update. Upon review of the 2017-18 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.
- Cultivating a Positive School Culture..

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through SBAC Scores.	<p>2016-17 SBAC ELA Standard Exceeded: 30% Standard Met: 44% Standard Nearly Met: 18% Standard Not Met: 9%</p> <p>2016-17 SBAC Math Standard Exceeded: 23% Standard Met: 32% Standard Nearly Met: 32% Standard Not Met: 13%</p>	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.
Measured through the graduation rate.	In 2016-17, the graduation rate is projected to be 100%.	Maintain 100% graduation rate.	Maintain 100% graduation rate.	Maintain 100% graduation rate.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Measured through the college acceptance rate.

In 2016-17, data will not be available until the school year ends.

An increase in college acceptance rate over the previous school year.

An increase in college acceptance rate over the previous school year.

An increase in college acceptance rate over the previous school year.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain full time college adviser to service 10-12th grade students.

This goal was met and will not be continued in the 2018-2019 school year.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,171	0	
Source	CRGB	CRGB	
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue historical alignment with literature using the trivium and the AP book list as a guide.

Continue historical alignment with literature using the trivium

N/A

Evaluate yearly assessment being used and the effectiveness of these assessments to increase student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5768- salary \$1686-benefits \$16, 815-books	\$8,533 \$2,495 \$3,500	
Source	LCFF Base	LCFF base	
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies	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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Continue providing test-prep time and resources for upper school students.

2018-19 Actions/Services

Continue providing test-prep time and resources for upper school students.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12, 233-salaries \$3, 575-benefits	\$10,000-salaries \$3,000-benefits	
Source	LCFF base	LCFF Base	
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated 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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Develop more online internal assessments

2018-19 Actions/Services

Continue developing more online internal assessments.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount	\$3,784 \$1,106	\$8,760 \$2,560	
Source	LCFF base	LCFF base	
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 3000-3999: Benefits	

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,495	\$1,495	
Source	LCFF Base, CRGB	LCFF Base, CRGB	
Budget Reference	5000-5999: Services & Operating Exp	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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue refreshing cycle for student and staff devices.

Continue refreshing cycle for student and staff devices.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$147, 110

\$86,000

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	
Budget Reference	4000-4999: Books & Supplies	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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

Adopt a new science curriculum in grades K-12 based on the Next Generation Science Standards. –not met

Analyze and study science needs of the school based on the NextGen standards and the trivium.

2018-19 Actions/Services

Integrate NGSS standards into K-12 Science curriculum

2019-20 Actions/Services

Integrate NGSS standards into K-12 Science curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,040 \$1,180	\$4,181 \$1,221	\$4,267 \$1,248
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 3000-3999: Benefits

Action #8

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

Students to be Served

All Students

Location(s)

Specific Grade spans, K-6

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

New

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

Unchanged

2017-18 Actions/Services

Not applicable, new action for 2018-2019.

2018-19 Actions/Services

Improve quality and continuity of the Lower School Writing Program.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	Not applicable, new action for 2018-2019.	\$2000	
Source	LCFF base	LCFF base	
Budget Reference	5000-5999: Services and Operating Exp.	5000-5999: Services and Operating Exp.	

Action #9

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

Students to be Served

All Students

Location(s)

Specific Grade spans, K-6

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable, new action for the 2018-2019 school year

Review and align Lower School Art, Music, and Drama programs.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not applicable, new action for the 2018-2019 school year.	\$1,115 \$1,468 \$941	
Source	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	

Action #10

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable, new action for the 2018-2019 school year.

Review K-12 Math program.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Not applicable, new action for the 2018-2019 school year.

\$3,700
\$1,179

Year	2017-18	2018-19	2019-20
Source	LCFF base	LCFF base	
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 3000-3999: Benefits	

Action #11

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

Students to be Served

All Students

Location(s)

Specific Grade spans, 11-12

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Unchanged

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable, new action for the 2018-2019 school year.

Begin implementation of the AP Capstone program with the AP Seminar course.

Continue implementation of the AP Capstone program with the addition of the AP Research course.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	not applicable, new action for the 2018-2019 school year.	\$14,057 \$4,479 \$1075	\$14,057 \$4,479 \$1075
Source	LCFF	LCFF base	LCFF base
Budget Reference	1000-1999: Certificated salaries 3000-3999: Benefits 5000-5999: Services and Operating Exp.	1000-1999: Certificated salaries 3000-3999: Benefits 5000-5999: Services and Operating Exp.	1000-1999: Certificated salaries 3000-3999: Benefits 5000-5999: Services and Operating Exp.

Action #12

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

New

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

Unchanged

2017-18 Actions/Services

Not applicable, new action in the 2018-2019 school year.

2018-19 Actions/Services

Development of Classical Education teacher training program for new and returning teachers.

2019-20 Actions/Services

N/A

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Amount	Not applicable, new action in the 2018-2019 school year.	\$4,658 \$1,484	
Source	LCFF base	LCFF base	
Budget Reference	1000-1999: Certificated salaries 3000-3999: Benefits	1000-1999: Certificated salaries 3000-3999: Benefits	

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

Modified

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 Priorities: 3, 5, 6

Local Priorities:

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 Measureable Outcomes

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

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

Measured through
Parent sign-In logs.

2016-17
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.

2016-17
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
website.

2016-17
LCAP is available for
viewing on the school
website.

Communicate school
LCAP goals with all
constituents

Communicate school
LCAP goals with all
constituents

Communicate school
LCAP goals with all
constituents

Measured through a
Strategic Plan
document and/or
meeting sign-in log.

2016-17
N/A

Begin developing a
Strategic Plan involving all
stakeholders.

Begin developing a
Strategic Plan involving all
stakeholders.

Begin developing a
Strategic Plan involving all
stakeholders.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Measured through newsletters, flyers, and parent resources.

2016-17
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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Hold morning and evening coffee and information sessions for parents.

2018-19 Actions/Services

Hold morning coffees and information sessions for parents.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$1,697
\$766
\$238

\$1,726
\$779
\$1,000

Source

LCFF base

LCFF base

Budget Reference

2000-2999: Classified Salaries
3000-3999: Benefits
4000-4999: Books & Supplies

2000-2999: Classified Salaries
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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Present grade level transitions by hosting
parent information nights for the 6-7 and 8-9
transition.

2018-19 Actions/Services

Present grade level transitions by hosting
parent information nights for the 6-7 and 8-9
transition.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$613 \$204	\$634 \$211	
Source	LCFF base	LCFF base	
Budget Reference	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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct annual parent, student, faculty, and staff survey.

Conduct annual parent, student, faculty, and staff survey.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1641 \$582	\$1683 \$627	
Source	LCFF base	LCFF base	
Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits	1000-1999: Certificated 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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1,757 \$793 \$500	\$1,818 \$715 \$500	
Source	LCFF base	LCFF base	
Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits 4000-4999: Books/Supplies	2000-2999: Classified Salaries 3000-3999: Benefits 4000-4999: Books/Supplies	

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Improve communication of events and activities to students, families and the community.

2018-19 Actions/Services

Improve communication of events and activities to students, families and the community.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$3,514
\$1,381

\$3,637
\$1,430

Source

LCFF base

LCFF base

Budget Reference

2000-2999: Classified Salaries
3000-3999: Benefits

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

This action will be discontinued in the 2018-2019 school year as the action is complete.

N/A

Budgeted Expenditures

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

Amount	\$2,400	0	
Source	LCFF base	LCFF base	
Budget Reference	5000-5999: Services & Operating Exp	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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$4,700 \$1,056 \$338	
Source	LCFF base	LCFF base	
Budget Reference	5000-5999: Services & Operating Exp	1000-1999 Certificated salaries 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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Hold monthly leadership team meetings with certificated and classified staff.

2018-19 Actions/Services

Hold weekly leadership team meetings with certificated and classified staff.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$14,798 \$13,901 \$10,267	\$15,051 \$14,388 \$10,522	
Source	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	

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Develop a Strategic Plan for the school with the input of all stakeholders.

2018-19 Actions/Services

Implement and track progress through the annual action plan as part of the Strategic Planning Initiatives.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$1,066 \$265	
Source	LCFF base	LCFF base	
Budget Reference	5000-5999: Services & Operating Exp	1000-1999: Certificated Salaries 3000-3999: Benefits	

Action #10

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable, new action in the 2018-2019 school year.

Ensure decisions are made in a transparent manner by appointing a faculty board liaison.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	Not applicable, new action in 2018-2019.	\$500 \$159	
Source	LCFF base	LCFF base	
Budget Reference	1000-1999: Certificated salaries 3000-3999: Benefits.	1000-1999: Certificated salaries 3000-3999: Benefits.	

Action #11

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Unchanged

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

New

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

Unchanged

2017-18 Actions/Services

Not applicable, new action in the 2018-2019 school year.

2018-19 Actions/Services

Aeries grades will be updated bi-monthly.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not applicable, new action in the 2018-2019 school year.	\$3,700 \$1,179	
Source	LCFF base	LCFF base	
Budget Reference	1000-1999: Certificated salaries 3000-3999: Benefits	1000-1999: Certificated salaries 3000-3999: Benefits	

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

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through PD sign-in logs.	2016-17 100% 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.	2016-17 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:

Students to be Served

All Students

Location(s)

All Schools

OR

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

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

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

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

Train teachers in how to best serve EL
students.

Train teachers in how to best serve EL
students.

Implement and refine EL strategies.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

0

\$2,000

\$2,000

Source

LCFF Base, Title II

LCFF Base, Title II

LCFF Base, Title II

Budget Reference

5000-5999: Services & Operating Exp

5000-5999: Services & Operating Exp

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Further refine school's RTI program that fits with the Classical Model in both the upper and lower school.

Further refine school's RTI program in both the upper and lower school.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,412 \$3,653 \$5,241	\$11,811 \$3,781 \$11,000	
Source	LCFF Base, LCFF Supplemental & Concentration	LCFF Base, LCFF Supplemental & Concentration	
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits 5000-5999 Services	1000-1999: Certificated Salaries 3000-3999: Benefits 5000-5999 Services	

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop a process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.

Refine process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$864
\$340

\$2,734
\$775

Source	LCFF base	LCFF base	
Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits	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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Work with EL families to identify student needs

Implement and refine strategies in incorporating home-support for EL students.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$782 \$250	\$809 \$259	
Source	LCFF base	LCFF base	
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 3000-3999: Benefits	

Action #5

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

Students to be Served

Location(s)

Students with Disabilities

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

This action was met in the 2017-2018 school year. It will be discontinued.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$2,427
\$954
\$2850

0

Source	LCFF base	SPED revenue	
Budget Reference	5000-5999: Services & Operating Exp	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

Location(s)

Students with Disabilities

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

New

Modified

2017-18 Actions/Services

Provide training in how to effectively differentiate instruction for high and low performing students.

2018-19 Actions/Services

Provide training in how to effectively differentiate instruction for high and low performing students.

2019-20 Actions/Services

Implement and refine strategies for effectively differentiating instruction for high and low performing students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$1,200	\$1,200
Source	Title II, Educator Effectiveness	Title II, Educator Effectiveness	Title II, Educator Effectiveness
Budget Reference	5000-5999: Services & Operating Exp	5000-5999: Services & Operating Exp	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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

New

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

Modified

2017-18 Actions/Services

Not applicable, new action in 2018-2019 school year.

2018-19 Actions/Services

Implement use of Edmentum for assessment and coursework for high and low achieving students.

2019-20 Actions/Services

Continue the use of Edmentum to support high and low achieving students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Not applicable, new action in the 2018-2019 school year.

\$30,000
\$9,558
\$23,121

\$30,000
\$9,558
\$23,121

Source

LCFF base

LCFF base

LCFF base

**Budget
Reference**

1000-1999: Certificated salaries
3000-3999: Benefits
5000-5999: Services and Operating Exp.

1000-1999: Certificated salaries
3000-3999: Benefits
5000-5999: Services and Operating
Exp.

1000-1999: Certificated salaries
3000-3999: Benefits
5000-5999: Services and Operating Exp.

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

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 Priorities: 1, 6, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable 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.	2016-17 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.	2016-17 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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop a long term facilities plan

Continue to develop a long term facilities plan

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$7,042 \$2,768 \$1,900	\$7,042 \$3,177	
Source	LCFF Base	LCFF Base	
Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits 5000-5999: Services & Operating Exp	2000-2999: Classified 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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Collaborate with TVUSD with updating the School Safety and Emergency Plan.

2018-19 Actions/Services

Complete revision of School Safety and Emergency Plan.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$440 \$173	\$3,521 \$1,384 \$2000	
Source	LCFF base	LCFF base	
Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits	2000-2999: Classified Salaries 3000-3999: Benefits 5000-5999: Services & Operating Exp.	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities.

2018-19 Actions/Services

Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities.

2019-20 Actions/Services

Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,932	\$328,000	\$30,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

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

New

Goal 5

TPS will cultivate a positive school culture

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

Need to ensure that the socio-emotional needs of all students are met.
Need to increase parent involvement with the mission and vision of the school.

Expected Annual Measureable Outcomes

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

Measured through parent, student, teacher and staff surveys.	Survey results on stakeholder satisfaction with school climate in the 2017-2018 school year..	Not applicable	Stakeholder satisfaction with school culture will increase over the previous school year.	Stakeholder satisfaction with school culture will increase over the previous school year.
Measured through a disciplinary records	Discipline rates for the 2017-2018 school year.	Not applicable	Decrease in discipline incidents over the previous school year.	Decrease in discipline incidents over the previous school year.
Measured through sign in sheets at parent/school events.	2017-2018 Parent participation in school events as measured by sign in sheets.	Not applicable	An increase in parent participation at school events over the previous year.	An increase in parent participation at school events over the previous year.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable,new action in the 2018-2019 school year.

Develop a socio-emotional learning program that integrates the virtues.
Develop a school wide behavior plan based on the virtues.

Continue to implement and develop a socio-emotional learning program that integrates the virtues.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	Not applicable, new action for the 2018-2019 school year.	\$12,000	\$12,000
Source	LCFF base, MTSS grant	LCFF base, MTSS grant	LCFF base, MTSS grant
Budget Reference	5000-5999: Services and operating Exp.	5000-5999: Services and operating Exp.	5000-5999: Services and 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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable, new action for the 2018-2019 school year.

Develop a series of parent information meetings.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Not applicable, new action for the 2018-2019 school year.

\$4,500
\$7,500
\$4422
\$500
\$3000

Source

LCFF base

LCFF base

Budget Reference

1000-1999: Certificated salaries
 2000-2999: Classified salaries
 4000-4999: Books and supplies
 5000-5999: Services and Operating Exp.

1000-1999: Certificated salaries
 2000-2999: Classified salaries
 3000-3999: Benefits
 4000-4999: Books and supplies
 5000-5999: Services and Operating Exp.

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable, new action for the 2018-2019 school.

Work with PATS to increase parent volunteers.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not applicable, new action for the 2018-2019 school year.	\$6,481 \$2,305	
Source	LCFF base	LCFF base	
Budget Reference	2000-2999: Classified salaries 3000-3999: Benefits	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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Not applicable, new action in the 2018-2019 school year.

Develop a more comprehensive orientation for new families to TPS.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Not applicable, new action in 2018-2019 school year.

\$3,700
\$1,179

Source	LCFF base	LCFF base	
Budget Reference	1000-1999: Certificated salaries 3000-3999: Benefits	1000-1999: Certificated salaries 3000-3999: Benefits	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Actual-\$ 316,560

Percentage to Increase or Improve Services

4.05 %

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.

In 2017-18, the projected Unduplicated Pupil percentage was 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, RtI Tier 1 interventions, and coping strategies.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$328,627

Percentage to Increase or Improve Services

3.90%

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.

In 2018-19, the projected Unduplicated Pupil percentage is estimated to be 19.49%. 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- continue to utilize in the classroom to allow teachers to provide small group support. Aides will be provided with additional training to further increase student success.
- RTI/MTSS- a tiered system of intervention will continue to be used to provide support and reinforcement to content learning by utilizing strategies such as smaller group or 1:1 assistance.
- Professional Development- will be provided to all instructional staff on effective instructional strategies to engage low-income students, foster/homeless youth, and English learners through SDAIE strategies, RTI/MTSS Tier 1 interventions, and coping strategies.
- The continued use of Edmentum to support and assess low income, English Learners and foster/homeless youth
- The continued refinement of the process to provide meals for students who qualify for FRMP.