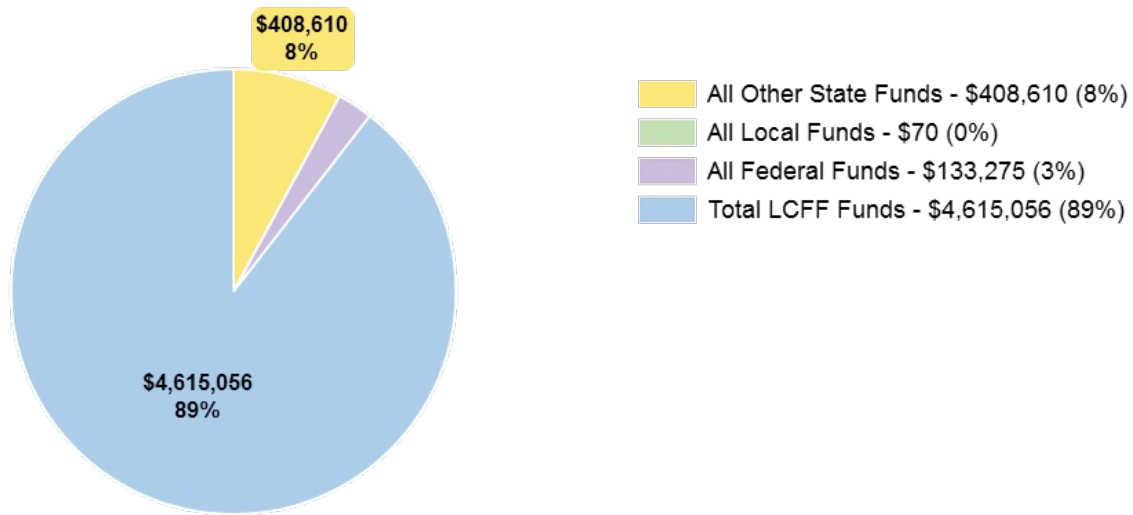


LCFF Budget Overview for Parents

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

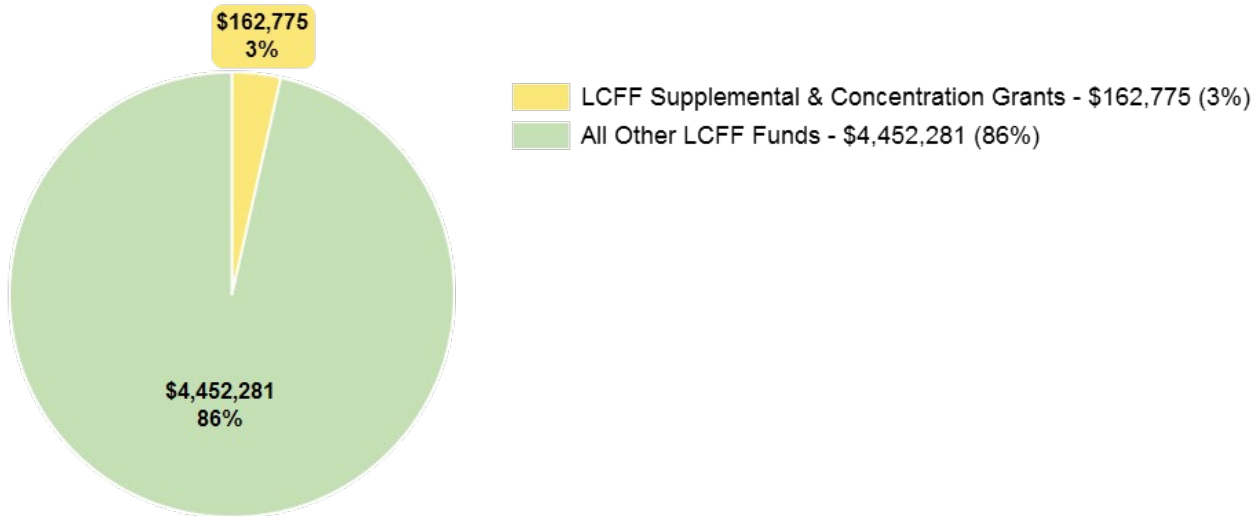
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$408,610	8%
All Local Funds	\$70	0%
All Federal Funds	\$133,275	3%
Total LCFF Funds	\$4,615,056	89%

Breakdown of Total LCFF Funds



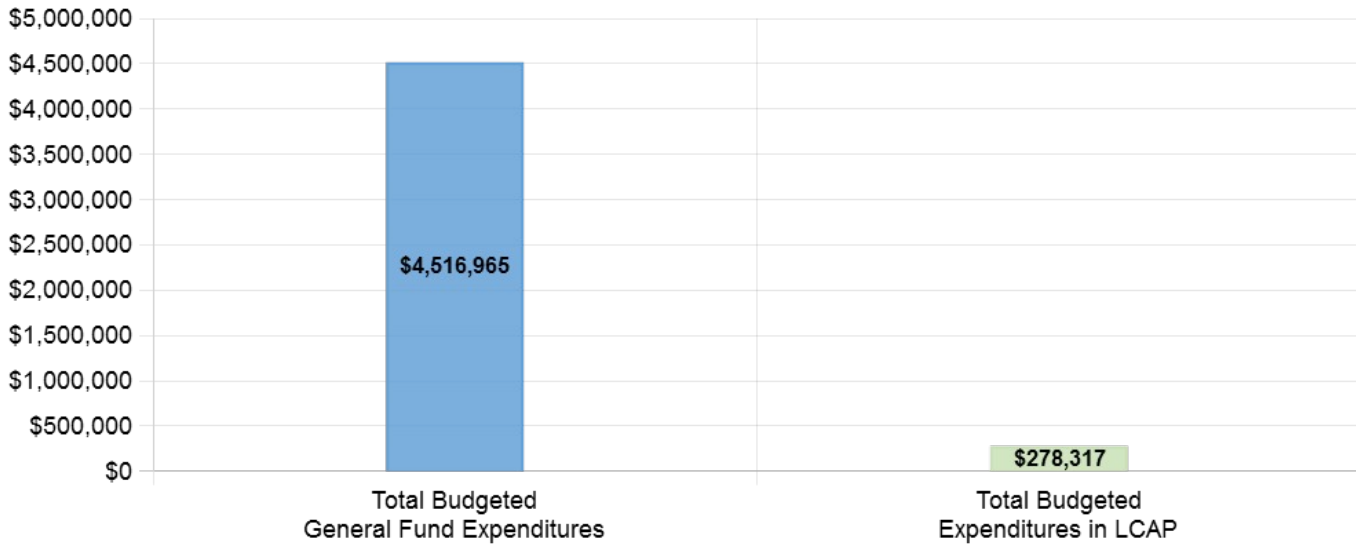
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$162,775	3%
All Other LCFF Funds	\$4,452,281	86%

These charts show the total general purpose revenue Temecula Valley Charter expects to receive in the coming year from all sources.

The total revenue projected for Temecula Valley Charter is \$5,157,011, of which \$4,615,056 is Local Control Funding Formula (LCFF), \$408,610 is other state funds, \$70 is local funds, and \$133,275 is federal funds. Of the \$4,615,056 in LCFF Funds, \$162,775 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source

Funds

Total Budgeted General Fund Expenditures	\$4,516,965
Total Budgeted Expenditures in LCAP	\$278,317

This chart provides a quick summary of how much Temecula Valley Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Temecula Valley Charter plans to spend \$4,516,965 for the 2019-20 school year. Of that amount, \$278,317 is tied to actions/services in the LCAP and \$4,238,648 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Major expenditures not included in the LCAP Planned Actions/Services are the following:

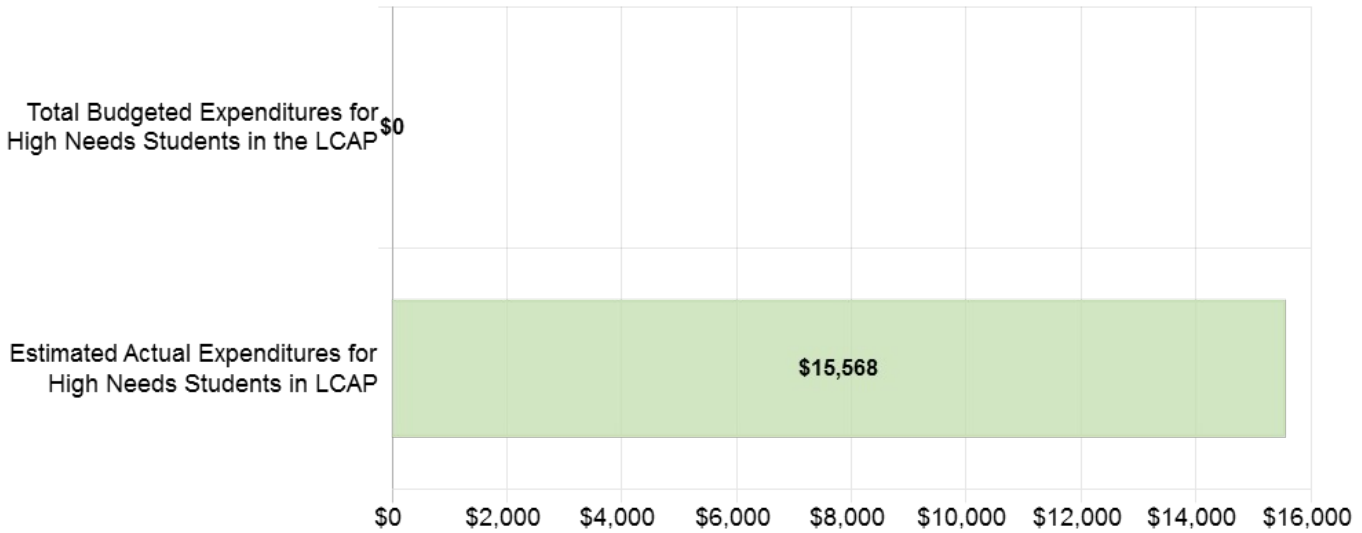
all certificated and classified salaries and benefits, all materials & supplies, noncapitalized equipment, subagreements for services, general liability insurance, utilities, accounting and business services, legal services, operating expenses, and district oversight fee.

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

In 2019-20, Temecula Valley Charter is projecting it will receive \$162,775 based on the enrollment of foster youth, English learner, and low-income students. Temecula Valley Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Temecula Valley Charter plans to spend \$206,167 on actions to meet this requirement.

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

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$0
Estimated Actual Expenditures for High Needs Students in LCAP	\$15,568

This chart compares what Temecula Valley Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Temecula Valley Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Temecula Valley Charter's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Temecula Valley Charter estimates that it will actually spend \$15,568 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Temecula Valley Charter

Contact Name and Title

Allen Neuenschwander

Email and Phone

aneuenschwander@tvscougars.co

2017-20 Plan Summary

The Story

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

Temecula Valley Charter School is one of the oldest in the state. It was founded in 1996 by a group of parents because they felt their children's needs were not being met in the neighborhood public schools at that time. They wrote a charter addressing these primary tenets: hands-on learning that extends beyond the classroom, an opportunity for students to work across age levels, exposure and experience with a foreign language, community service, and mandatory active parent participation.

Today, public schools in the Temecula Valley systems understand that these tenets are simply good practice and so many of these are also a part of the wider area education environment. The entire valley is full of high performing schools and good STEM programs. Temecula Valley Charter School, like other charters, is tasked with remaining relevant and creating a market for itself. How does TVCS stand out and create a niche while remaining true to the intent of the charter?

At TVCS, students are provided opportunities to experience not only the best teachers trained in the best practices for their core instruction, but also visual arts, performing arts, music, foreign language, science, technology, one-to-one technology, a hands on science lab, multiple field trips for every grade level, advanced math (Algebra), Advanced Language Arts, and strong parental participation. At TVCS, we believe we can provide the opportunity for students to find their passion and their genius. We can facilitate growth and success in areas that the public schools can no longer provide. Our arts program is second to none. It is proving to be an increasingly unique commodity in the area as traditional public schools are being squeezed by legal and financial obligations. Arts programs are diminishing from the public schools.

In the spirit of public education, TVCS provides an inclusive environment. TVCS is continually working to improve and increase access to the curriculum for all students. TVCS is involved in ongoing improvement and implementation of a Multi Tiered System of Supports, Child Find efforts, Positive Behavior Supports, Evidence-based practices in intervention and the highest quality special education program we can build. Our Transitional Kindergarten program provides an opportunity for all students; most importantly in the low socioeconomic and English Language Learner subgroups, to access a high quality program tuition free. Additionally, our assessment of incoming Transitional Kindergarteners and Kindergarteners provides the earliest opportunity to identify students with disabilities.

We believe that TVCS is demonstrating the value of the arts programs in education. Our students experience instruction in all of these programs throughout the year, yet, with the significant demand on instruction time we continue to maintain academic scores that meet or exceed the very high bar set by schools in this area. Through our comprehensive multi-tiered system of supports, early identification and intervention practices, the broad and enriching curriculum, our students overall are achieving academic success. The data on the assessment dashboard reveals work to do for better serving subgroups of Socioeconomically Disadvantaged, Hispanic, English Language Learners and Students with Disabilities. In addressing these subgroups, we believe that the addition of the TK program and associated assessments, professional development in the areas of Positive Behavior Interventions and Supports, consistent use of MTSS, and evidence-based practices are actions that

support student success.

Additionally, TVCS provides programs through instruction in the Arts and a framework of Universal Design for Learning to positively impact our students.

LCAP Highlights

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

TVCS has an excellent program that is succeeding. We will continue to improve our actions and services to more quickly identify and support students who are demonstrating academic or behavioral challenges as indicated on dashboard reports.

LCAP Goal 1 is our highest priority: TVCS will provide high quality classroom instruction and curriculum that promote readiness for high school and beyond with academic intervention in place to eliminate barriers to student success.

The keys to providing better identification of students with disabilities, early intervention and support are to: support staff in their professional development (PBIS, evidence based practices, UDL, etc.)

provide evidence-based and appropriate materials and tools

provide a school culture of positivity, safety, and student growth

provide the structure to support early identification and intervention

identify students with disabilities earlier, (Transitional Kindergarten is an excellent avenue)

continual professional development in best practices and pedagogy

Review of Performance

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

Greatest Progress

TVCS has many great progresses to celebrate. Among the most impactful to our program are:

MTSS defined - This is a big step in the right direction in serving our students with consistent identification and supports. Professional Development has been conducted and will continue.

SST process - Teachers are become increasingly adept at identifying students in need of intervention earlier in the school year and earlier in the child's school career. Continued professional development is needed.

Illuminate student information system and the related benchmark assessments (DnA) assist teachers in tracking progress and identifying needs.

TK program and incoming TK and Kinder assessments result in early child find so that intervention can be put into place.

Which programs, services impacted low income, EL, students with disabilities most?

- * the child find supports of MTSS,
- * continued training and refinement of the SST process,
- * continual professional development,
- * increased use of UDL techniques in classrooms,
- * Positive Behavior Intervention and Supports (PBIS) school wide,
- * Increased collaboration (within grade levels, departments, and across the span of grades),
- * Increased student engagement (schoolwide activities, room transformations)

White Students - Suspension rate

The suspension rate for white students was 2.2% in 2018. The 2019 suspension rate for white students is 0.7%. The overall suspension rate dropped from 1.5% to 0.53%. TVCS attributes these sharp declines to positive alternatives to suspension as well as a heightened awareness from all staff that our job is to teach students how to behave. We are showing great strides in this endeavor.

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

Greatest Needs

The Dashboard shows that all subgroups at TVCS have either maintained or increased in both Mathematics and ELA as of 2017/18. Students with Disabilities were our focus this year and will continue to be the focus moving forward. In ELA, this group is 59.6 points below standard with a 0.9 point increase (maintained), and 79.5 points below standard in Math with a 9.1 point increase (improved). TVCS continues to analyze our SpEd methods and intervention systems. We are hyper-diligent to create a program that serves all students equitably, and will be evidenced in the Dashboard reports.

Our greatest needs therefore continue to be in identifying students early and providing appropriate and evidence-based interventions consistently. We need to assess students for benchmark progress and consistently respond to feedback with pedagogically and academically appropriate action.

In the coming year, we anticipate positive outcomes from our second year using Eureka! Math, implementing a new Science curriculum (STEMScopes), teacher professional development in developing and utilizing assessments for improved instruction in both ELA and Math, and continuing PD in the SST and PBIS process. We also will implement a research-based reading intervention system - Read180.

TVCS will maintain actions and services that are impacting outcomes in a positive manner, such as assessing incoming TK and Kinders, providing an intervention program and engaging staff in Professional Development.

Ongoing support and training

Ongoing support and training for Positive Behavior Intervention Supports (PBIS) for all staff. Children benefit from consistent language, procedures, and routines from one area of the school to the other. TVCS has made great progress in this area this year due to several trainings held and a focus on consistency and care.

School discipline program has been communicated clearly to staff, students, and families; including delineation between major and minor incidents and a flow chart of progressive discipline. TVCS will continue to broadcast

this information until it is internalized by students, families, and staff.

Continued efforts have been made to address the social emotional needs of students including staff professional development and positive alternatives to suspension. TVCS has two School Psychologists, a School Counselor, a Dean of Students, and all teachers and staff are trained in Boys Town Educational Model designed to teach prosocial behaviors.

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

Performance Gaps

Students with Disabilities - ELA

Students with Disabilities performed 59.6 points below standard (2018 SBAC). TVCS continues to analyze and modify our interventions and approaches with Students with Disabilities. We plan to add new interventions in 2019/20 including Read 180, as well as continued professional development to support staff in working with students with disabilities.

Comprehensive Support and Improvement

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

Schools Identified

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

Temecula Valley Charter School has not been identified for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

TVCS will provide high quality classroom instruction and curriculum that promote readiness for high school and beyond with academic intervention in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Specify Stakeholder survey response to Basic Services Identified Need:

Annual Measurable Outcomes

Expected

100% of students have access to common core aligned curriculum and instructional materials.

Actual

100% of students have access to common core aligned curriculum and instructional materials.

Expected

100% of teachers are fully credentialed and assigned to an appropriate content area.

100% of TVCS staff will have access to high quality professional development. Teachers will have input on the professional development they seek. PD will include, but is not limited to:
Step Up to Writing PD for all ELA teachers
Eureka Math curriculum training for all Math teachers
Boys Town training

Boys Town training and support
Part II of Universal Design for Learning training.
MTSS and SST training
Special Education instructional aides will attend training in October 2018.
Special Education teachers will attend 2 day Teacher Academy in July 2018.
Discipline Flow Chart and Major vs Minor infractions clarification and training

Student attendance rate maintained at 95% attendance rate or higher annually.

Actual

100% of teachers are fully credentialed and assigned to an appropriate content area.

Staff attended a variety of PD opportunities including a STEAM Symposium, Practical Strategies for Dealing with Difficult Students, Eureka Math implementation training, PE inclusion strategies, Growth Mindset, Customer Service, Administrative Intervention, and Riverside County Office of Education Charter networking sessions

Boys Town training and support delivered 10/10/18, 10/18/18, and 1/7/19.
Part II of Universal Design for Learning training delivered 8/13/18
MTSS and SST training delivered 10/10/18, 10/18/18, 1/7/19, and 2/6/19
Special Education instructional aides attended training in October 2018.
Discipline Flow Chart and Major vs Minor infractions clarification and training 10/10/18, 10/18/18, and 1/7/19.

Actual ADA 96.796%

Expected

Absence rate of 2.9% or lower
Tardy rate of 2.9% or lower

2019 CAASPP percentage of all students meeting or exceeding standards:
ELA 67%
Subgroups (ELA assessment):
Econ Disad 50%
Disabilities 12%
EL 60%
Hispanic 54%

One-to-one technology maintained.
Chromebook inventory is replaced as needed.

Actual

Actual absence rate - 3.2%
Actual tardy rate - 3.8%

2019 data: (% of student at or exceeding standard)
ELA 68%
Subgroups (ELA assessment):
Econ Disad 45%
Disabilities 26%
EL 30%
Hispanic 63%

One-to-one technology maintained.
Chromebook inventory is replaced as needed.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Refine schoolwide best practices in four-tier model of intervention by providing additional MTSS support and training (through UDL and in-house training from SpEd team). Students will be identified using multiple measures in Reading / Language Arts and Math including the teacher formative assessments and a collaborative Student Study Team. Reevaluate evidence-based materials, consider purchases.

Early August - Training provided by El Dorado SELPA in Universal Design for Learning.
 October - Dean of Students Neuenschwander attended a two-day training in Administrative Intervention from Boys Town in Omaha. This was reframed and given to staff as well.
 TVCS has utilized a substitute teacher with a multiple subject credential as well as an educational specialist credential to take on the task of organizing and facilitating SST meetings.

\$30,000

\$9,921.84

Action 2

Planned Actions/Services

Continue to ensure all teachers are qualified and appropriately credentialed by providing Induction Services (BTSA)

Actual Actions/Services

TVCS gave a stipend to an experienced teacher to supervise our five teachers that were in either year 1 or 2 of the induction process. The induction program is coordinated through the Riverside County Office of Education.

Budgeted Expenditures

\$10,000

Estimated Actual Expenditures

\$13,600 (to RCOE) + \$9,250 (Stipend)

Action 3**Planned Actions/Services**

Provide Science, Technology, Engineering, Arts and Math (STEAM) activities throughout grade levels TK-8 on a routine basis.

Actual Actions/Services

Students at TVCS attend Art lab once per week, and may attend the Science lab once per week or once every other week, depending on the grade level. Additionally, 8th grade students may participate in the advanced Algebra class.

Budgeted Expenditures

\$25,000

Estimated Actual Expenditures

\$21,494.98

Action 4**Planned Actions/Services**

Provide ongoing professional development (workshops, coaching, planning time) in Common Core English Language Arts / Literacy (ELA) standards and writing curriculum (StepUp to Writing). Other professional development as teacher or administration identified.

Actual Actions/Services

Staff attended a variety of PD opportunities including a STEAM Symposium, Practical Strategies for Dealing with Difficult Students, Eureka Math implementation training, PE inclusion strategies, Growth Mindset, Customer Service, Administrative Intervention, and Riverside County Office of Education Charter networking sessions.

Budgeted Expenditures

\$10,000

Estimated Actual Expenditures

\$4,435

Action 5**Planned Actions/Services**

Maintain and/or expand high quality curriculum, supports and enhancement materials and PD needed to support students in elementary and middle school.

Actual Actions/Services

TVCS did not purchase new curriculum in 2018/19, but plans to do so in 2019/20.

Budgeted Expenditures

\$25,000

Estimated Actual Expenditures

\$0

Action 6**Planned Actions/Services**

Maintain/replace One-to-One technology devices in place for TK-8 students, charging carts and childproof cases as needed.

Actual Actions/Services

New printers and copiers purchased - students frequently use these to complete assignments involving iPads or Chromebooks.

Budgeted Expenditures

\$10,000

Estimated Actual Expenditures

\$12,245.34

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.

TVCS has broadened our Reading Intervention system, our understanding of MTSS, our implementation of SWAG (Students With A Goal - our PBIS system), and increased our effective SST process. All of these have led to a more widely shared goal for success for our students.

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

Generally, our efforts have been successful in identifying students early and providing the necessary interventions and systems of support for them. One proof of this is a sharp decline in suspensions. Our staff knows that having students in class is the best place. Minimizing distracting and/or dangerous behavior choices has been a strong focus this year, and our students have benefited from our efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted \$110,000
Actual \$70,947.37

A major difference here is that TVCS did not purchase any new curriculum, for which we budgeted \$25,000.

We also did not spend as much as budgeted for MTSS/Intervention trainings and systems.

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.

Teacher input shows that TVCS still needs more training for Eureka Math. ELA scores on SBAC overall show that TVCS teaching staff would benefit

from literacy training and PD opportunities. Both of these trainings will occur in August of 2019, and will be addressed in Goal #1, Action #4. Further opportunities will be investigated as well.

Students with Disabilities will require a more concerted effort to improve SBAC results. Interventions, including Read 180, will be implemented - Goal #1, Action #5.

Goal 2

TVCS will ensure that all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

100% of staff will have access to schoolwide positive student discipline training and support.

Reduce student absence rate by 10%.

Actual

100% of staff had access to positive student discipline training and support.

Training dates: 10/10/18, 10/18/18, and 1/7/19

2017/18 absence rate - 3.38%

2018/19 absence rate - 3.2%, a reduction of approximately 5% of last year's rate

Expected

Reduce tardy rate by 10%.

Reduce suspension rate by 0.4%

TVCS will maintain current facilities to district standards or better.

Actual

2017/18 tardy rate - 3.57%
 2018/19 tardy rate - 3.77%, an increase of approximately 5% of last year's rate

2017/18 suspension rate - 1.5%
 2018/19 suspension rate - 0.53%, a decrease of 64.7% from last year's rate

Current facilities maintained. Most recent (11/6/2018) Facilities Inspection Tool report shows TVCS is in good repair with an overall rating of 98.89% "Good."

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Support and train staff as needed to maintain positive school climate. Antibullying/good citizenship curriculum and training to be implemented.

100% of staff had access to positive student discipline training and support.
 Training dates: 10/10/18, 10/18/18, and 1/7/19

\$5,000

Total - \$1,509.84
 CyberCivics curriculum - \$298
 Administrative Intervention Training (also captured in Goal 1, Action 1) - \$1,211.84

Administrative Intervention Training in Omaha, NE - 10/4/18 and 10/5/18

TVCS middle school classes utilized CyberCivics curriculum on a weekly basis to give instruction in social media awareness and digital citizenship.

Action 2

Planned Actions/Services

Student attendance incentive program for students to be monitored and continued.

Actual Actions/Services

Two celebration assemblies were held to incentivize attendance. Student absence rate decreased slightly, but tardies increased.

Budgeted Expenditures

\$2,000

Estimated Actual Expenditures

\$725 (snacks, raffle prizes, materials for assemblies, payment for performance)

Action 3

Planned Actions/Services

TVCS will implement Raptor Security Software system to ensure student and staff safety.

Actual Actions/Services

Raptor system was installed. (Software, 1 Driver's License scanner, 3 IR scanners, and 4 label printers.)

Budgeted Expenditures

\$540

Estimated Actual Expenditures

\$2,558

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.

Our goal is to ensure a safe place where students feel welcome. The Raptor system, attendance incentives, and training for staff all have served to create a safer and more consistent environment.

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

The Raptor system serves as a way to filter visitors/volunteers. We get immediate notification if there is any cause for concern (Megan's Law). All adults on campus are to wear a badge, either printed through Raptor or a Staff identification badge.

The trainings have created a consistency for all "adults with authority" on campus. Students have begun to see that we are all speaking the same language regarding behaviors and choices. This has led to a decrease in suspensions.

The attendance incentives may or may not be working. The number of students attending these assemblies has dropped, though the attendance rate has improved slightly. In order to attend the assembly, students must be present at least 98% of the semester.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted - \$7,540

Actual - \$4,792

TVCS budgeted much more than was necessary for the staff trainings. Conversely, TVCS budgeted far less than was needed for the Raptor system. Overall, we spent less than expected for this goal.

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.

TVCS will continue to train all adults with authority in positive behavior intervention systems (we call it SWAG). TVCS will also attend PBIS Tier 1 training sessions. This will be addressed in Goal #2, Action #1.

Goal 3

TVCS will support and encourage the stakeholder engagement process.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: Specify parent participation

Annual Measurable Outcomes

Expected

Students (grades 3-8) will be provided opportunities for meaningful input.

87.5% satisfaction indicated on 2018/19 LCAP parent survey

Actual

Surveys were not administered.

89.9% of parents believe teachers and administration are almost always or usually providing an excellent learning environment for their child(ren) at TVCS.

Actions/Services

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

Action 1

Planned Actions/Services

Parents will be provided a variety of opportunities to participate in the school program (i.e. volunteer opportunities, LCAP input meetings, General Meetings, Monthly Board Meetings, etc.). Meetings will be held at various times to promote participation - evenings, daytime, etc.

Actual Actions/Services

Approximately 30 induction meetings were held for parents between August and April. These were held at various times of day including evenings.

Board meetings were held on a monthly basis.

General Meetings were held in August and January.

Budgeted Expenditures

\$2,673

Estimated Actual Expenditures

\$2,493.25

Action 2**Planned Actions/Services**

A minimum of two student surveys will be conducted for grades 3-8 to gather input on topics such as: school climate, quality of programs, homework, access to the curriculum, etc.

Actual Actions/Services

This action was not taken.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

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

Analysis

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

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

TVCS did a tremendous job providing parents with opportunities for involvement this year. TVCS failed to administer student feedback surveys.

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

Our families are uniquely involved here at TVCS. It is a hallmark of this school. We provided many opportunities for parents to be involved volunteers, but only after completing the induction process which takes place at an induction meeting. These are generally small (8-12 people) roundtable meetings where parents are instructed in expectations for volunteers. It is also an excellent opportunity for parents to ask questions to find out more about our programs.

For a variety of reasons, TVCS did not formally survey students in grades 3-8. Teacher are constantly getting feedback from students, though anecdotally.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual - \$2,493.25

Budgeted - \$2,673

No material difference.

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.

Action 2 will be reestablished for 2019/20 with deadlines. Goal #3, Action #2.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

General Meetings (parents and staff) - 8/21/2018 and 1/30/2019

Board of Directors Meetings (school board, staff, parents, students) - 8/13/2018, 9/10/2018, 10/11/2018, 11/5/2018, 12/10/2018, 1/15/2019, 2/11/2019, 2/20/2019, 3/5/2019, 4/15/2019, 5/13/2019, 6/10/2019

Parent input LCAP meeting (parents and staff) - 3/6/2019

Staff Development - 8/10/2018, 8/13/2018, 8/14/2018, 1/7/2019, 5/31/2019

Staff Meetings - 8/15/2018, 8/22/2018, 9/5/2018, 10/3/2018, 10/10/2018, 11/7/2018, 12/6/2018, 2/6/2019, 2/20/2019, 3/1/2019, 3/20/2019, 4/10/2019, 4/24/2019, 5/1/2019

Parent survey (131 responses) - 3/8/2019 through 3/15/2019

Performance Indicator Review Meetings (staff) - 4/16/19, 5/13/2019, 5/21/2019

Impact on LCAP and Annual Update

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

General meetings are minimally attended, and the LCAP meeting was attended by two parents. The maximum impact is from the survey. The information is specific and measurable. While parents feel they have meaningful participation opportunities at school, they prefer to provide input via surveys as opposed to participating in LCAP specific meetings or general meetings.

Staff have indicated a need for follow-up Professional Development in Eureka Math and Wonders ELA curricula. Stakeholder meetings have also

indicated needs for changes in the intervention systems in place at TVCS. Through the Performance Indicator Review meetings, TVCS staff have determined several root causes for low performance by students with disabilities on SBAC assessments. These root causes will be factored in determining actions for 2019/20.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

TVCS will provide high quality classroom instruction and curriculum that promote readiness for high school and beyond with academic intervention in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Our students need great teachers: caring, committed, collaborative, exemplary, dynamic, credentialed teachers who use diverse child-centered teaching strategies.

Our students need Literacy and Math skills: grade level proficiency in order to access curriculum and instruction. Our students need technology integration for engaging and relevant academic experiences.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Accountability Report Card (SARC).	100% of teachers are fully credentialed and assigned to an appropriate content area.	N/A	N/A	100% of teachers are fully credentialed and assigned to an appropriate content area.
CA Healthy Kids Survey results as reflected in School Climate Report Card (Middle School). (administered every other year - last administered 2017/18, next administration is in 2019/20.)	<p>Spring 2018 results: School Climate Index 424</p> <p>Subscale Results:</p> <p>Overall supports and engagement: 459 High expectation and caring relationships 499 Opportunities for meaningful participation 456 Perceived school safety 422 School connectedness</p>			Healthy Kids survey data will show School Climate index of 400 or higher.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

461
 Overall Low Violence and Substance Use 369
 Low physical/emotional violence victimization 353
 Low harassment and bullying 316
 Low substance use at school 361

Annual Credential Report audit (CALPADS)

100% of teachers are fully credentialed and assigned to an appropriate content area.

N/A

N/A

100% of teachers shall be fully credentialed and assigned to an appropriate content area.

Calendar of staff trainings

100% TVCS staff will have Boys Town training and support in 2015, and 2016.
 All TVCS teachers have training in Boys Town in 2017.

N/A

N/A

100% of TVCS staff will have access to high quality professional development. Teachers will have input on the professional development they seek - administration requires Boys Town/SWAG, literacy, and Eureka! Math PD.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Performance Level in ELA/Literacy (2015-16) Baseline Calculation	<p>2016 CAASPP percentage of all students meeting or exceeding standards: ELA 64%</p> <p>Subgroups: Econ Disad 47% Disabilities 9% EL 57% Hispanic 51%</p> <p>2017 CAASPP ELA 69.44% met or exceeded standards</p>	N/A	N/A	<p>2020 CAASPP percentage of all students meeting or exceeding standards: ELA 70%</p> <p>Subgroups: Econ Disad 60% Disabilities 30% EL 60% Hispanic 60%</p>
Inventory report	one-to-one technology achieved	N/A	N/A	One-to-one technology maintained. Chrome book inventory is replaced as needed.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Continue to refine schoolwide best practices in four-tier model of intervention by providing additional MTSS support and training (through continued UDL and in-house training from SpEd team and other outside resources).

Students will be identified using multiple measures in Reading/Language Arts and Math (STAR assessments, curriculum-based formative and summative assessments, ESGI, etc.) and a collaborative Student Study Team.

Reevaluate evidence-based materials, consider purchases.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$25,000
Source	N/A	N/A	LCFF Supplemental & Concentration Grant Funding
Budget Reference	N/A	N/A	5300 Dues and Memberships 5840 Professional Development 1100 Certificated Salaries

Action #2

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

Students to be Served

All Students, Students with Disabilities, Specific Student Groups, EL, RFEP, Low Income

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Continue to ensure all teachers are qualified and appropriately credentialed by providing Induction Services.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	\$20,000
Source	N/A	N/A	LCFF Base
Budget Reference	N/A	N/A	5840 Professional Development 1101 Certificated Salaries (Stipends)

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Continue to provide STEAM activities throughout grade levels TK-8 on a routine basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$20,000
Source	N/A	N/A	LCFF Base
Budget Reference	N/A	N/A	4300 Materials and Supplies

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Continue to provide PD in ELA standards and writing curriculum (Step Up To Writing) and purchase PD for Eureka! Math. Purchase ELA curriculum training and PD in literacy. Other professional development as teacher or admin identified.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

\$15,000

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	LCFF Supplemental & Concentration Grant Funding
Budget Reference	N/A	N/A	5840 Professional Development

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Maintain/replace 1:1 technology devices in place for TK-8th grade students, charging carts, and cases as necessary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$12,000
Source	N/A	N/A	LCFF Base
Budget Reference	N/A	N/A	4400 Noncapitalized equipment

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

Unchanged

Goal 2

TVCS will ensure that all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 8

Local Priorities:

Identified Need:

Our students need safe, clean and secure environment: clean, well-kept and ample learning environment.

Our students need full engagement with school: to be on time and attend school every day, positive support and effective discipline that keeps them in the classroom learning.

Our students need schools to partner with their families.

Expected Annual Measureable Outcomes

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

Calendar of staff trainings	Calendar will indicate staff training in PBIS.	N/A	N/A	100% of staff will have access to school-wide positive student discipline training and support.
CALPADS	Absence rate 3.1%	N/A	N/A	2018/19 absence rate was 3.2%. Reduce absence rate to 3% or lower.
Illuminate data	Tardy rate 3.1%	N/A	N/A	2018/19 tardy rate was 3.77% Reduce tardy rate to 3% or lower.
CALPADS	7 students suspended per 234 = rate of 0.71% (2017)	N/A	N/A	2018/19 suspension rate: 3 students out of 558 (Census day count) = 0.5% Maintain <1% suspension rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Compliance review and district FIT report	2016 FIT report rating of Excellent	N/A	N/A	November 2018 FIT report rating 98.89% "Good" TVCS will maintain current facilities to district standards or better.

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

TVCS will form a PBIS team to attend Tier 1 PBIS team training offered by RCOE. This team will develop a professional development plan for staff.

TVCS will also continue to provide SWAG/PBIS training/development for all staff, returning and new.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$3,000
Source	N/A	N/A	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	5840 Professional Development

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Attendance incentive program shall be continued, but with changes - more frequent incentives (including best class/grade level attendance), more regular reporting to families regarding attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2500
Source	N/A	N/A	LCFF Base
Budget Reference	N/A	N/A	4300 Materials and Supplies

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

TVCS established Raptor security system 2018/19.

Maintain this system and upgrade as necessary to meet demand.

Budgeted Expenditures

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

Amount

N/A

N/A

\$1,500

Source

N/A

N/A

LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	5800 Other services and operating expenses.

Action #4

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Increase from 40% FTE School Psychologist to 100% for 2019/20.

Maintain second School Psychologist FTE at 60%.

Maintain School Counselor at 2 day/week contract service.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	total - \$166,167.03 \$94,095.00 (100% FTE School Psychologist) \$52,072.03 (60%FTE School Psych./Program Specialist) \$20,000 (contract services - counselor)
Source	N/A	N/A	LCFF Supplemental & Concentration Grant Funding
Budget Reference	N/A	N/A	1100 Certificated Salaries 5100 Subagreements for Services

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

Unchanged

Goal 3

TVCS will support and encourage the stakeholder engagement process.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: Specify parent participation

Identified Need:

Students need the participation and involvement of their parents in meaningful ways.
Parents need clear and regular communication to support, encourage and motivate their children.
Students need input in their educational program.

Expected Annual Measureable Outcomes

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

Student Surveys	Student Survey May 2017	N/A	N/A	Students (3-8) will be provided opportunities for meaningful input.
Parent survey results	86.4% satisfaction on LCAP parent survey.	N/A	N/A	87.5% satisfaction indicated on 2019/20 LCAP parent survey.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Parents will be provided a variety of opportunities to participate in the school program (i.e. induction meetings, volunteer opportunities, LCAP input meetings, General Meetings, Monthly Board Meetings, etc.). Meetings will be held at various times to promote participation - evenings, daytime, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2,750
Source	N/A	N/A	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	5930 Printing and Copying 4700 Food

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

A minimum of two student surveys will be conducted for grades 3-8 to gather input on topics such as: school climate, quality of programs, homework, access to the curriculum, etc.

One survey shall be TVCS generated and administered in late fall or early winter. One survey shall be the California Healthy Kids Survey (CHKS) administered in the Spring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,000
Source	N/A	N/A	LCFF Base
Budget Reference	N/A	N/A	5100 Subagreements for Services

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

TVCS Official social media sites and website will be maintained on a weekly or better basis.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	\$9,400 \$5,200 - (10% RDC salary) \$4,200 - (Edlio website maintenace)
Source	N/A	N/A	LCFF Base
Budget Reference	N/A	N/A	2200 Non-Certificated Support Salaries 5916 Website Development, Maintenance

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

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

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

N/A

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

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

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$162,775

3.66%

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).

Per the FCMAT LCFF Calculator, Temecula Valley Charter School's Supplemental and Concentration Grant Funding for the 2019-20 school year will increase from \$158,336 to \$162,775. TVCS estimates that the number of unduplicated students in 2019/20 will rise to 19.2% from 12.6% in 2018. Actions/services will be implemented in a schoolwide manner. The majority of our Unduplicated Pupils will be served in ways that also benefit many other subgroups in need that TVCS cannot ignore. By providing the services identified without limitation, TVCS will serve all students, especially English learners, low income students, and foster youth.

In an effort to meet both State priority 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:

- Continued ELD support and PD via the Wonders curriculum publishing group, Houghton Mifflin
- Professional Development in the area of Literacy
- Intervention support for below level readers using Read 180
- Implementing a schoolwide assessment system in order to assess students to identify low performing students particularly in the Unduplicated Pupil subgroup. Assessments will be conducted at a minimum of 2 times each school year. Data will be analyzed by instructional staff and utilized to strengthen instruction and provide intervention for low performing students.
- Provide support and professional development on effective methods to support Unduplicated Pupils.
- Utilizing the schoolwide intervention program to offer support to students including small group instruction, push-in/pull-out interventions, afterschool tutoring, and differentiated instruction for Unduplicated Students.