

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Temecula Preparatory School		
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2017-20 Plan Summary

THE STORY

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

Temecula Preparatory School (TPS) is a public, charter school that serves students in grades K-12 in the surrounding neighborhood of the Temecula Valley Unified School District (TVUSD). TPS began servicing students during the 2000-01 school year. In 2018-19, TPS enrolled 44% White students, 32% Hispanic students, 10% of students who identified with two or more races, and 7% Filipino students. The student population consisted of only 2% English Learners while 20% of students qualified for FRMP. The Unduplicated Pupil percentage was 22%. 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% White students, 34% Hispanic students, 10% of students identifying with two or more races, and 5% Filipino students. The EL population represented only 6% of the total student population while 28% of students qualified for FRMP. The Unduplicated Pupil percentage was 28%.

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
- Cultivating a positive school culture

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

REVIEW OF PERFORMANCE

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

TPS has made progress in several state indicator categories. For academic performance, the greatest progress was made in the state indicator for college and career readiness. "All Students" performance was categorized at the highest level "blue," with 73.4% of students demonstrating readiness for college and career. This is an increase of 4.3% from the previous year.

Also academically, TPS students showed positive gains in English language arts (ELA). Overall, students scored 27.2 points above standard and an overall increase of 3.9 points from the previous year.

TPS also achieved above average performance with chronic absenteeism (3.6%) and our suspension rate (2.3%) and maintained a high graduation rate (98.4%).

Based on internal measures, TPS was able to improve student behavior on campus and the following of school rules. Our annual teacher survey, for example, showed that teachers rated student discipline at TPS a 7.76 (on a scale of 1 to 10, with 10 being the highest), up .6 points from the previous year and up 1.9 points from 2 years ago.

GREATEST PROGRESS

In order to build on these successes, TPS will continue to strengthen the MTSS/RTI program implemented at the school site. Teachers will receive additional Tier 1 intervention training as well as professional development on how to effectively implement these supports. Students who do not respond to Tier 1 interventions will progress to more intensified intervention support. Math lab which provides tutoring in multiple subjects including math and ELA will be a fundamental component for the RTI program. TPS will evaluate the RTI program and revise it to ensure that all students are benefiting and making improvements in their academics.

Further, TPS will be refocusing on data analysis as a key component to guiding instruction, identifying areas in need of re-teaching, and improving student mastery of skills and content.

In addition, TPS will continue the implementation of the school's newly initiated PBIS program to encourage positive student behavior on campus. Though we expect the complete rollout and full implementation of this program to take several years, we are hopeful that we can further improve students' academic engagement and further improve the school culture and climate and will be monitoring state reported chronic absenteeism and suspension rates as well as internal student behavior data to measure future progress.

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?

Overall TPS performed well on the state indicators with "all students" not scoring at the highest two levels in just one area - math. In recent years, TPS student performance in math has fallen and the 2017-18 performance data revealed that students remained just below standard for a second straight year. All students performed 6 points below standard, a decline of 2.2 points from the previous year.

In addition to math, two student subgroups performed two or more levels below the "All Students" in ELA and suspension rates (see Performance Gaps in the next section for details).

In order to ensure improvement in mathematics, the following strategies will be implemented to address this area of need. The strategies include:

- Implementing a new math curriculum during the 2019-20 school year that will provide a uniform curriculum throughout our school's lower school grade levels (K-6) and aligns with the state standards. As part of the implementation of this curriculum, all lower school teachers will receive training in the new curriculum.
- Using the math curriculum benchmark assessments to assess students periodically throughout the course of the school year. Data will be analyzed by instructional staff and utilized to strengthen instruction and provide intervention for low performing students.

GREATEST NEEDS

- 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 areas 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 ongoing monitoring and modifications.
- Providing teachers with ample opportunities to meet with colleagues for professional development to create effective lessons and participate in authentic dialogue about student success, adjustments of intervention strategies, and ways of improving teaching and learning.
- Encouraging students to take advantage of our math lab which provides tutoring in multiple subjects including math.

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:

- Further implementing our PBIS program to encourage positive student behavior on campus.
- Rewarding positive behavior by conducting awards ceremonies which offer awards for academic performance, citizenship, attendance, and behavior.
- As part of the PBIS program, adding additional extracurricular activities in order to encourage teamwork, determination, and model character.

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?

Based on the LCFF Evaluation Rubric, the academic state indicator for ELA revealed that two subgroups performed two or more performance levels below the “all students” performance. Socioeconomically disadvantaged students maintained their performance but scored 13.5 points below standard and two levels below the “all student” level. Students with disabilities also maintained their performance from the previous year but scored 48.7 points below standard and two levels below the “all student” level.

PERFORMANCE GAPS

On school conditions and climate measures, TPS has performance gaps on the suspension rate indicator. For suspensions, 4.2% of students of two or more races were suspended, which is two levels below the all student level. Also, 9.6% of students with disabilities were suspended which is three levels below the all student level.

In order to close these performance gaps between student groups for ELA, our strategies will include the following:

- Specialized Testing Support for SPED students
- Providing extended learning opportunities - tutoring and homework support.

- Provide 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
- Continued access to our school library as well as fiction and non-fiction books in the classroom to promote recreational reading and improve reading fluency
- Technology and software – Chromebooks and adaptive instructional technology used to identify and address students’ learning gaps
- Professional development - provided to all instructional staff on using Tier 1 interventions and coping strategies
- Student Success Teams (SST) – students that are not making sufficient progress will meet with an SST in order to help close any performance gaps

In order to close these performance gaps between student groups for suspensions, our strategies will include the following:

- Further development and implementation of the school’s PBIS program to improve student behaviors and decrease suspension rates
- Further refinement and implementation of the school’s social and emotional learning tools to improve students’ abilities to better handle stressful situations and conflict

INCREASED OR IMPROVED SERVICES

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

TPS estimates that Supplemental and Concentration Grant funding will increase for school year 2019-20. 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	\$9,788,440
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$699,440

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.

\$9,084,469

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- An increase in CAASPP scores over the previous school year.
- Maintain a 100% graduation rate.
- An increase in college acceptance over the previous school year.

ACTUAL

CAASPP

- **ELA:** In 2017, 65% of students met or exceeded standards. In 2018, 66% of students met or exceeded standards, an increase of 1%
- **Math:** In 2017, 52% of students met or exceeded standards. In 2018, 50% of students met or exceeded standards, a decrease of 2%

Graduation Rate

- In 2017-18, the graduation rate was 98.4%.
- In 2018-19, the graduation rate is projected to be 98.7%.

College Acceptance Rate

- In 2017-18, 86% accepted to 4-year colleges/universities, with 75% attending 4-year colleges/universities, and 18.8% matriculated to 2-year institutions 6.2% selected work, military service, or technical instruction.

	<ul style="list-style-type: none"> For 2018-19, 83% have been accepted to a 4-year college/university, 75% are planning to attend a 4-year college/university, 20.3% are planning to attend a 2-year college, and 4.7% selecting work, military, service or technical instruction, though this data will not be confirmed until the school year ends. <p>College Acceptance Exam Score</p> <ul style="list-style-type: none"> In 2017-18, the mean score on the SAT was 590 in reading and writing, and 561 in math. For SY 2018-19, data will not be available until July/August.
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ACTIONS / SERVICES

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

	1		
Action			
Actions/Services		PLANNED Continue historical alignment with literature using the trivium	ACTUAL <ul style="list-style-type: none"> Several changes were made in the literature readings assigned to students to better align with the trivium and historical time periods the students were studying.
Expenditures		BUDGETED \$8,533 Salary \$2,495 Benefits \$3,500 Books	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000-1999: Certificated Salaries - \$730 (LCFF Base) 3000-3999: Benefits - \$213 (LCFF Base) 4000-4999: Books - \$1,327 (LCFF Base)
	2		
Action			
Actions/Services		PLANNED Provide test-prep time and resources for upper school students.	ACTUAL <ul style="list-style-type: none"> Test preparation time was available for students in the upper grades including test taking tips and strategies for the college entrance exams. Teachers attended AP readiness workshops to provide additional support to teachers

Expenditures

BUDGETED \$10,000 in 1000 accounts \$3,000 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000-1999: Certificated Salaries \$8,151 (LCFF Base) • 3000-3999: Benefits \$2,383 (LCFF Base) • 5000-5999: Services: \$4770 (LCFF Base)
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Action

3

Actions/Services

PLANNED Develop more online internal assessments.	ACTUAL <ul style="list-style-type: none"> • Internal benchmarks were developed and administered by classroom teachers utilizing assessment resources from the curriculum. • Internal assessments for the lower grades were administered quarterly while assessments for the upper grades occurred each semester.
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Expenditures

BUDGETED \$8,760 in 1000 accounts \$2,560 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000-1999: Certificated Salaries \$12,150 (LCFF Base) • 3000-3999: Benefits \$3,553 (LCFF Base)
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Action

4

Actions/Services

PLANNED Continue training teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.	ACTUAL <ul style="list-style-type: none"> • Teachers were able to create assessments using curriculum resources. • Formal training was provided on a school-wide assessment system on item creation, test editing, data analysis, and individual goal setting.
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Expenditures

BUDGETED \$1,495 5000-5999 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000-1999: Certificated Salaries \$0 (LCFF Base) • 3000-3999: Benefits \$0 (LCFF Base)
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Action **5**

Actions/Services

<p>PLANNED Continue refreshing cycle for student and staff devices.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Chromebooks were available to students on a one-to-one basis in grades 3-12. In the 2018-19 school year, two sets of Chromebooks were also made available for the 1st and 2nd grade classes. 10 Classrooms are equipped with interactive tablets that allow teachers to project information onto the board. Interactive white boards are available in classrooms for upper level students.
<p>BUDGETED \$86,000 in 4000-4999 account</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 4000-4999: Books & Sup \$84,801 (LCFF Base)

Expenditures

Action **6**

Actions/Services

<p>PLANNED Integrate NGSS standards into K-12 Science curriculum</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Action was partially implemented and is on-schedule with our multi-year plan to complete the process of integrating the new standards. NGSS standards began integration in the lower school, full integration in lower school is expected to be completed in the 2019-20 school year. NGSS standards are still being integrated in the upper school science classes with the integration of earth science into biology, chemistry, and physics classes. This is expected to take another year or two.
<p>BUDGETED \$4,181 in 1000 accounts \$1,221 in 3000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 1000: \$5468 (LCFF Base) 3000: \$1598 (LCFF Base)

Expenditures

Action

7

Actions/Services

<p>PLANNED Improve quality and continuity of the Lower School Writing Program</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Purchased additional resources for lower school teachers, including 6-traits of writing “crates” that contain multiple writing resources to use with students • 6-Traits of Writing specialist was hired to come to school and provide on-site training to our lower school teachers.
<p>BUDGETED \$2000 in 5000-5999 account</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 5000-5999: \$3231 (LCFF Base)

Expenditures

Action

8

Actions/Services

<p>PLANNED Review and align Lower School Art, Music, and Drama programs.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Art, music, and drama teachers met throughout the year to develop a curriculum based on the state standards. There was discussion about creating assessments for each grade level to ensure that students are retaining information.
<p>BUDGETED \$1,115 \$1,468 \$941</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 1000:\$1815 (LCFF Base) • 3000: \$531 (LCFF Base)

Expenditures

Action

9

Actions/Services

<p>PLANNED Review K-12 math program</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Current math curriculum was discussed in meetings with lower school and upper school teachers • New math curriculum was reviewed and piloted
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Expenditures

	<ul style="list-style-type: none"> • New math curriculum was chosen for lower school • Upper school math curriculum began but will require further review
BUDGETED \$3,700 1000-1999 \$1,179 3000-3999	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000: \$2430 (LCFF Base) • 3000: \$711 (LCFF Base)

Action

10

Actions/Services

PLANNED Begin implementation of the AP Capstone program with the AP Seminar course.	ACTUAL <ul style="list-style-type: none"> • AP Seminar course was implemented as planned
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Expenditures

BUDGETED \$14,057 \$4,479 \$1075	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000: \$16,942 (LCFF Base) • 3000 :\$4954 (LCFF Base) • 5000: \$0
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Action

11

Actions/Services

PLANNED Development of Classical Education teacher training program for new and returning teachers.	ACTUAL <ul style="list-style-type: none"> • This is on-schedule but is only in the initial stages of a multi-year effort to create a comprehensive training program
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Expenditures

BUDGETED \$4,658 \$1,484	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 5000: \$6720 (LCFF Base)
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A majority of actions/services were implemented as planned. In order to achieve the articulated goal to provide students with a rigorous classical curriculum based on the constructs of the trivium, several actions occurred.

When we look at our classical education curriculum through the lens of our students' performance on the state mandated tests, the continued decline in the school's math results makes our review of our math curriculum even more compelling and it appears clear that improving our math outcomes needs to be at the top of our priorities. Having spent this year examining our math curriculum, reviewing other math curriculum options, and piloting the use of Eureka math books, we are preparing to implement the use of these new math books across the entire K-6 lower school grades next year. Coupled with effective and ongoing professional development of our teachers, we believe that this curriculum change, which has a better alignment with the state standards, will help improve our results going forward and provide greater continuity to our math program that has been divided between two different text books (one for grades K-2 and another for grades 3-6). Implementation of this math program in the lower school along with continuing the review of the upper school math curriculum will be high priorities going into next year.

Other action items were also successfully worked on this year include the transitioning of our science curriculum to align with NGSS standards, the delivery of college entrance test preparation to our upper school students, the first half of the implementation of our AP Capstone program (1st of a two year process), the refreshing of our classroom technology, the materials and training for improving our lower school writing program, the review of our literature, and the development of a classical education training program. While many of these items are still in progress and are planned to take several years to complete, there was strong progress made on each item and in line with our expectations for this point in time.

Because our student performance indicators were in the highest two levels (except for in math where the school remained in the "yellow" category and scored below standard), it appears that our future focus on improving our math outcomes are well justified.

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 helped improve our student outcomes as demonstrated in the increases on ELA scores and college/career readiness percentages and the strong outcomes that were maintained with regard to our school's graduation rate (98.4%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Salaries and benefits were less than an anticipated because this was work was done by an English teacher rather than a higher paid administrator as was planned and less time was spent on this task than anticipated. The books themselves (5000 series) actually cost less too because two of the series we already had in our library so we only needed to purchase one class set.

Action 2: Salaries and benefits were approximately what was budgeted, but additional expenses were incurred for the registration costs for teachers to attend offsite AP trainings.

Action 3: The development of assessments was a schoolwide effort and incurred more time than anticipated.

Action 4: Training on test development and student assessment was provided by the staff of our online testing software and because it was done via video conference it was provided for free.

Action 10: Teacher for this course was new to our school and had already taken the AP training for this course.

Action 11: To prepare for developing our own classical education training, several staff and faculty members attended a classical education symposium and the registration and hotel fees and shown in the 5000 series.

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:

- Adopting a new math curriculum for grades K-6 for the 2019-20 school year and further reviewing the math curriculum for grades 7-12.
- Adopting a new science curriculum for grades K-6 for the 2019-20 school year and further integrating the NGSS Standards into our upper school science courses.
- The creation of a Classical Education Committee to provide guidance on the development of a classical education training program for teachers.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Increase parent engagement through parent surveys and meetings.
- 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

- The school engaged parents in multiple ways including: parent survey, parent feedback/strategic planning update meeting, monthly parent “coffees” with the Head of School, and evening parent meetings before student assemblies.
- Staff were asked for input in decision making throughout the year, including: annual faculty/staff surveys, math curriculum review meetings, health benefits survey, and administrator and staff meetings.
- The LCAP is presented to the board of directors, posted as part of our board documents, posted on our school website, and referred to at parent and staff meetings.
- A strategic plan was developed based on input gathered from all stakeholders.
- Calendared events and updates, student enrollment documents, the school’s website, and other important documents, are available in multiple languages.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED Hold morning and evening coffee and information sessions for parents.	ACTUAL <ul style="list-style-type: none"> Parent coffees were held on a monthly basis throughout the school year Evening parent meetings included parent input/strategic planning meeting and meetings for parents regarding student assembly topics
BUDGETED \$1,726 in 1000 accounts \$779 in 3000 accounts \$1,000 in 4000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000: \$1761 (LCFF Base) 3000: \$794 (LCFF Base)

Expenditures

Action

2

Actions/Services

PLANNED Present grade level transitions by hosting parent information nights for the 6-7 and 8-9 transitions.	ACTUAL <ul style="list-style-type: none"> Student transition meetings were held with parents for the 6-7 and 8-9 transitions.
BUDGETED \$634 in 1000 accounts \$211 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000: \$406 (LCFF Base) 3000: \$136 (LCFF Base)

Expenditures

Action

3

Actions/Services

PLANNED Conduct annual parent, student, faculty, and staff survey.	ACTUAL <ul style="list-style-type: none"> Annual surveys were conducted for parents, students, faculty members, and staff members.
BUDGETED \$1,683 in 1000 accounts \$627 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000-1999: \$863 (LCFF Base) 3000-3999: \$365 (LCFF Base)

Expenditures

Action

4

Actions/Services

<p>PLANNED Nurture the relationship between the PTO and school by holding joint meetings and events.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Meetings were held frequently between the Parent and Teacher Organization (PATS) and administration where school events were coordinated and organized.
<p>BUDGETED \$1818 in 1000 accounts \$715 in 3000 accounts \$500 in 4000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 1000: \$1462 (LCFF Base) 3000: \$600 (LCFF Base)

Expenditures

Action

5

Actions/Services

<p>PLANNED Improve communication of events and activities to students, families, and the community.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> The school launched a new school website that better highlights events and school updates. A new mass communication system was implemented that allows text messaging to parents about important reminders and school events. 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.
<p>BUDGETED \$3,637 in 2000 accounts \$1,430 in 3000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 2000-2999: \$3637 (LCFF Base) 3000-3999: \$1430 (LCFF Base)

Expenditures

Action

6

Actions/Services

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

ACTUAL

- The review and update of policies and administrative regulations through regular meetings with the leadership team and Board of Directors remains an on-going process. Substantial progress has been made and board policies are being posted on the school's board meeting software for easy reference.

Expenditures

BUDGETED
\$4700 in 1000 accounts
\$1056 in 2000 accounts
\$338 in 5000 accounts

ESTIMATED ACTUAL

- 2000-2999: \$4700 (LCFF Base)
- 3000-3999: \$1056 (LCFF Base)
- 5000-5999: 1,325 (LCFF Base)

Action

7

Actions/Services

PLANNED
Hold weekly leadership team meetings with certificated and classified staff.

ACTUAL

- Weekly leadership meetings were held with certificated and classified staff. These meetings helped staff members resolve challenges they faced, keep the leadership team informed about school happenings, and provide a forum for concerns to be raised and decisions to be made.

Expenditures

BUDGETED
\$15,051 in 1000 accounts
\$14,388 in 2000 accounts
\$10,522 in 3000 accounts

ESTIMATED ACTUAL

- 1000-1999: Certificated Salaries \$14278 (LCFF Base)
- 2000-2999: Classified Salaries \$19835 (LCFF Base)
- 3000-3999: Benefits \$12025 (LCFF Base)

Action

8

Actions/Services

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

ACTUAL

- Strategic Planning activities that were completed were noted in a progress update but not tracked against an action plan. The more simplified update was used because of time constraints and it was quicker to develop yet still enable a progress report to be provided to the board of directors.

Expenditures	BUDGETED \$1066 in 1000 accounts \$265 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000: \$1320 (LCFF Base) • 3000:\$423 (LCFF Base)
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Action **9**

Actions/Services	PLANNED Ensure decisions are made in a transparent manner by appointing a faculty board liaison.	ACTUAL <ul style="list-style-type: none"> • A board liaison was not appointed.
Expenditures	BUDGETED \$500 in 1000 accounts \$159 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000-1999: Services & Operating Exp \$0 (LCFF Base) • 3000-3999: Services & Operating Exp \$0 (LCFF Base)

Action **10**

Actions/Services	PLANNED Aeries grades will be updated bi-monthly.	ACTUAL <ul style="list-style-type: none"> • Upper school and lower school deans monitored whether teachers were inputting student grades into the school's student information system (Aeries) in a timely manner so that students and parents would know how students were performing. While there's additional consistency needed by some teachers, this was completed the vast majority of the time.
Expenditures	BUDGETED \$3700 in 1000 accounts \$1179 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000-1999: Services & Operating Exp \$3844 (LCFF Base) • 3000-3999: Services & Operating Exp \$1230 (LCFF Base)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, most actions/services were implemented as planned. In order to develop clear channels of communication with stakeholders to promote transparent and collaborative decision making, a host of actions were implemented. Actions/services were implemented to increase not only parent input and engagement, but also faculty and staff input and engagement as well. In addition to the formal actions presented in this document, the administration's open door policy to discuss and listen to the concerns of stakeholders appears to be helping with the building of trust and building of the sense of school community. Parent coffee meetings, for example, were generally positive and focused on school improvements and future plans.

Parents continue to play a key role at the school and volunteer substantial amounts of hours each year. Parent meetings were held throughout the year on campus and effectively planned in coordination with the school's administration a number of successful events. Some of these events included Father-Daughter Dance, Mother-Son Dance, and the Fall Festival.

Electronic communication was leveraged to more effectively and more timely inform parents about upcoming events and opportunities. Parents had requested that they be texted about important school matters and by purchasing the software, training staff, and then using it regularly, parents were better informed this year. Additional 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. TPS also launched a new website that is easier to navigate. Annual electronic surveys were also provided to parents, students, teachers, and staff with results compiled and analyzed.

The faculty liaison to the school's board of directors was not appointed during the 2018-19 school year due to some concerns raised about the responsibilities of this position, but it is planned to have an appointed faculty liaison for the next 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. While there are still areas to improve, the school feels that, overall, great progress was made and that the actions implemented were quite effective in helping the school reach its stated goal. The development of the school's first strategic plan is a good example of a very collaborative process that involved all stakeholders. A byproduct of the improved transparency and collaborative decision making is improved engagement and trust of the

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

school's stakeholders as witnessed through increased participation in the school's fundraising events and higher participation at student events.

Action 1: Food was provided by our parent teacher group so the school did not incur any costs in the 4000 series.

Action 4: No materials were needed for these meetings so no expenses were incurred in the 4000 series.

Action 9: A board liaison was not appointed so no expense was incurred for a stipend.

Based on suggestions made by stakeholders and analysis of data, a few changes were made to the actions/services.

- One of the most effective improvements to the school's communication system was the addition of a texting feature which was added at the request of parents.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

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

Professional Development

- All teachers received training in the MTSS/RTI strategies as evidenced through PD sign-in sheets.
- All teachers implemented MTSS/RTI strategies in the classrooms as evidenced through classroom observations.

	<ul style="list-style-type: none"> Teachers were also trained in how to best serve EL students <p>Child Nutrition Program</p> <ul style="list-style-type: none"> The official School Lunch Program was not implemented during the 2018-19 school year but the lunch program will be operating for the next school year. Progress was made on this front, with space for the program being dedicated, permits applied for and received from the Health Department, and food service provider identified. Any student observed by staff as not having food to eat or asking for a meal due to financial constraints were provided food.
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ACTIONS / SERVICES

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

	1		
Action			
Actions/Services		<p>PLANNED</p> <p>Train teachers in how to best serve EL students</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> A training was provided to the faculty in how to serve EL students, including how to identify EL students in the school's student information system, a review of EL instructional standards, and effective strategies for serving EL students in and outside of the classroom.
Expenditures		<p>BUDGETED</p> <p>\$2000 in 5000</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> 1000: \$486 (LCFF Base) 3000: \$142 (LCFF Base)

	2		
Action			
Actions/Services		<p>PLANNED</p> <p>Further refine school's RTI program in both the upper and lower school.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Implemented use of blended learning strategies for math instruction Increased data provided to teachers and parents for grouping and instructional support

Expenditures

	<ul style="list-style-type: none"> Shift to MTSS framework; increased academic, behavioral, and social emotional lessons to support students identified as at risk Increased early literacy by >80% for at risk students.
BUDGETED \$11,811 \$3,781 \$11,000	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000: \$11,811 LCFF base, Supplemental & Concentration 3000: \$3781 LCFF base, Supplemental & Concentration 5000: \$7,036 LCFF base, Supplemental & Concentration

Action

3

Actions/Services

PLANNED Refine process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.	ACTUAL <ul style="list-style-type: none"> Because the school's process now appears to be effective, no further changes were made..
BUDGETED \$2734 in 2000 accounts \$775 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 0

Expenditures

Action

4

Actions/Services

PLANNED Implement and refine strategies in incorporating home support for EL students	ACTUAL <ul style="list-style-type: none"> For students taking the ELPAC, we sent home testing letters including home strategies to support students Met with parents and teachers of EL students to discuss strategies that can help students be more successful. Online course accounts through Exactpath were provided to students to utilize at home
BUDGETED \$809 in 1000 accounts \$259 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000-1999:\$809 (LCFF Base) 3000-3999: \$259 (LCFF Base)

Expenditures

Action

5

Actions/Services

PLANNED Provide training in how to effectively differentiate instruction for high and low performing students.	ACTUAL <ul style="list-style-type: none"> All faculty received training on strategies for differentiating instruction.
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Expenditures

BUDGETED \$1200 in 5000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000: \$486 Title II educator effectiveness 3000: \$142 Title II educator effectiveness
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Action

6

Actions/Services

PLANNED Implement use of Edmentum for assessment and coursework for high and low achieving students.	ACTUAL <ul style="list-style-type: none"> Edmentum (Exactpath diagnostic) used to assess students for both intervention support as well as advanced placement Assessment data used to inform teaching. Whether it be so a student can move up a grade level or to identify gaps in knowledge so targeted intervention lessons can be provided Exactpath teacher lessons used for, "in person," teaching Exactpath online learning path utilized for self-guided learning
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Expenditures

BUDGETED \$30000 in 1000 accounts \$9558 in 3000 accounts \$23,131 in 5000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000: \$11,811 (LCFF Base) 3000: \$3781 (LCFF Base) 5000: \$7,036 (LCFF Base)
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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, providing PD on differentiated instruction, implementing and refining strategies for home support for EL students, and effectively using Edmentum for assessment and coursework for high and low achieving 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 inviting environment where students with exceptional needs can thrive. Professional development was offered to the RTI teaching staff. PD was provided and strategies were implemented to support instruction for EL students as well other students who required additional academic or emotional support. Unfortunately, SBAC scores did not appear to show the gains that were hoped for.

While most actions were implemented as planned, one action was not implemented. Because the school's process for identifying students who qualify for free/reduced priced meals is now working effectively, there was not a need to change this process any further.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Training was provided by internal faculty rather than an outside consultant, so expenses were for staff salaries and benefits.
Action 3: This action was completed so no additional work was done and no expenses incurred.
Action 5: Training was provided by internal faculty rather than an outside consultant, so expenses were for staff salaries and benefits.
Action 6: Because the use of Edmentum software helped meet the goals of two different actions on the LCAP, the cost of the software was evenly divided.

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:

- Continuing the use of Edmentum and Exactpath because of the effectiveness seen during the use of these online resources and assessments
- More focussed use of MTSS strategies for addressing not only academic but also social and emotional needs of exceptional 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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Implementing initial steps on facilities goals.
- Ongoing updating of the School Safety and Emergency Plan took place between TPS and the District.

ACTUAL

- Using the facilities section of the TPS Strategic Plan, TPS completed the renovation of our track and athletic fields, adding lighting, a scoreboard, and bleachers.
- Our school safety plan was updated to reflect our school as a separate site from the school district but still operating in coordination with the district on some things.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p>PLANNED Continue to develop a long term facilities plan.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • It was determined that the school's facilities plan would be difficult to develop further without outside expertise. Bids to develop a facilities plan for the school were more costly than anticipated so the development of the plan has been temporarily delayed.
Expenditures		<p>BUDGETED \$7042 in 2000 accounts \$3177 in 3000 accounts</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **2**

Actions/Services

<p>PLANNED Complete revision of School Safety and Emergency Plan.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Updates were made to the school's Safety and Emergency Plan though there are a few areas that still in process of being revised. An outside company that specializes in the development of school emergency plans was contracted with to assist with this process and ensure that the plan meets all state and federal safety standards.
<p>BUDGETED \$3521 in 2000 accounts \$1384 in 3000 accounts \$2000 in 5000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 1000: \$1761 (LCFF Base) • 2000: \$400 (LCFF Base) • 3000: \$935 (LCFF Base)

Expenditures

Action **3**

Actions/Services

<p>PLANNED Assess facility needs and replace/upgrade furnishings and equipment to enhance student learning and activities</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • The quality of equipment and furnishings throughout the school were assessed and those in need of repair and replacement were addressed. • The upper school art room was renovated with a new sink, counters, shelving, desks, and chairs installed. • The school completed the renovation of our track and athletic fields, adding lighting, a scoreboard, bleachers, re-sodding the grass, and resurfacing the track.
<p>BUDGETED \$328,000 in 6000 accounts</p>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • 6000: \$342,666 (LCFF Base)

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Most actions/services were implemented as planned except for the completion of the facilities plan, which was delayed for financial reasons. In order to enhance student and staff safety, and optimize facility usage, the actions/services which were implemented focused on maintaining the school environment.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>TPS' goal was to maintain the school site to enhance student and staff safety and optimize facility usage. Though the school will continue to make facilities upgrades in the future as the school's budget permits, highly beneficial upgrades were made this year that helped to more fully utilize our facility which helped to increase on campus events. Ultimately, however, the completion of a facilities plan is necessary to most efficiently and effectively develop and maintain the school's facilities in the long run.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Action 1: Outside expertise was deemed necessary to continue with this goal so it was temporarily halted and no expenses were incurred. Action 2: Consultant work on this project has begun but has not been finished so it has not been paid for yet.</p>
<p>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.</p>	<p>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:</p> <ul style="list-style-type: none">• the renovations to the art room were made at the request of faculty and students and the improvements have helped the art department better utilize the limited space and store and display artwork much more effectively

Goal 5 TPS will cultivate a positive school culture

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Stakeholder satisfaction with school culture will increase over the previous year.
- Decrease in discipline incidents over the previous year.
- An increase in parent participation at school events over the previous year.

ACTUAL

- Strong positive gains were made on faculty, staff, and parent surveys on questions regarding school culture. Students expressed mixed feedback on their surveys, with gains in some areas and no gains (and a few declines) in other areas.
- The school is establishing its PBIS program and this year was considered a baseline as we established clearer expectations with staff about how to track and record student behavior incidents in our student information system. On the annual survey, teachers reported better enforcement of the rules and more positive student behaviors this year over the previous year.
- Overall, parent participation was generally as good or better than the previous year and with new parent events the overall parent participation appeared to rise at the school. Some events, like the school's Fall Festival experienced extremely high student and parent participation while other events generated about the same turnout. New events, like home football games and evening parent meetings preceding student assemblies, helped to increase the overall parent participation.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

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

ACTUAL

- Social and Emotional program Depending on the grade level, our staff is using a variety of social emotional curriculum with students including Cloud 9, Second Step, Why Try, and Boys Town. These resources were chosen because of their alignment with the virtues.

Expenditures		<ul style="list-style-type: none"> TPS implemented a PBIS program which we call the VIP program (Virtues in Practice). This positive student behavior program was designed to integrate with the four Platonic Virtues that the school espouses.
	BUDGETED \$12,000 in 5000 account	ESTIMATED ACTUAL <ul style="list-style-type: none"> 4000: \$9079 (LCFF Base) 5000: \$3177 (LCFF Base)

Action **2**

Actions/Services	PLANNED Develop a series of parent information meetings.	ACTUAL <ul style="list-style-type: none"> In order to inform parents about important student learning topics covered in student assemblies, parents were invited to attend meetings on the same topic the evening before. During these meetings, parents were given information about topics such as: student anxiety and cyber safety. Parent meetings for students transition between certain grades and information presented on back to school nights helped keep parents informed.
	BUDGETED \$4500 in 1000 \$7500 in 2000 \$4422 in 3000 \$500 in 4000 \$3000 in 5000	ESTIMATED ACTUAL <ul style="list-style-type: none"> 1000: \$2827 (LCFF Base) 3000: \$827 (LCFF Base)

Expenditures

Action **3**

Actions/Services	PLANNED Work with PATS to increase parent volunteers.	ACTUAL <ul style="list-style-type: none"> TPS administrators coordinated with our parent teacher organization, which we call PATS, and the recruitment of parent volunteers was discussed on numerous occasions, the school
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Expenditures

	did not dedicate the amount of time that was anticipated on this effort.
BUDGETED \$6481 in 2000 \$2305 in 3000	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 2000-2999: \$817 (LCFF Base) • 3000-3999: \$239 (LCFF Base)

Action **4**

Actions/Services

PLANNED Develop a more comprehensive orientation for new families to TPS.	ACTUAL <ul style="list-style-type: none"> • Our new family orientation process was reviewed and made more comprehensive. Starting this year, the upper school dean began handling all new upper school family orientations.
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Expenditures

BUDGETED \$3700 in 1000 account \$1179 in 3000 accounts	ESTIMATED ACTUAL <ul style="list-style-type: none"> • 1000-1999: \$991 (LCFF Base) • 3000-3999: \$355 (LCFF Base)
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions to support the goal of creating a positive school culture were seen as a priority among faculty and administrators at the school. The school's PBIS program, student assemblies and parent information nights, working with the school's PTO, and revamping our orientation process were all done throughout the year. Some of these items, including the implementation of the PBIS program will certainly take several years to complete, but the importance of these tasks and programs to improve the school climate is universally understood by the faculty and staff as critical to improving academic performance. Having this school-wide "buy-in" has been very helpful in making progress on these action items.

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

Overall the actions implemented to improve the school culture were effective. For the most part, stakeholder surveys demonstrated strong gains in the satisfaction level of the school culture, though gains on parent, teacher, and faculty surveys were significantly greater than those of the student surveys. Going forward, we will focus even more on soliciting students' voices as we work to improve the school culture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Customized posters were printed and materials were purchased to support this program and incurred expenses in the 4000 series.

Action 2: Parent information typically revolved around the themes of the student assemblies and were did not require as much preparation as anticipated thus incurring less staff time and fewer expenses.

Action 3: While discussions and coordination did occur with PATS regarding volunteers, the school did not dedicate the amount of time into this effort as was anticipated.

Action 4: The staff time required to revamp the orientation process did not take as long as anticipated.

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.

After reviewing the student survey results and noticing that the students didn't report the same level of school culture improvement as the parents, teachers, and staff, it appears that we should further include students in the process as we plan programs and activities to improve the school culture. The school's new PLUS program (Peer Leaders Uniting Students) is emerging as a very useful group for measuring students' attitudes on campus, identifying student concerns, and reporting concerns and suggested solutions to the administration. This is proving very useful information as we further develop our PBIS program, for example, and should allow us to get better buy in from students going forward.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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


Stakeholder involvement was an important component for the development and annual review of the LCAP. Both families and teachers were provided access to multiple resources in order to provide valuable feedback that impacted the priorities set in the LCAP. Resources included the charter petition, the mission and vision of the school, SBAC assessment data, and the previous year's 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 stakeholders was gathered through annual parent/faculty/staff/student surveys. Parent feedback was also solicited in other ways including during the Parent Input/Strategic Planning Forum, Head of School Coffees, and informal discussions.

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 2019-20 school year. Upon review of the 2018-19 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.
- Developing clear channels of communication with stakeholders to promote transparent and collaborative decision making.
- Creating an environment where students with exceptional needs can thrive.
- 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.

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	TPS will provide students with a rigorous classical curriculum based on the constructs of the Trivium.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through SBAC Scores.	<u>2016-17 SBAC ELA</u> Standard Exceeded: 30% Standard Met: 44% Standard Nearly Met: 18% Standard Not Met: 9%	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.
	<u>2016-17 SBAC Math</u> Standard Exceeded: 23% Standard Met: 32%			

	Standard Nearly Met: 32% Standard Not Met: 13%			
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.
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:

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$8,533 \$2,495 \$3,500	Amount \$8,533 \$2,495 \$3,500	Amount \$8,533 \$2,495 \$3,500
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies	Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies	Budget Reference 1000-1999: Certificated Salaries 3000-3999: Benefits 4000-4999: Books & Supplies

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20																								
<table border="1"> <tr><td>Amount</td><td>\$2,012</td></tr> <tr><td></td><td>\$588</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$2,012		\$588	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	<table border="1"> <tr><td>Amount</td><td>\$2,012</td></tr> <tr><td></td><td>\$588</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$2,012		\$588	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	<table border="1"> <tr><td>Amount</td><td>\$2,012</td></tr> <tr><td></td><td>\$588</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$2,012		\$588	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits
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	\$588																									
Source	LCFF Base																									
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits																									

Action **3**

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

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____		<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">Amount</td><td>\$6,966</td></tr> <tr><td></td><td>\$2,037</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$6,966		\$2,037	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">Amount</td><td>\$6,966</td></tr> <tr><td></td><td>\$2,037</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$6,966		\$2,037	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">Amount</td><td>\$6,966</td></tr> <tr><td></td><td>\$2,037</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$6,966		\$2,037	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits
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Amount	\$6,966																									
	\$2,037																									
Source	LCFF Base																									
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits																									

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____		<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____		<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

Action **6**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$4,267	Amount	\$4,267	Amount	\$4,267

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

Action 7

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N/A, new action for 2018-19	Improve quality and continuity of the lower school writing program.	Improve quality and continuity of the lower school writing program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$2000	\$2000
Source	Source	Source
	LCFF Base	LCFF Base
Budget Reference	Budget Reference	Budget Reference
	5000-4999: Services and Operating Exp	5000-4999: Services and Operating Exp

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N/A, new action for 2018-19	Review and align lower school art, music, and drama programs.	Review and align lower school art, music, and drama programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$1115 \$1468 \$941	\$1115 \$1468 \$941
Source	Source	Source
LCFF Base	LCFF Base	LCFF Base
Budget Reference	Budget Reference	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:

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
N/A, new action for 2018-19	Review K-12 math program.	Implement new K-6 math curriculum and continue to review K-12 math program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
	\$3700 \$1179	\$3700 \$1179
LCFF Base	LCFF Base	LCFF Base
	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits	4000s 5000s

Action 10

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
N/A, new action for 2018-19	Begin implementing the AP Capstone program with the AP Seminar course	Complete implementation of the AP Capstone Program with the AP Research course.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$14,057 \$4,479 \$1075	\$14,057 \$4,479 \$1075
Source	Source	Source
LCFF Base	LCFF Base	LCFF Base
Budget Reference	Budget Reference	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.

Action **11**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N/A, new action for 2018-19	Development of Classical Education teacher training program for new and returning teachers.	Development of Classical Education teacher training program for new and returning teachers.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
	\$4658 \$1484	\$10,500 \$3045
LCFF Base	LCFF Base	LCFF Base
	1000-1999: Certificated Salaries 3000-3999: Benefits	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits

Goal 2	TPS leaders will develop clear channels of communication with stakeholders to promote transparent and collaborative decision making.
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<u>State and/or Local Priorities Addressed by this goal:</u>	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
<u>Identified Need</u>	<ul style="list-style-type: none"> • Need to foster relationships between parent groups, teachers, and school staff in order to build a positive school culture. • Need to engage all stakeholders in the school decision making process. • Need to effectively communicate with all stakeholder about school events, student progress, and the LCAP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measured through Parent sign-in logs.	<u>2016-17</u> 2 surveys were distributed by the school to gather parent feedback.	Increase parent engagement through parent surveys and meetings.	Increase parent engagement through parent surveys and meetings.	Increase parent engagement through parent surveys and meetings.
Measured through staff survey, informal discussion, and/or staff meeting notes.	<u>2016-17</u> Staff input was fundamental in creating the goals, outcomes, and actions of the LCAP, professional development schedule, and school-wide activities.	Increase staff input in decision making.	Increase staff input in decision making.	Increase staff input in decision making.
Measured through meeting agendas and/or school website.	<u>2016-17</u> 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.	<u>2016-17</u> N/A	Begin developing a Strategic Plan involving all stakeholders.	Continue developing a Strategic Plan involving all stakeholders.	Continue developing a Strategic Plan involving all stakeholders.
Measured through newsletters, flyers, and parent resources.	<u>2016-17</u> A majority of parent correspondence and resources were available in English and Spanish.	Parent correspondence available in multiple languages.	Parent correspondence available in multiple languages.	Parent correspondence available in multiple languages.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$1,697 \$766 \$1,000</p> <p>Source</p> <p>LCFF Base</p> <p>Budget Reference</p> <p>2000-2999: Classified Salaries 3000-3999: Benefits 4000-4999: Books & Supplies</p>	<p>Amount</p> <p>\$1,726 \$779 \$1,000</p> <p>Source</p> <p>LCFF Base</p> <p>Budget Reference</p> <p>2000-2999: Classified Salaries 2000-2999: Classified Salaries 3000-3999: Benefits 4000-4999: Books & Supplies</p>	<p>Amount</p> <p>\$1,726 \$779 \$1,000</p> <p>Source</p> <p>LCFF Base</p> <p>Budget Reference</p> <p>2000-2999: Classified Salaries 2000-2999: Classified Salaries 3000-3999: Benefits 4000-4999: Books & Supplies</p>

Action **2**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount: \$613 \$204</p> <p>Source: LCFF Base</p> <p>Budget Reference: 1000-1999: Certificated Salaries 3000-3999: Benefits</p>	<p>Amount: \$613 \$211</p> <p>Source: LCFF Base</p> <p>Budget Reference: 1000-1999: Certificated Salaries 3000-3999: Benefits</p>	<p>Amount: \$613 \$211</p> <p>Source: LCFF Base</p> <p>Budget Reference: 1000-1999: Certificated Salaries 3000-3999: Benefits</p>

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1641 \$582	Amount	\$1641 \$627	Amount	\$1641 \$627
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference	2000-2999: Classified Salaries 3000-3999: Benefits

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$3,514	\$3,637	\$3,637
\$1,585	\$1,430	\$1,430

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

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

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

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20																		
<table border="1"> <tr> <td>Amount</td> <td>\$3500</td> </tr> <tr> <td>Source</td> <td>LCFF Base</td> </tr> <tr> <td>Budget Reference</td> <td>5000-5999: Services & Operating Exp</td> </tr> </table>	Amount	\$3500	Source	LCFF Base	Budget Reference	5000-5999: Services & Operating Exp	<table border="1"> <tr> <td>Amount</td> <td>\$4,700 \$1056 \$338</td> </tr> <tr> <td>Source</td> <td>LCFF Base</td> </tr> <tr> <td>Budget Reference</td> <td>5000-5999: Services & Operating Exp</td> </tr> </table>	Amount	\$4,700 \$1056 \$338	Source	LCFF Base	Budget Reference	5000-5999: Services & Operating Exp	<table border="1"> <tr> <td>Amount</td> <td>\$4,700 \$1056 \$338</td> </tr> <tr> <td>Source</td> <td>LCFF Base</td> </tr> <tr> <td>Budget Reference</td> <td>5000-5999: Services & Operating Exp</td> </tr> </table>	Amount	\$4,700 \$1056 \$338	Source	LCFF Base	Budget Reference	5000-5999: Services & Operating Exp
Amount	\$3500																			
Source	LCFF Base																			
Budget Reference	5000-5999: Services & Operating Exp																			
Amount	\$4,700 \$1056 \$338																			
Source	LCFF Base																			
Budget Reference	5000-5999: Services & Operating Exp																			
Amount	\$4,700 \$1056 \$338																			
Source	LCFF Base																			
Budget Reference	5000-5999: Services & Operating Exp																			

Action **8**

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$14,798 \$13901 \$10267	Amount \$15051 \$14388 \$10522	Amount \$15051 \$14388 \$10522
Source	LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits

Action 9

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

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop a Strategic Plan for the school with the input of all stakeholders.	Implement and track progress through the annual action plan as part of the Strategic Planning Initiatives.	Continue implementing and tracking progress made on the strategic plan

BUDGETED EXPENDITURES

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

Action **10**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N/A, new action in the 2018-19 school year.	Ensure decisions are made in a transparent manner by appointing a faculty board liaison.	Ensure decisions are made in a transparent manner by appointing a faculty board liaison.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$1,066 \$265	\$1,500 \$443
Source	Source	Source
	LCFF Base	LCFF Base
Budget Reference	Budget Reference	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:

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N/A, new action in the 2018-19 school year.	Aeries grades will be updated bi-monthly.	Aeries grades will be updated bi-monthly.

BUDGETED EXPENDITURES

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

Amount		Amount	\$3700 \$1179	Amount	\$3700 \$1179
Source		Source	LCFF Base	Source	LCFF Base
Budget Reference		Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits

Goal 3 TPS will create an environment where students with exceptional needs can thrive.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

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

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

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

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$11,412 \$3,653 \$5,241	Amount \$11,811 \$3,781 \$11,000	Amount \$11,811 \$3,781 \$11,000
Source LCFF Base, LCFF Supplemental & Concentration	Source LCFF Base, LCFF Supplemental & Concentration	Source LCFF Base, LCFF Supplemental & Concentration

Budget Reference

1000-1999: Certificated Salaries
3000-3999: Benefits
5000-5999: Services

Budget Reference

1000-1999: Certificated Salaries
3000-3999: Benefits
5000-5999: Services

Budget Reference

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:

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop a process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.	Continue developing a process for identifying students who are eligible for Free and Reduced-Priced meals to support students' nutritional needs.	Complete, no longer needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$864 \$390	Amount \$2734 \$775	Amount
Source LCFF Base	Source LCFF Base	Source
Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20																								
<table border="1"> <tr><td>Amount</td><td>\$782</td></tr> <tr><td></td><td>\$250</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$782		\$250	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	<table border="1"> <tr><td>Amount</td><td>\$809</td></tr> <tr><td></td><td>\$259</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$809		\$259	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits	<table border="1"> <tr><td>Amount</td><td>\$809</td></tr> <tr><td></td><td>\$259</td></tr> <tr><td>Source</td><td>LCFF Base</td></tr> <tr><td>Budget Reference</td><td>1000-1999: Certificated Salaries 3000-3999: Benefits</td></tr> </table>	Amount	\$809		\$259	Source	LCFF Base	Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits
Amount	\$782																									
	\$250																									
Source	LCFF Base																									
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits																									
Amount	\$809																									
	\$259																									
Source	LCFF Base																									
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits																									
Amount	\$809																									
	\$259																									
Source	LCFF Base																									
Budget Reference	1000-1999: Certificated Salaries 3000-3999: Benefits																									

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Improve and/or increase instructional space to better meet the needs of special education students.	This action was met in the 2017-18 school year. It will be discontinued	Discontinued

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,850	Amount: \$1,200	Amount: _____
Source: LCFF Base	Source: SPED revenue	Source: _____
Budget Reference: 5000-5999: Services & Operating Exp	Budget Reference: 4000-4999: Books & Supplies	Budget Reference: _____

Action 6

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
N/A, new action in the 2018-2019 school year.	Implement use of Edmentum for assessment and coursework for high and low achieving students.	Continue using Edmentum for assessment and coursework for high and low achieving students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$30,000 \$9558 \$23121	\$30,000 \$9558 \$23121
Source	Source	Source
	LCFF Base	LCFF Base
Budget Reference	Budget Reference	Budget Reference
	1000 3000 5000	1000 3000 5000

Goal 4 TPS will maintain the school site to enhance student and staff safety, and optimize facility usage.

State and/or Local Priorities Addressed by this goal: STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Measured through a School Safety and Emergency Plan and/or communication between District and school regarding plan.	<u>2016-17</u> School Safety and Emergency Plan developed and on file.	Updating of the School Safety and Emergency Plan took place between TPS and the District.	Ongoing updating of the School Safety and Emergency Plan between TPS and the District.	Ongoing updating of the School Safety and Emergency Plan between TPS and the District.
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,042 \$3,177 \$1,900	Amount \$7,042 \$3,177	Amount \$7,042 \$3,177
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 2000-2999: Classified Salaries	Budget Reference 2000-2999: Classified Salaries	Budget Reference 2000-2999: Classified Salaries

3000-3999: Benefits
5000-5999: Services & Operating
Exp

3000-3999: Benefits
Exp

3000-3999: Benefits
Exp

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$440 \$173	Amount \$3521 \$1384 \$2000	Amount \$3521 \$1384 \$4000
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits 5000-5999: Services	Budget Reference 2000-2999: Classified Salaries 3000-3999: Benefits 5000-5999: Services

PLANNED ACTIONS / SERVICES

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

Action 3

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

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

OR

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$55,932	Amount	\$328,000	Amount	\$300,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay

Goal 5	TPS will cultivate a positive school culture
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE 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 2017-18 school year.	Not applicable.	Stakeholder satisfaction with school culture will increase over the previous year.	Stakeholder satisfaction with school culture will increase over the previous year.
Measured through disciplinary records.	Discipline rates for the 2017-18 school year.	Not applicable.	Decrease in discipline incidents over the previous year.	Decrease in discipline incidents over the previous year.
Measured through sign in sheets at parent/school events.	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:

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$12000	\$12000
Source	Source	Source
	LCFF Base	LCFF Base
Budget Reference	Budget Reference	Budget Reference
	5000-5999: Services	5000-5999: Services

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Not applicable,new action in the 2018-2019 school year.	Develop a series of parent information meetings.	Continue to develop a series of parent information meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$4,500 \$7,500 \$4422 \$500 \$3000	\$4,500 \$7,500 \$4422 \$500 \$3000
Source	Source	Source
	LCFF Base	LCFF Base
Budget Reference	Budget Reference	Budget Reference
	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits 4000-4999: Materials 5000-5999: Services	1000-1999: Certificated Salaries 2000-2999: Classified Salaries 3000-3999: Benefits 4000-4999: Materials 5000-5999: Services

PLANNED ACTIONS / SERVICES

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

Action 3

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Not applicable, new action in the 2018-2019 school year.	Work with PATS to increase parent volunteers.	Work with PATS to increase parent volunteers.
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$6481 \$2385	\$6481 \$2385
Source	Source	Source
	LCFF Base	LCFF Base
Budget Reference	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)] _____

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Not applicable, new action in the 2018-19 school year.	Develop a more comprehensive orientation for new families to TPS.	Continue to provide a comprehensive orientation for new families to TPS.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
	\$3,700	\$3,700

Source		Source	\$1,179	Source	\$1,179
Budget Reference		Budget Reference	1000-1999: Certificated salaries 3000-3999: Benefits	Budget Reference	1000-1999: Certificated salaries 3000-3999: Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$ 73,020 Percentage to Increase or Improve Services: 0.90 %

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

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

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

LCAP Year

2017–18 2018–19 2019–20

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 ([see instructions](#)).

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.

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 374,360

Percentage to Increase or Improve Services:

7%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

In 2019-20, the projected Unduplicated Pupil percentage is estimated to be 28%. 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.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

Questions related to specific sections of the template, please see instructions below:

Sections: Linked Table of Contents

- [Summary](#)
- [Update](#)
- [Stakeholder Engagement](#)
- [Actions, and Services](#)
- [Unduplicated Actions/Services](#)
- [Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

LEAs may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary. Reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

LEAs must complete the LCAP Budget Summary table as follows:

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

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent that the actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Describe the expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

Total Projected LCFF Revenues for LCAP Year: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.02 and 2574 for the LCAP year respectively.

Annual Update

Planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Typographical errors may be corrected.

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

Measurable Outcomes

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

Actions/Services

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

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and lessons learned experienced with the implementation process.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar amount accounting is not required.

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

Stakeholder Engagement

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

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

Requirements: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of the LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder engagement process(es) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Actions, and Services

The LCAP must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority and local priority by type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions and services that will be taken to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

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

Modified, Unchanged

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

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

Address State and/or Local Priorities

Address the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must identify the state priorities that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple state priorities. ([Link to State Priorities](#))

Identify Need

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

Identify Annual Measurable Outcomes

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

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

Identify Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not combine actions for a single action.

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) appropriate.

Priority

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

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

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

Students to be Served

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

Scope of Service

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

If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide".

If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "Schoolwide".

If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “3” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner throughout the LCAP.

Actions/Services

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

Modified/Unchanged:

Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year’s description.

Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year’s description.

If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be entered in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Unduplicated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

For services being provided on an LEA-wide basis:

For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

Priorities

1: Basic Services addresses the degree to which:

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

2: Implementation of State Standards addresses:

The implementation of state board adopted academic content and performance standards for all students, which are:

English Language Arts – Common Core State Standards (CCSS) for English Language Arts

Mathematics – CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic proficiency and English language proficiency.

3: Parental Involvement addresses:

The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

How the school district will promote parental participation in programs for unduplicated pupils; and

How the school district will promote parental participation in programs for individuals with exceptional needs.

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

Statewide assessments;

The Academic Performance Index;

The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) requirements, or programs of study that align with state board approved career technical educational standards and framework;

The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

The English learner reclassification rate;

The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any other assessment of college preparedness.

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

School attendance rates;

Chronic absenteeism rates;

Middle school dropout rates;

High school dropout rates; and

High school graduation rates;

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

Pupil suspension rates;

Pupil expulsion rates; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

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

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

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

Working with the county child welfare agency to minimize changes in school placement

Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including enrollment status and progress information that is required to be included in court reports;

Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Priorities address:

Local priority goals; and

Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

“Chronic absenteeism rate” shall be calculated as follows:

The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent. “Chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is enrolled is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

Divide (1) by (2).

“Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

“High school dropout rate” shall be calculated as follows:

The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

The total number of cohort members.

Divide (1) by (2).

“High school graduation rate” shall be calculated as follows:

The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

The total number of cohort members.

Divide (1) by (2).

“Retention rate” shall be calculated as follows:

unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

Divide (1) by (2).

“Expulsion rate” shall be calculated as follows:

The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in moving toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners and other appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used to inform the LCAP goal setting process? How was the information made available?

What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through the LEA's engagement processes?

What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47000.01, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

What specific actions were taken to consult with pupils to meet the requirements of *CCR* Section 15495(a)?

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

Questions: Goals, Actions, and Services

What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of Standards (Priority 2), and Course Access (Priority 7)?

What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 5), and Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

What are the LEA's goal(s) to address any locally-identified priorities?

How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school plans? (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)

What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are not included in the LEA's goals for all pupils?

What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

What information was considered/reviewed for individual school sites?

What information was considered/reviewed for subgroups identified in *EC* Section 52052?

What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

How do these actions/services link to identified goals and expected measurable outcomes?

What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LCAP?

