

# 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

PUC Triumph Charter Academy and PUC Triumph Charter High

Contact Name and Title

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# 2017-20 Plan Summary

## THE STORY

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

PUC TCA & TCHS are part of a Charter Management Organization called PUC, Partnerships to Uplift Communities. The organization began with one school in 1999 and officially became PUC in 2004. The network now consists of 17 schools which serve 3 specific communities, Northeast San Fernando Valley, Northeast Los Angeles, and Northeast Rochester.

The vision at PUC is that all stakeholders work together, united in a vision of success for all students. This includes school leaders, teachers, other school staff, parents, community members, and local community organizations such as colleges and universities.

In that students learn in different ways and at different paces and some may have learning gaps that surface as they move through the grade levels, our leaders and teachers use a variety of assessments and data to determine students' needs on an ongoing basis. Classes and overall school size are small enough that teachers can then individualize and provide intervention as needed in order to keep all students on track.

All PUC schools work diligently at creating and sustaining a culture of mutual respect and caring, with an overarching vision of high school and college graduation for all of our students. The culture is grounded in PUC's 3 Commitments which are that we will increase the college graduation rate by 5 times in our communities, that all of our students will be proficient within 4 years at PUC, and students will commit to uplift our communities now and forever.

## LCAP HIGHLIGHTS

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

The Key features from this year's LCAP are as follows. First, Professional Development for parents and Staff has been very successful. We have offered parents opportunities for learning and growing not only as parents but also as community members. We have also offered tremendous Professional Development for Intervention as a means to meeting the needs of all learners. We have provided Instructional Technology as a support to Intervention in and out of the classroom.

We have also continued our training and implementation of our No Bully program with great success. We have continued to train our Solutions team members along with all employees on the school site. The restorative justice practices that have been part of No bully have positively impacted culture as well as attendance, and suspension data.

Finally, our programs have been positively impacted by the implementation of our Instructional Coaches. Currently, our English Learner Coach serves the PUC organization and provides support through coaching and Professional Development. This has supported the development of all teachers and staff members in order to support the growth of all of our EL Learners.

## REVIEW OF PERFORMANCE

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

### GREATEST PROGRESS

In reviewing progress, the school has a number of areas to celebrate. In Basic Services, all teachers are appropriately assigned. Facilities are well repaired and maintained and in good standing order. All students have access to instructional materials, all courses, and intervention, including expanded access to instructional technology. In Implementation of Academic Standards, professional development was expanded and improved in order to meet teacher needs in improving instruction. Another highlight of the year was parent engagement. The school offered parent education classes, conducted school advisory committee meetings, and engaged parents through family events such as student-led conferences. Parent survey shows strong satisfaction as evidenced by level 3 or higher on a four point scale. Student satisfaction also remained high, earning a level three on a four-point scale. We also noted that expulsion remained at a low rate. The school also grew in reading comprehension as evidenced by increased lexile scores.

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

### GREATEST NEEDS

Among all of the available data points, the school has identified ELA and Mathematics achievement as areas of greatest need, which is also aligned to our LCAP goals. In order to address the areas of greatest need, the school will implement instructional technology for intervention within and outside of the school day. The school will also expand the curricular resources for all teachers.

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

### PERFORMANCE GAPS

Based on lack of data currently reported for state indicators for the school, there are no performance gaps to report.

## 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.

## 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

\$10,242,957

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

\$1,590,152

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.

The largest General Fund budget expenditures not shown in the LCAP are personnel costs (certificated and classified), except where noted in the LCAP. There are other expenses for facilities, utilities and technology hardware and software also not included in the PLAN.

\$8,323,157

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 1</b>	<b>TCA &amp; TCHS:</b> 100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.
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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 Basic Services: A. Teachers-The degree to which teachers are appropriately assigned (F.C. 44258.9) and fully credentialed.

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

100%	<b>TCA:</b> <ul style="list-style-type: none"><li>• 100% Appropriately Assigned.</li><li>• 89% Fully Credentialed</li></ul> <b>TCHS:</b> <ul style="list-style-type: none"><li>• 100% Appropriately Assigned.</li><li>• 81% Fully Credentialed</li></ul>
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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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Supervision and staffing of instructional program</p> <p>Efficient Recruitment and Hiring Process</p> <p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</p> <p>Focus on ELA Teachers to support EL Learners (increased data review, differentiation, CCSS, reading and writing)</p>	<p><b>ACTUAL</b></p> <p><b>TCA:</b></p> <ul style="list-style-type: none"> <li>• 100% Properly Assigned.</li> <li>• 89% Fully Credentialed (although there were PIP and STIP)</li> <li>• Human Resource department ensured proper hiring and placement of credentialed teachers. Supervision and staffing of instructional program.</li> </ul> <p><b>TCHS:</b></p> <ul style="list-style-type: none"> <li>• 100% Properly Assigned.</li> <li>• 81% Fully Credentialed (although there were PIP and STIP)</li> </ul>
	<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$877,799 (base) 1101 Teacher Staffing (not ELA) \$150,000 (supplemental/concentration) 1101 ELA Teacher Staffing \$85,000 (supplemental/ Concentration) 1101 ELA Teacher 7400 covers shared cost of Director of Talent Management, Director of Human Resources for hiring and Director of Information Technology to ensure proper data tracking services of subgroups.</p>

**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.

Human Resource department ensured proper hiring and placement of credentialed teachers.

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

When including those on permits and fully credentialed teachers, we are approaching and nearly meeting our goal

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

School spent less on Directors than planned. Spent more on ELA Teacher Salaries to achieve goal. 80,000 School spent more on ELA teacher salaries. Spent less on Directors to achieve 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.

In order to fully meet this goal, we have hired a full time credential analyst to work with the Human Resources Team and Recruitment has began to increase efforts to recruit fully credentialed teachers

## Goal 2

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Basic Services: B. Instructional Materials Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119) Pupil Outcomes

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% Access

ACTUAL

100% Access

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</p> <p>Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</p>	<p><b>ACTUAL</b></p> <p>100%</p> <ul style="list-style-type: none"> <li>• Purchased resources and allocated time to ensure all teachers have proper resources and professional development to acquire resources</li> <li>• Instructional and supplemental materials purchased were aligned to CA Common Core State Standards and the charter petition</li> </ul>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$97,216 (supplemental/ concentration) \$15,000 (supplemental) 4100 4200 4300 4350 4370</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$137,580.56 (supplemental/ concentration) \$0.00 (supplemental) 4100 4200 4300 4350 4370 TCHS: \$96,895.85 (supplemental/ concentration) \$7,212.68 (supplemental) 4100 4200 4300 4350 4370</p>

**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>School worked within its budget to purchase instructional materials and supplies in alignment with the charter petition. Professional development activities were delivered to support quality implementation.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions taken ensured that all students had 100% access to Standards-Aligned instructional materials. Superintendents and Board provided oversight.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Although Middle School did not spent the amount as planned in the "Supplemental" portion, the "Supplemental/Concentration" was increased in order to ensure teachers had proper resources.</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>We will continue with actions and services for this goal to ensure sustained achievement of this goal long term.</p>



# Goal 3

## TCA & TCHS:

Annually, 90% all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.

### State and/or Local Priorities Addressed by this goal:

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

LOCAL Basic Services: C. Facilities School facilities are maintained in good repair (E.C. 17002(d))

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

90%/90%/100%

#### ACTUAL

##### TCA:

99%/99%/100%

##### TCHS:

99%/99%/100%

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Supervision and staffing of custodial and maintenance staff.</p> <p>Security maintenance and staffing.</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs.</li> <li>• All school facilities are maintained and in good repair</li> </ul>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>\$53,640 (supplemental) 2200 staffing Shared costs for facilities associate \$30,000 (Supplemental/ concentration) 5500, 5600, 5610, 5825</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$6,482.40 (supplemental) 2200 staffing Shared costs for facilities associate \$685,735.14 (Supplemental/ concentration) 5500, 5600, 5610, 5825            TCHS: \$6,482.40 (supplemental) 2200 staffing Shared costs for facilities associate \$769,950.04 (Supplemental/ concentration) 5500, 5600, 5610, 5825</p>

**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.	Facility Associate assigned to this school made consistent visits to review and collect data to inform needs and address them.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Because of consistent ongoing visits and data collection, facilities were kept safe, secure and up to date on an ongoing basis.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Facilities associates cost far less than planned to achieve goal. The school spent the budgeted amount on the portion of 5500, 5600, 5610 and 5825 to support small group instruction, intervention and facilities expenses needed to provide support for subgroups.
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.	A new organizational structure has been created for the Facilities team members in order to provide better oversight and accountability.

# Goal 4

## TCA & TCHS:

- School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups.
- School will seek to implement academic content and performance standards for all core subjects *as they are adopted by the state.*
- Teachers will participate in annual professional development on the implementation of the Common Core State Standards

All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Implementation of Common Core State Standards (CCSA) A. Implementation of state- adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

## ANNUAL MEASURABLE OUTCOMES

EXPECTED

100%

ACTUAL

100% implementation of the CCSS.

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Supervision and staffing of custodial and maintenance staff.</p> <p>Security maintenance and staffing.</p>	<p><b>ACTUAL</b></p> <p>Math and ELA implemented CCSS for all grades.</p> <ul style="list-style-type: none"> <li>• Teachers participated in Professional Development, trainings and workshops in CA CCSS</li> <li>• Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS</li> </ul>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$90,000 (supplemental) 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and their aides \$40,000 7400 covers shared cost of materials \$5,000 and support from: Data Team \$15,000 School Information Services \$15,000 and Information Technology \$15,000 to produce Professional Development trainings.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$10,395.00 (supplemental) 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and \$8,415.00 2400-Assistants \$15,746.00 1300-Regional Superintendent 7400 covers shared cost of materials(Data forthcoming) \$1,253.47 and support from: Data Team \$12,660.03 School Information Services \$11,126.69 and Information Technology \$47,317.97 to produce Professional Development trainings. TCHS: \$13,072.50 (supplemental) 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction and \$10,582.50 2400-Assistant \$19,715.00 1300-Regional Superintendent 7400 covers shared cost of materials \$15,920.89 and support from: Data Team \$15,920.89 School Information Services \$13,992.64 and Information Technology \$59,505.85 to produce Professional Development trainings.</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Selected teachers participated in outside Professional Development, trainings and workshops anchored in CA CCSS. Examples include: California Charter Schools Association annual conference, UCLA Critical Literacy, CSU ERWC training.</li> </ul>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$3000 (supplemental) 5200 Travel and Conferences</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$14,304.50 (supplemental) 5200 Travel and Conferences TCHS: \$11,110.23 (supplemental) 5200</p>

**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>Implementation 1: Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans.</p> <p>Implementation 2: Teachers were able to disseminate new learning at the school site or organizationally through staff meetings and Community of Practice.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>As a result, Common Core standards were 100% implemented at the school site. In addition, backwards planning, rigor, and relevance improved across the school.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The school added support from the regional superintendent for professional development for leaders to achieve goal.</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>Professional development will continue to grow and improve in order to meet this goal, based on needs arising from achievement data in addition to the needs of the staff and leaders. We will continue to seek ways to expand opportunities for outside professional development for our teachers.</p>

# Goal 5

## TCA & TCHS:

- Parents will attend a minimum of 6 family meetings
- Annually, school advisory council will have a minimum of 2 parent members attending quarterly meetings.

School will provide Parent Engagement Workshops

State and/or Local Priorities Addressed by this goal:

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

LOCAL Parental Involvement: Parental involvement, including parent participation and efforts to seek parent input for decision-making

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

6 Family Meetings  
 Minimum 2 parents on School Advisory Council  
 3 Parent Engagement Workshops

### ACTUAL

#### TCA Family Night and SAC Meeting Dates

#### **A Family Nights 2016-17**

#### **PUC TCA SAC Meetings 2016-17**

9/14/2016

9/13/2016

10/12/2016

10/18/2016

11/9/2016

11/8/2016

12/14/2016

12/13/2016

1/11/2017

2/7/2017

2/8/2017

3/28/2017

3/8/2017

4/18/2017

4/19/2017

5/16/2017

5/10/2017

6/21/2017

6/14/2017

**TCHS Family Night and SAC Meeting Dates(Held on same day.)**

1/19/17

10/20/16

11/17/16

12/15/16

2/16/17

3/16/17

4/20/17

- Minimum 2 parents served on the School Advisory Council.

**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.

Actions/Services

<b>PLANNED</b>	<b>ACTUAL</b>
School will provide a minimum of 6 Family Meetings	<ul style="list-style-type: none"><li>• 100% Parents had access to opportunities for participation, and input on decision-making through flyers, phone calls home, calendars, newsletters.</li></ul> <p>School provided a minimum of 6 Family Meetings:</p> <p><b><u>TCA Family Night Meeting Dates:</u></b></p> <p>9/14/2016</p> <p>10/12/2016</p> <p>11/9/2016</p> <p>12/14/2016</p> <p>1/11/2017</p> <p>2/8/2017</p> <p>3/8/2017</p> <p>4/19/2017</p> <p>5/10/2017</p> <p>6/14/2017</p> <p><b><u>TCHS Family Night Meeting Dates:</u></b></p> <p>1/19/17</p> <p>10/20/16</p> <p>11/17/16</p> <p>12/15/16</p> <p>2/16/17</p> <p>3/16/17</p>



		4/20/17
<b>Expenditures</b>	<b>BUDGETED</b> \$8,000 (supplemental) 5290 Meetings - Staff/Parents	<b>ESTIMATED ACTUAL</b> TCA: \$7,555.87 (supplemental) 5290 Meetings - Staff/Parents TCHS: \$5,515.11 (supplemental) 5290 Meetings - Staff/Parents
<b>Actions/Services</b>	<b>PLANNED</b> School will invite 2 parents to attend all School Advisory Council Meetings.	<b>ACTUAL</b> <b>Two parents were invited and attended all School Advisory Council Meetings.</b>
<b>Expenditures</b>	<b>BUDGETED</b> \$8,000 (supplemental) 5290 Meetings - Staff/Parents	<b>ESTIMATED ACTUAL</b> TCA: \$7,555.87 (supplemental) 5290 Meetings - Staff/Parents TCHS: \$5,515.11 (supplemental) 5290 Meetings - Staff/Parents
<b>Actions/Services</b>	<b>PLANNED</b> School will engage with outside organization to provide training and development for Parent Engagement.	<b>ACTUAL</b> School engaged with outside organization to provide training and development for Parent Engagement.
<b>Expenditures</b>	<b>BUDGETED</b> \$10,000 (supplemental/ concentration) 5860 Instructional Consultants	<b>ESTIMATED ACTUAL</b> TCA: (Data forthcoming) \$58.00 (supplemental/ concentration) 5860 Instructional Consultants TCHS: (Data forthcoming) \$73.00 (supplemental/ concentration) 5860 Instructional Consultants

**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.

In addition to fulfilling the plans for this goal, the school increased publicity for family meetings, including personal phone calls to ensure increased attendance.

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

Actions taken in alignment with this goal not only ensured access but also increased participation.

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.

The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal.

# Goal 6

## TCA & TCHS:

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), meet or exceed targets for growth in Statewide Assessments once set by the State.

State and/or Local Priorities Addressed by this goal:

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

LOCAL Student Achievement: Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Meets or exceeds targets for growth

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Implementation of Intervention programs (after school, Saturday school, summer school)</p>	<p><b>ACTUAL</b></p> <p>The school provided interventions programs, such as afterschool, Saturday, and summer school as well as instructional technology in support of student learning.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>\$16,500 (supplemental) 4410 Software (Think Through Math) \$8,000 (supplemental/ concentration) 1100-3600 (Staffing for outside of class intervention) \$5000 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla) \$126,000 2900 (ASES Grant)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$2,977.50 (supplemental) 4410 Software (Think Through Math) \$8,189.00 (supplemental/ concentration) 1100-3600 (Staffing for outside of class intervention) \$1,878.07 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla) \$126,000 2900 (ASES Grant) TCHS: \$0.00 (supplemental) 4410 Software (Think Through Math) \$6,819.00 (supplemental/ concentration) 1100-3600 (Staffing for outside of class intervention) \$2,351.40 (supplemental) 4410 (Data tracking tools- Illuminate, Schoolzilla) \$_____ (Not applicable for HS) 2900 (ASES Grant)</p>

**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>Student growth and achievement data was analyzed in order to place students in intervention programs as needed. Students received intervention based on their individual needs.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We are currently awaiting post-assessment Lexile data, which will later be replaced by state assessment results.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</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>In the coming year, we plan to expand the data collection and instructional technology resources in order to improve data collection and increase support for intervention programs.</p>

# Goal 7

## TCA & TCHS:

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Growth Target to be determined

**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.

**Actions/Services**

<p><b>PLANNED</b></p> <p>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</p>	<p><b>ACTUAL</b></p> <p>100%</p> <p>Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Coaching and Feedback Professional Development for English Learners and subgroups.</p> <p>MS: Every 6th grade student stayed after school 2 days a week to complete online math lessons in TTM.</p> <p>If they did not complete the proper amount they came back on Friday to complete them.</p> <p>Saturday School started in second semester and took place every other Saturday starting February 4 until June 3rd</p> <p>HS: Teacher After School Tutoring M, W, Th, F – 3:30pm-5:00pm Saturday School October 15, 2016 January 28, 2017 March 18, 2017 April 1, 2017 April 15, 2017 April 22, 2017</p>
<p><b>BUDGETED</b></p> <p>\$5,000 1901 (Supplemental) (SHARED COSTS- Staffing of coaches) \$2,000 (supplemental) ELD Standards Program Professional Development 5200</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$42,447.85 1901 (Supplemental) (SHARED COSTS- Staffing of coaches) \$3,325.00 (supplemental) ELD Standards Program Professional Development 5200 TCHS: (Data forthcoming) \$30,905.01 1901 (Supplemental) (SHARED COSTS- Staffing of coaches) \$4,150.00 (supplemental) ELD Standards</p>

**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>Teachers received P.D. at the school site and organizationally around backwards planning, rigor, and relevance. Teachers engaged in data analysis on specialized professional development days. VAPA team received their own p.d. through our coordinator for VAPA and through outside organizations. Finally, participant survey data was collected and analyzed following each p.d. in order to inform upcoming plans. In addition, teachers participated in Milestones meetings to collaborate on proper scope and sequence of standards and opportunities for intervention.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>PD Survey results have a high satisfaction rate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The school spent more on instructional coaches in order to provide additional Professional Development to review assessment data and inform instruction.</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>In order to increase achievement, the school will participate in supporting additional summer curriculum development.</p>

# Goal 8

## TCA & TCHS:

Students are on track to be college and career ready.

75% of students will achieve 1 grade-level Lexile growth by the end of the school year (based on their starting grade-level level set Lexile).

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Achievement: Pupil achievement as measured by: C. College and Career Ready

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

75%

### ACTUAL

#### TCA:

**Pre: 5% on grade level**

**Current: 7% on grade level**

#### TCHS:

**Pre: \_15% on grade level**

**Current: 26% on grade level**



**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide Achieve 3000 instruction for all students</p>	<p><b>ACTUAL</b></p> <p>TCHS Lexile grade level growth from 15% to 26%. TCA Lexile grade level growth from 5% to 7%. The school utilized Achieve 3000 to measure and improve reading and overall literacy</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>\$20,000 (supplemental) 4410 Software</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: (Data forthcoming) \$17,661.84 (supplemental) 4410 Software TCHS: \$17,661.84 (supplemental) 4410 Software</p>

**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>The school utilized Achieve3000 to measure and improve reading and overall literacy</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</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>In order to continue to improve in this area, the school will adjust the usage of Achieve3000 and implement NWEA MAP as an additional source of data.</p>

# Goal 9

## TCA & TCHS:

Students are on track to be college and career ready.

75% of students will achieve grade level Lexile proficiency by graduation.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Achievement: Pupil achievement as measured by: C. College and Career Ready

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

75%

#### ACTUAL

School did not implement supplemental resource schoolwide. Data showed this resource did not meet the needs of the students.

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide Reading Plus/Lexia/iREADY for all students</p>	<p><b>ACTUAL</b></p> <p>School did not implement supplemental resource schoolwide. Data showed this resource did not meet the needs of the students.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>\$3,000 (supplemental/ concentration) 4410 Software</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$11,750.00 (supplemental/ concentration) 4410 Software TCHS: \$19,215.00 (supplemental/ concentration) 4410 Software</p>

**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>Not Applicable.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Not Applicable.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p></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>Addition of additional reading intervention on-line programs to supplement Reading Plus (iReady and Lexia).</p>

# Goal 10

## TCA & TCHS:

EL students will be reclassified as Fluent English Proficient annually.

SUB GOAL: EL students will advance at least one performance level per the CELDT/ELPAC each academic year

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL State Priority #4: Student Achievement: Pupil achievement as measured by: E. EL Reclassification Rates

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Higher than District Average

### ACTUAL

#### TCA:

29% Advanced one performance level in CELDT

31% School Reclassification Rate

16.8% LAUSD Reclassification Rate

#### TCHS:

45% Advanced one performance level in CELDT

6% School Reclassification Rate

16.8% LAUSD Reclassification Rate

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>ELD Standards Professional Development and Materials</p>	<p><b>ACTUAL</b></p> <p>TCHS 45% of students moved up one performance level on CELDT.  TCA 29% of students moved up one performance level on CELDT.  TCHS 6% Reclassification  TCA 31% Reclassification  ELD Coordinator provided organizational and school specific Professional Development.  EL Recipe Cards were developed in order to support goal setting, monitoring of goals and support.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>\$5,000 (supplemental/ concentration) 1300 1900 (SHARED COSTS- Staffing of ELD coach)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$6,109.69 (supplemental/ concentration) 1300 1900 (SHARED COSTS- Staffing of ELD coach)  TCHS: \$7,625.63 (supplemental/ concentration) 1300 1900 (SHARED COSTS- Staffing of ELD coach)</p>

**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.	
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Growth occurred in CELDT performance for students taking the CELDT test from one year to the next.
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.	In order to continue to ensure growth, the school will continue to enlist the support of the ELD Coordinator for Professional Development and supporting resources.

# Goal 11

**TCA:**

School will maintain a high ADA rate:

- ALL SUBGROUPS: EL, SPED, LI

**TCHS:**

- Greater than equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam.

OR

- ≥ 70% will receive a B or higher in college courses

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL TCA: Student Engagement: Pupil engagement as measured by: A. School attendance rates TCHS: Student Achievement Pupil achievement as measured by: F. AP Exam Passage Rate

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

**TCA:**

≥ 96%

**TCHS:**

≥ 60% of students will score ≥ 3 on AP exam or  
 ≥ 70% will receive a B or higher

**ACTUAL**

**TCA:**

**EL=994.41%**

**Hispanic=996.24%**

**School-wide=96.15%**

**Socioeconomically Disadvantaged=96.14%**

**Special Education=94.32%**

**TCHS:**

\_\_\_\_\_ % of students scored > 3 on AP exam.

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCA: Attendance Personnel/Staffing</p> <p>TCHS: Students taking AP Exams will pass with a score of 3 or above</p>	<p><b>ACTUAL</b></p> <p>TCA: School ensured there were Attendance Personnel/Staffing.</p> <p>TCHS: Awaiting Results</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCA: \$50,000 (supplemental) Support pay of Classified Staff 2100 2400 TCHS: \$5,000 1300 1900 (SHARED COSTS- Staffing of coaches, superintendent of instruction)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$125,000 (supplemental) Support pay of Classified Staff 2100 2400 TCHS: \$13,245.01 1300 1900 (SHARED COSTS-Staffing of coaches, superintendent of instruction)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCA: Attendance Incentives Program</p> <p>TCHS: Teachers will attend Professional Development on AP Exams/college Course Preparation.</p>	<p><b>ACTUAL</b></p> <p>TCA: School continues Attendance Incentive Program.</p> <p>TCHS: Teachers attended Professional Development on AP Exams/College Course Preparation</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCA: \$2000 (supplemental/ concentration) 4350</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$8,731.60 (supplemental/ concentration) 4350</p>

**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>Teachers received outside professional development as needed on AP Course and Exam implementation.</p>
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Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Professional development supported teachers in design and delivery of AP Courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

School assigned staff to keep continuous track of attendance. Addiitonal duties were created including phone calls, letters home, home visits.

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.

In order to see continued growth in AP scores or College Course success, the school will continue to provide professional development through both outside agencies and internal instructional coaches.



# Goal 12

**TCA:**

School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.

**TCHS:**

Students will demonstrate college preparedness through ACT:

30% of students will score greater or equal to 22

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

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

LOCAL TCA: Priority 5: Student Engagement Pupil engagement as measured by: B. Chronic absenteeism rates TCHS: Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP TCHS: Priority 4: Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

**TCA:**  
90% of students < 3 unexcused absences.  
**TCHS:**  
15% OF STUDENTS WILL SCORE > 22 (as per CSU/UC College Ready Standard defined in EAP Program)

**ACTUAL**

**TCA:**

- 57.83% of students had <3 unexcused absences.

**TCHS:**

- 13% OF STUDENTS SCORED > 22 (as per CSU/UC College Ready Standard defined in EAP Program)

**ACTIONS / SERVICES**

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

<b>Actions/Services</b>	<b>PLANNED</b> TCA: See Goal 11.	<b>ACTUAL</b> TCA: See Goal 11.
<b>Expenditures</b>	<b>BUDGETED</b> TCA: See Goal 11	<b>ESTIMATED ACTUAL</b> TCA: See Goal 11
<b>Actions/Services</b>	<b>PLANNED</b> TCHS: PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.	<b>ACTUAL</b> TCHS: Awaiting Results  PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.
<b>Expenditures</b>	<b>BUDGETED</b> \$23,600 (supplemental) 4410 Software (REV PREP)	<b>ESTIMATED ACTUAL</b> \$8,850.21 (supplemental) 4410 Software (REV PREP)
<b>Actions/Services</b>	<b>PLANNED</b> TCHS: PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS).	<b>ACTUAL</b> TCHS: Awaiting Results  PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.
<b>Expenditures</b>	<b>BUDGETED</b> \$9,000 (supplemental) 4410 Software (Smart City)	<b>ESTIMATED ACTUAL</b> \$1,775.70 ) (supplemental) 4410 Software (Smart City)

**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.

Teachers received planning documents and individualized support with PUC Competitive Edge. Teachers collaborated on implementation.

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

Revolution Prep continues to be an added resource for supporting students in preparation for their exams. Teachers report that outside development of lessons and units for the PUC Competitive Edge Class has helped them execute the class in a way that provides proactive intervention.

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.

In order to see continued growth in exam scores, the school will continue to provide professional development through internal instructional teacher leaders and technology.

# Goal 13

**TCA:**

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

**TCHS:**

- School will maintain a high ADA rate

ALL SUBGROUPS: EL, SPED, LI

State and/or Local Priorities Addressed by this goal:

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

LOCAL TCA: Priority 5: Student Engagement Pupil engagement as measured by: C. Middle school dropout rates TCHS: Priority 5: Student Engagement Pupil engagement as measured by: A. School attendance rates

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**TCA:**

90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.

**TCHS:**

School will maintain a high ADA rate at  $\geq 96\%$ .

**ACTUAL**

**TCA:**

96% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.

**TCHS:**

ADA rate= \_\_\_\_\_%.

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>TCA: Social Emotional Counseling Services Social Emotional Interventions:</p> <p>Family Support Meetings Incentives Student and Family Engagement</p>	<p><b>ACTUAL</b></p> <p>TCA: School provided Social Emotional Counseling Services</p> <p>School provided Social Emotional Interventions through: Family Support Meetings Incentives Student and Family Engagement</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>TCA: \$35,000 (supplemental/ concentration) Shared Costs 1300/1900 (clinical counseling staffing) \$1000 4300</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$27,991.14 (supplemental/ concentration) Shared Costs 1300/1900 (clinical counseling staffing) \$_____ 4300</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>TCHS: Attendance Personnel/Staffing</p>	<p><b>ACTUAL</b></p> <p>TCHS: School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p> <p>TCHS Schoolwide 95.58%</p> <p>HS: Lowest ADA was for EL. Highest was for socioeconomic disadvantaged.</p> <p>School did not meet goal.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>TCHS: \$50,000 (supplemental) Support pay for Classified Staff 2100 2400</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: \$125,000 (supplemental) Support pay for Classified Staff 2100 2400</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>TCHS: Attendance Incentives Program.</p>	<p><b>ACTUAL</b></p> <p>TCHS: School engaged in family meetings and incentive</p>

		programs to increase attendance rates.
<b>Expenditures</b>	<b>BUDGETED</b> TCHS: \$2,000 (supplemental/concentration) 4350	<b>ESTIMATED ACTUAL</b> TCHS: (Data forthcoming) \$ _____ (supplemental/concentration) 4350

**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.	Letters sent home were designed to share the current data of the student and offer suggestions for intervention. Incentives included Free Dress and opportunities for entry into celebrations. Family Support Team meetings were offered in order to provide goal setting and strategies for success.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to meet and surpass goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	School assigned staff to keep continuous track of attendance. Addiitonal duties were created including phone calls, letters home, home visits.
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.	Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to surpass goal.

# Goal 14

**TCA:**

School will reduce its suspensions to less than or equal to 2% of students.

**TCHS:**

School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL TCA: School Climate As measured by: A. Pupil Suspension Rates TCHS: Student Engagement Pupil engagement as measured by: B. Chronic

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**TCA:**

Suspension rate < 4%.

**TCHS:**

90% of students <3 unexcused absences.

**ACTUAL**

**TCA:**

**EL=3.85%**

**Hispanic=92.06%**

**School-wide=1.99%**

**Socioeconomically Disadvantaged=2.31%**

**Special Education=5.66%**

**TCHS:**

35.92% of students <3 unexcused absences.

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCA: Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention.</p>	<p><b>ACTUAL</b></p> <p>TCA:</p> <ul style="list-style-type: none"> <li>• Teachers, Leaders and Families received training in Restorative Justice and Relational Interventions, Bully Intervention.</li> <li>• 1.99% School-wide Suspensions</li> <li>• School is not meeting its goal for all subgroups.</li> </ul>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCA: \$15,000 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$6,000 (supplemental/ concentration) (materials) 4300 \$8,000 (supplemental/ concentration) (program) 5860 Instructional Consultants</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: \$12,401.52 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$5,676.60 (supplemental/ concentration) (materials) 4300 \$5,331.96 (supplemental/ concentration) (program) 5860 Instructional Consultants</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCHS: See Goal 13.</p>	<p><b>ACTUAL</b></p> <p>TCHS:</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p> <p>35.92%</p> <p>School did not meet goal.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCHS: See Goal 13</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: See Goal 13</p>

**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.

TCA:



School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.

TCHS:

Letters sent home were designed to share the current data of the student and offer suggestions for intervention.

Incentives included Free Dress and opportunities for entry into celebrations.

Family Support Team meetings were offered in order to provide goal setting and strategies for success.

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

TCA:

In order to continue to ensure growth, the school will continue to engage in training on restorative justice and alternatives to suspension.

TCHS:

Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to meet and surpass goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TCA:

School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

TCHS:

Although the strategies implemented supported strong attendance, school will increase opportunities for intervention in order to surpass 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.

# Goal 15

**TCA:**

Less than or equal to 1% of students will be expelled

**TCHS:**

School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 1.9%)

State and/or Local Priorities Addressed by this goal:

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

LOCAL TCA: Priority 6: School Climate As measured by: B. Pupil Expulsion Rates TCHS: Priority 5: Pupil engagement as measured by: D. High school dropout rates

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

TCA:  
Expulsion Rate= $\leq$ 1%  
  
TCHS:  
School will achieve a < 5% Dropout Rate

**ACTUAL**

**TCA Expulsion Rate:**

- **EL=0%**
- Hispanic=0%**
- School-wide=0%**
- Socioeconomically Disadvantaged=0%**
- Special Education=0%**

**TCHS:**  
Dropout Rate=\_\_\_\_\_% ( Not yet available)

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>TCA: See Goal 14.</p>	<p><b>ACTUAL</b></p> <p>TCA: See Goal 14.</p> <p>0% Expulsions School is meeting its goal.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>See Goal 14.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>See Goal 14.</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>TCHS: Social Emotional Counseling Services Social Emotional Interventions: Family Support Meetings Incentives Student and Family Engagement</p>	<p><b>ACTUAL</b></p> <p>TCHS: The school, student and families work diligently to provide an engaging and supportive environment in order for students to matriculate.</p> <p>School provided Social Emotional Counseling Services School provided Social Emotional Interventions: Family Support Meetings Incentives Student and Family Engagement</p> <p>Awaiting Results.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>TCHS: \$35,000 (supplemental/concentration) Shared Costs 1300/1900 (Clinical Counseling Staffing) \$1,000 4300</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: \$33,843.33 (supplemental/concentration) Shared Costs 1300/1900 (Clinical Counseling Staffing) \$ _____ 4300</p>

**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.

TCA:

School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.

TCHS:

All students and families have access to Clinical Counseling Services.  
All families have access to Family Support Team meetings.

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

TCA:

School met the goal and believes the actions are appropriate.

TCHS:

Awaiting Results in order to analyze.

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.

TCA:

School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

TCHS:

School will continue with programs offered to intervene when student and family feels less engaged.

# Goal 16

**TCA:**

Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%

**TCHS:**

- School will graduate 90+% of persisting seniors.

Subgroup cohort graduation rate will reach 90% or above annually to meet the State identified target subgroup grad rate requirement.

State and/or Local Priorities Addressed by this goal:

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

LOCAL TCA: Priority 6: School Climate as measured by: C. School Connectedness. TCHS: Priority 5: Pupil engagement as measured by: E. High school graduation rates

ANNUAL MEASURABLE OUTCOMES

EXPECTED

**TCA:**

Average Approval Rating of a  $\geq$  Level 3

**TCHS:**

School will achieve a > 90% cohort graduation rate.

ACTUAL

**TCA:**

**Student Survey: Level III w/ Return Rate 94%**  
**Family Survey: Level III w/ Return Rate 47%**  
**Teacher Survey: \_\_\_\_\_ out of 6 w/ Return Rate \_\_\_\_\_%**

**TCHS:**

Cohort graduation rate=\_\_\_\_\_.(Data Not Available Yet)

**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.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>TCA:            Parent Orientation            Back to School Night            Student Led Conferences</p> <p>Celebration of learning            School Advisory Council meeting            Coffee with the principal            Parent Meetings/Committees            Family Nights            Content Nights            Training for Leaders on Parent Engagement</p>	<p><b>ACTUAL</b></p> <p>TCA:            School provided the following parent activities:            Parent Orientation            Back to School Night</p> <p>Student Led Conferences            Celebration of learning            School Advisory Council meeting            Coffee with the principal            Parent Meetings/Committees            Family Nights            Content Nights            School provided training for Leaders on Parent Engagement.</p> <p>TCA Level 3            School is meeting its goal.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>TCA: \$5,000 (Supplemental) 5200 (conferences for leaders)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: (Data forthcoming) \$5,688.00 (Supplemental) 5200 (conferences for leaders)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>TCHS:            See Goal 15</p>	<p><b>ACTUAL</b></p> <p>TCHS:            See Goal 15</p> <p>Awaiting Results</p> <p>The school, student and families work diligently to provide an engaging and supportive environment in order for students to graduate.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>TCHS: See Goal 15</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: See Goal 15</p>

**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.

TCA:

Leaders received training on engaging families.  
PDs and presentations were developed for leaders to present to families:  
LCAP  
School Success Plan  
Foster/Homeless Youth  
ELPAC/English Learners  
In addition, leaders developed events around:  
Student Led Conferences  
Math/Literacy Night  
Goal Setting

TCHS:

All students and families have access to Clinical Counseling Services.  
All families have access to Family Support Team meetings

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

TCA:

School is meeting its goal and believes actions are appropriate.

TCHS:

Awaiting Results in order to analyze.

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.

TCA:

School will continue with the events.  
Additionally, school will increase announcements and invitations to events. Most importantly, School Advisory Committee and Student Led Conferences in an effort to gather more feedback and data.

TCHS:

School will continue with programs offered to intervene when student and family feels less engaged.

# Goal 17

**TCA:**

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students and students with exceptional needs, will have access to academic and educational programs as outlined in the school's charter.

**TCHS:**

School will reduce its suspensions to less than or equal to 2% of students.

State and/or Local Priorities Addressed by this goal:

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

LOCAL TCA: Priority 7-Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs. Broad course of study includes the following, as applicable: Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220(a)-(j)) TCHS: Priority 6-School Climate As measured by: A. Pupil Suspension Rates

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

TCA:  
100% Access

TCHS:  
Suspension Rate of < 4%.

**ACTUAL**

TCA:  
100% Access

**TCHS Suspension Rate:**

- EL=0%
- Hispanic=1.14%
- School-wide=1.11%
- Socioeconomically Disadvantaged=1.32%
- Special Education=0%



**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCA:</p> <p>Creation of Student Master Schedule Course offerings Inclusion support for students with IEPs who are also EL and LI to ensure course access.</p>	<p><b>ACTUAL</b></p> <p>TCA:</p> <p>100% of students have course access. As a small school, each student has a schedule that ensures all courses are offered and taken. College Counselor supports the master schedule. Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accommodations.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCA: See GOAL 1 \$16,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: See GOAL 1 \$25,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCHS:</p> <p>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention.</p>	<p><b>ACTUAL</b></p> <p>TCHS:</p> <p>School provided training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Bully Intervention.</p> <p>1.11% School-wide Suspensions School is not meeting its goal for all subgroups.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCHS: \$15,000 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$6,000 (supplemental/ concentration) (materials) 4300 \$8,000 (supplemental/ concentration) (program) 5860 Instructional Consultants</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: (Data forthcoming) \$15,478.59 (supplemental/ concentration) (shared costs) Staffing Discipline Unit 2200/2400 \$5,583.90 (supplemental/ concentration) (materials) 4300 \$6,668.29 (supplemental/ concentration) (program) 5860 Instructional Consultants</p>

**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.

TCA:

Superintendent and College Counselor supports creation of Master Schedule to ensure 100% of students have course access. School leaders and office support ensure all students are enrolled in courses through PowerSchool and school site procedures.

TCHS:

School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.

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

TCA:

School is meeting its goal and believes actions are appropriate.

TCHS:

In order to continue to ensure growth, the school will continue to engage in training on restorative justice and alternatives to suspension.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent more than the budgeted amount on director of SPED and coaches in order to include counseling to support all students (including subgroups)

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.

TCA:

School will continue with actions in order to meet the goal.

TCHS:

School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

# Goal 18

## TCA:

All Students will have access to ELA and Math Intervention in order to demonstrate expected growth on PUC internal benchmarks.

## TCHS:

Less than or equal to 1% of students will be expelled.

### State and/or Local Priorities Addressed by this goal:

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

LOCAL TCA: Priority 8-Pupil outcomes, if available, in the subject areas described in E.C. 51210(a)- (j), inclusive of 51220, as applicable-B. ELA Intervention C. Math Intervention TCHS: Priority School Climate As measured by: B. Pupil Expulsion Rates

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### TCA:

100% of identified students in need.

#### TCHS:

Expulsion Rate: > 1%

### ACTUAL

#### TCA:

100% Access

#### Benchmark Data:

ELA

Math

Etc.

#### TCHS Expulsion Rate:

- EL=0%

Hispanic=0%

School-wide=0%

Socioeconomically Disadvantaged=0%

Special Education=0%

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCA: Students will access available to student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH).</p>	<p><b>ACTUAL</b></p> <p>TCA: 100% of students have access to intervention.</p> <p>Students had access available to student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH).</p> <p>Every 6<sup>th</sup> grade student stayed after school 2 days a week to complete online math lessons in TTM.</p> <p>If they did not complete the proper amount they came back on Friday to complete them.</p> <p>Saturday School started in second semester and took place every other Saturday starting February 4 until June 3<sup>rd</sup></p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCA: See Goals 6 and 7.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCA: See Goals 6 and 7.</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCHS: See Goal 17</p>	<p><b>ACTUAL</b></p> <p>TCHS: See Goal 17</p> <p>TCHS 0% Expulsions School is meeting its goal.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCHS: See Goal 17</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: See Goal 17</p>

**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.

TCA:

School is providing opportunity for intervention. School works to ensure intervention occurs both in class and outside of class (Saturday and after school).

TCHS:

School has had training on Bully Prevention and Restorative Justice. Both trainings have supported intervention with student behavior and scholarly habits.

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

TCA:

Although school is providing 100% access to intervention, it is working on ways to increase attendance and engagement. Additional actions may include summer meetings, family goal setting meetings more opportunities to monitor success and celebrate growth.

TCHS:

School met the goal and believes the actions are appropriate.

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.

TCA:

School sends flyers home, personal phone calls, Power Announcements, Monthly Calendars

TCHS:

School will continue with the programs and trainings. In addition, school will be implementing a new Social Emotional Learning curriculum provided by an outside agency. This should increase the opportunity for proactive and reactive interventions.

# Goal 19

## TCHS:

Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL School Climate as measured by: C. School Connectedness

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

TCHS:  
Average Approval Rating of a  $\geq$  Level 3 (III)

#### ACTUAL

TCHS:  
**Family Survey: Level III Return Rate: 87%**  
**Student Survey: Level III Return Rate: 84%**  
**Teacher Survey: \_\_\_\_\_ out of 6 Return Rate: \_\_\_\_\_%**

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCHS:</p> <p>Parent Orientation          Back to School Night          Student Led Conferences          Celebration of learning          School Advisory Council meeting          Coffee with the principal          Parent Meetings/Committees          Family Nights          Content Nights</p> <p>Training for Leaders on Parent Engagement</p>	<p><b>ACTUAL</b></p> <p>TCHS:</p> <p>School held the following meetings throughout the year:          Parent Orientation          Back to School Night          Student Led Conferences          Celebration of learning          School Advisory Council meeting          Coffee with the principal          Parent Meetings/Committees</p> <p>Family Nights          Content Nights          School provided training for Leaders on Parent Engagement.</p> <p>TCHS Level 3          School is meeting its goal.</p>
	<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCHS: \$5,000 (Supplemental) 5200 (conferences for leaders)</p>

**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>Leaders received training on engaging families.          PDs and presentations were developed for leaders to present to families:          LCAP          School Success Plan          Foster/Homeless Youth          ELPAC/English Learners          In addition, leaders developed events around:          Student Led Conferences</p>
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Math/Literacy Night  
Goal Setting

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

School is meeting its goal and believes actions are appropriate.

School will continue with the events. Additionally, school will increase announcements and invitations to events. Most importantly, School Advisory Committee and Student Led Conferences in an effort to gather more feedback and data.



# Goal 20

## TCHS:

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students and students with exceptional needs, will have access to academic and educational programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

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

LOCAL Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; F.C. 42238.02) and students with exceptional needs. Broad course of study includes the following, as applicable: Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (F.C. 51220(a)-(i))

## ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

100% Access

100% Access

**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.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>TCHS:</p> <p>Creation of Student Master Schedule          Course offerings          Inclusion support for students with IEPs who are also EL and LI to ensure course access.</p>	<p><b>ACTUAL</b></p> <p>TCHS:</p> <p>100% of students have course access. As a small school, each student has a schedule that ensures all courses are offered and taken. College Counselor supports the master schedule.          Additionally, support from Director of Inclusion and support coaches ensures student with disabilities receive access to all courses with support and accomodations.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCHS: See GOAL 1 \$16,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: See GOAL 1 \$25,000 (supplemental) (Shared Costs) 1300/1900 (inclusion coach staffing)</p>

**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>Superintendent and College Counselor supports creation of Master Schedule to ensure 100% of students have course access. School leaders and office support ensure all students are enrolled in courses through PowerSchool and school site procedures.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>School is meeting its goal and believes actions are appropriate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The school spent more than the budgeted amount on director of SPED and coaches in order to include counseling to support all students (including subgroups)</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>School will continue with actions in order to meet the goal.</p>

# Goal 21

## TCHS:

All Students will have access to ELA and Math Intervention in order to demonstrate expected growth on PUC internal benchmarks.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Pupil outcomes, if available, in the subject areas described in E.C. 51210(a)-(i), inclusive, of 51220, as applicable B. ELA Intervention C. Math Intervention

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

TCHS:

100% Access of identified students in need.

### ACTUAL

TCHS:

100% Access  
Benchmark Data:  
Data Here

**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.

	<p><b>PLANNED</b></p> <p>TCHS:</p> <p>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</p>	<p><b>ACTUAL</b></p> <p>TCHS:</p> <p>100% of students have access to intervention.</p> <p>Students were offered student intervention and support early in the academic year and monitored to ensure they accessed intervention and support services to that the intervention lead to successful achievement (ELA and MATH).</p> <table border="1" data-bbox="1260 479 1906 795"> <tr> <td>Teacher After School Tutoring</td> <td>M, W, Th, F – 3:30pm-5:00pm</td> </tr> <tr> <td>Saturday School</td> <td>October 15, 2016, January 28, 2017, March 18, 2017, April 1, 2017, April 15, 2017, April 22, 2017</td> </tr> </table>	Teacher After School Tutoring	M, W, Th, F – 3:30pm-5:00pm	Saturday School	October 15, 2016, January 28, 2017, March 18, 2017, April 1, 2017, April 15, 2017, April 22, 2017
Teacher After School Tutoring	M, W, Th, F – 3:30pm-5:00pm					
Saturday School	October 15, 2016, January 28, 2017, March 18, 2017, April 1, 2017, April 15, 2017, April 22, 2017					
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>TCHS: See Goal 6 and 7</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>TCHS: See Goal 6 and 7</p>				

**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>School is providing opportunity for intervention. School works to ensure intervention occurs both in class and outside of class (Saturday and after school).</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>School is meeting the goal and believes actions are appropriate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</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</p>	<p>Although school is providing 100% access to intervention, it is working on ways to increase attendance</p>

LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

and engagement. Additional actions may include summer meetings, family goal setting meetings more opportunities to monitor success and celebrate growth.

# 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?

The **2017-2018** LCAP was developed by gathering input from key stakeholders comprised of Founders, Board Members, administrators, teachers, parents, and students. The local strategic plan focused around the eight State Priorities and anchored in the PUC Commitments:

- Commitment 1: Five times more college graduates within the communities we serve
- Commitment 2: After four years with us students are proficient
- Commitment 3: Students commit to uplift our communities now and forever

The state's Local Control Funding Formula (LCFF) and LCAP process became a reality for **both the middle school and the high school**. **PUC TCA & PUC TCHS** took what we learned from our Strategic Planning process, aligned this information with the state's 8 LCAP priority areas, and proceeded to carry out key stakeholder meetings from 9/2016 – 4/2017, mainly in the form of School Advisory Councils (SAC).

### **Details of Meeting Dates and Stakeholder group for PUC TCA & PUC TCHS:**

#### **School Advisory Council Meetings that included LCAP: 9/2016- 4/2017**

LCAP Key Stakeholder Committee (Founders, Board Members, Administrators, Teachers, Parents, and Students, School Advisory Council (SAC) gathered feedback during 2016-17:

- TCA: 9/13/16, 10/18/16, 11/8/16, 12/13/16, 2/7/17, 3/28/17, 4/18/17, 5/16/17, 6/21/17
- TCHS: 1/19/17, 10/20/16, 11/17/16, 12/15/16, 2/16/17, 3/16/17, 4/20/17.

Public Hearing: **6/12/17**

Board Meeting: **6/21/17**

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders were in alignment with the LCAP. They appreciated the addition of a credential analyst. Stakeholders agreed that increasing parent engagement is very important, suggesting that increasing family night attendance would be a good goal, especially reaching out to bring in more parents whose students are struggling. They also suggested that some additional workshops and professional development be focused on behavioral

strategies for school and families and computer literacy for students. Although it doesn't affect budgetary expenses for the LCAP, stakeholders would like to see more school-sponsored transportation for sports.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

New
  Modified
  Unchanged

## Goal 1

**TCA & TCHS:**  
 100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Basic Services: A. Teachers-The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed

Identified Need:

100% of all teachers are fully credentialed and appropriately placed.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS Annual Credential Report	100%	100%	100%	100%



**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Supervision and staffing of instructional program</li> <li>Efficient Recruitment and Hiring Process</li> <li>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Supervision and staffing of instructional program</li> <li>Efficient Recruitment and Hiring Process</li> <li>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Supervision and staffing of instructional program</li> <li>Efficient Recruitment and Hiring Process</li> <li>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by</li> </ul>

law and the charter.

- Focus on Administration support for ELA Teachers to support EL Learners.

law and the charter.

- Focus on Administration support for ELA Teachers to support EL Learners.

law and the charter.

- Focus on Administration support for ELA Teachers to support EL Learners.

**BUDGET EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$150,000	Amount	\$150,000	Amount	\$150,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCA-1300-Administrators	Budget Reference	Certificated Salaries; TCA-1300-Administrators	Budget Reference	Certificated Salaries; TCA-1300-Administrators
Amount	\$85,000	Amount	\$85,000	Amount	\$85,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCA-7400-Directors of Talent Management, HR, and IT	Budget Reference	Other; TCA-7400-Directors of Talent Management, HR, and IT	Budget Reference	Other; TCA-7400-Directors of Talent Management, HR, and IT
Amount	\$150,000	Amount	\$150,000	Amount	\$150,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1300-Administrators	Budget Reference	Certificated Salaries; TCHS-1300-Administrators	Budget Reference	Certificated Salaries; TCHS-1300-Administrators
Amount	\$85,000	Amount	\$85,000	Amount	\$85,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCHS-7400-Directors of Talent Management, HR and IT	Budget Reference	Other; TCHS-7400-Directors of Talent Management, HR and IT	Budget Reference	Other; TCHS-7400-Directors of Talent Management, HR and IT

New

Modified

Unchanged

## Goal 2

### TCA & TCHS:

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Basic Services: B. Instructional Materials-Every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119)/Pupil Outcomes

Identified Need:

All students have access to Standards-aligned Instructional Materials.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC REPORT	100% Access	100% Access	100% Access	100% Access

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>• Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</li> <li>• Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>• Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</li> <li>• Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>• Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.</li> <li>• Dedicated resources for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>

**BUDGET EXPENDITURES**

**2017-18**

Amount	\$99,160
Source	LCFF
Budget Reference	Books and Supplies; TCA-4200,4300,4350,4370- Instructional Materials and Resources for Arts
Amount	\$15,000
Source	LCFF
Budget Reference	Books and Supplies; TCA-4100-Textbooks
Amount	\$175,768
Source	LCFF
Budget Reference	Books and Supplies; TCHS-4200,4300,4350,4370- Instructional Materials and Resources for Arts
Amount	\$15,000
Source	LCFF
Budget Reference	Books and Supplies; TCHS-4100-Textbooks

**2018-19**

Amount	\$101,144
Source	LCFF
Budget Reference	Books and Supplies; TCA-4200,4300,4350,4370- Instructional Materials and Resources for Arts
Amount	\$15,000
Source	LCFF
Budget Reference	Books and Supplies; TCA-4100-Textbooks
Amount	\$179,284
Source	LCFF
Budget Reference	Books and Supplies; TCHS-4200,4300,4350,4370- Instructional Materials and Resources for Arts
Amount	\$15,000
Source	LCFF
Budget Reference	Books and Supplies; TCHS-4100-Textbooks

**2019-20**

Amount	\$103,166
Source	LCFF
Budget Reference	Books and Supplies; TCA-4200,4300,4350,4370- Instructional Materials and Resources for Arts
Amount	\$15,000
Source	LCFF
Budget Reference	Books and Supplies; TCA-4100-Textbooks
Amount	\$182,869
Source	LCFF
Budget Reference	Books and Supplies; TCHS-4200,4300,4350,4370- Instructional Materials and Resources for Arts
Amount	\$15,000
Source	LCFF
Budget Reference	Books and Supplies; TCHS-4100-Textbooks

New

Modified

Unchanged

## Goal 3

### TCA & TCHS:

Annually, 90% all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Basic Services: C. Facilities School facilities are maintained in good repair (E.C. 17002(d))

Identified Need:

All school facilities are maintained and in good repair.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site Repair Inspection Checklist and Repair Log	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> 1. Supervision and staffing of custodial and maintenance staff. 2. Security maintenance and staffing.	<b>TCA &amp; TCHS:</b> 1. Supervision and staffing of custodial and maintenance staff. 2. Security maintenance and staffing.	<b>TCA &amp; TCHS:</b> 1. Supervision and staffing of custodial and maintenance staff. 2. Security maintenance and staffing.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$54,712"/>	Amount <input type="text" value="\$55,806"/>	Amount <input type="text" value="\$56,922"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; TCA-2200-Staffing	Budget Reference	Classified Salaries; TCA-2200-Staffing	Budget Reference	Classified Salaries; TCA-2200-Staffing
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCA-5500,5600,5610,5825-Shared Costs for Facilities Associate	Budget Reference	Services and Other Operating Expenses; TCA-5500,5600,5610,5825-Shared Costs for Facilities Associate	Budget Reference	Services and Other Operating Expenses; TCA-5500,5600,5610,5825-Shared Costs for Facilities Associate
Amount	\$54,712	Amount	\$55,806	Amount	\$56,922
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; TCHS-2200-Staffing	Budget Reference	Classified Salaries; TCHS-2200-Staffing	Budget Reference	Classified Salaries; TCHS-2200-Staffing
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5500,5600,5610,5825-Shared Costs for Facilities Associate	Budget Reference	Services and Other Operating Expenses; TCHS-5500,5600,5610,5825-Shared Costs for Facilities Associate	Budget Reference	Services and Other Operating Expenses; TCHS-5500,5600,5610,5825-Shared Costs for Facilities Associate



## Goal 4

### TCA & TCHS:

- School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups.
- School will seek to implement academic content and performance standards for all core subjects *as they are adopted by the state.*
- Teachers will participate in annual professional development on the implementation of the Common Core State Standards
- All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards

State and/or Local Priorities Addressed by this goal:

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

LOCAL Implementation of Common Core State Standards (CCSA): A. Implementation-Implementation of state- adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

Identified Need:

100% Implementation of the CCSS

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents	100%	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</li> <li>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</li> <li>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</li> <li>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</li> </ul>

**BUDGET EXPENDITURES**

2017-18

2018-19

2019-20

Amount	\$43,100	Amount	\$43,100	Amount	\$43,100
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Staffing of ELD Coaches, Superintendent of Instruction & Aides	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Staffing of ELD Coaches, Superintendent of Instruction & Aides	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Staffing of ELD Coaches, Superintendent of Instruction & Aides
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCA-7400-Shared Cost-Materials	Budget Reference	Other; TCA-7400-Shared Cost-Materials	Budget Reference	Other; TCA-7400-Shared Cost-Materials
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCA-7400-Data Team Support	Budget Reference	Other; TCA-7400-Data Team Support	Budget Reference	Other; TCA-7400-Data Team Support
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCA-7400-School Information Services	Budget Reference	Other; TCA-7400-School Information Services	Budget Reference	Other; TCA-7400-School Information Services
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCA-7400-Information Technology- Produce Professional Development Training	Budget Reference	Other; TCA-7400-Information Technology- Produce Professional Development Training	Budget Reference	Other; TCA-7400-Information Technology-Produce Professional Development Training
Amount	\$43,100	Amount	\$43,100	Amount	\$43,100

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs-Staffing of ELD Coaches, Superintendent of Instruction & Aides	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs-Staffing of ELD Coaches, Superintendent of Instruction & Aides	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs-Staffing of ELD Coaches, Superintendent of Instruction & Aides
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCHS-7400-Shared Cost-Materials	Budget Reference	Other; TCHS-7400-Shared Cost-Materials	Budget Reference	Other; TCHS-7400-Shared Cost-Materials
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCHS-7400-Data Team Support	Budget Reference	Other; TCHS-7400-Data Team Support	Budget Reference	Other; TCHS-7400-Data Team Support
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCHS-7400-School Information Services	Budget Reference	Other; TCHS-7400-School Information Services	Budget Reference	Other; TCHS-7400-School Information Services
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; TCHS-7400-Information Technology-Produce Professional Development Training	Budget Reference	Other; TCHS-7400-Information Technology-Produce Professional Development Training	Budget Reference	Other; TCHS-7400-Information Technology-Produce Professional Development Training

Action **2**

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  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 Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating

	Expenses; TCA-5200-CCS Professional Development for Teachers		Expenses; TCA-5200-CCS Professional Development for Teachers		Expenses; TCA-5200-CCS Professional Development for Teachers
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5200-CCS Professional Development for Teachers	Budget Reference	Services and Other Operating Expenses; TCHS-5200-CCS Professional Development for Teachers	Budget Reference	Services and Other Operating Expenses; TCHS-5200-CCS Professional Development for Teachers

## Goal 5

### TCA & TCHS:

- Parents will attend a minimum of 6 family meetings
- Annually, school advisory council will have a minimum of 2 parent members attending quarterly meetings.
- School will provide Parent Engagement Workshops

State and/or Local Priorities Addressed by this goal:

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

LOCAL Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making

Identified Need:

100% Parent access to opportunities for participation, and input on decision- making

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Meeting Agendas and Sign Ins, Site Advisory Council Agendas and Sign Ins	6 Family Nights Minimum 2 Parents on SAC	6 Family Nights Minimum 2 Parents on SAC 3 Parent Engagement Workshops	6 Family Nights Minimum 2 Parents on SAC 3 Parent Engagement Workshops	6 Family Nights Minimum 2 Parents on SAC 3 Parent Engagement Workshops

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will provide a minimum of 6 Family Meetings.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will provide a minimum of 6 Family Meetings.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will provide a minimum of 6 Family Meetings.</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$8,000	Amount: \$8,000	Amount: \$8,000
Source: LCFF	Source: LCFF	Source: LCFF



Budget Reference	Services and Other Operating Expenses; TCA-5290-Meetings Staff/Parents	Budget Reference	Services and Other Operating Expenses; TCA-5290-Meetings Staff/Parents	Budget Reference	Services and Other Operating Expenses; TCA-5290-Meetings Staff/Parents
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5290-Meetings Staff/Parents	Budget Reference	Services and Other Operating Expenses; TCHS-5290-Meetings Staff/Parents	Budget Reference	Services and Other Operating Expenses; TCHS-5290-Meetings Staff/Parents

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<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:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will invite 2 parents to attend all School Advisory Council Meetings.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will invite 2 parents to attend all School Advisory Council Meetings.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will invite 2 parents to attend all School Advisory Council Meetings.</li> </ul>

**BUDGET EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; TCA-5290-SAC Meetings	Services and Other Operating Expenses; TCA-5290-SAC Meetings	Services and Other Operating Expenses; TCA-5290-SAC Meetings

	Staff/Parents		Staff/Parents		Staff/Parents
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5290-SAC Meetings Staff/Parents	Budget Reference	Services and Other Operating Expenses; TCHS-5290-SAC Meetings Staff/Parents	Budget Reference	Services and Other Operating Expenses; TCHS-5290-SAC Meetings Staff/Parents

Action 3

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will engage with outside organization to provide training and development for Parent Engagement.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will engage with outside organization to provide training and development for Parent Engagement.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>School will engage with outside organization to provide training and development for Parent Engagement.</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses;	Budget Reference: Services and Other Operating Expenses;	Budget Reference: Services and Other Operating Expenses;

	TCA-5860-Instructional Consultants		TCA-5860-Instructional Consultants		TCA-5860-Instructional Consultants
Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5860-Instructional Consultants	Budget Reference	Services and Other Operating Expenses; TCHS-5860-Instructional Consultants	Budget Reference	Services and Other Operating Expenses; TCHS-5860-Instructional Consultants

## Goal 6

### TCA & TCHS:

Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), meet or exceed targets for growth in Statewide Assessments once set by the State.

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

State and/or Local Priorities Addressed by this goal:

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

LOCAL Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics

Identified Need:

### TCA & TCHS:

- All students will meet or exceed targets for growth in Statewide Assessments once set by the State

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Statewide Assessment Results	Not Applicable	Meets or exceeds targets for growth	Meets or exceeds targets for growth	Meets or exceeds targets for growth

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Implementation of Intervention programs (after school, Saturday school, summer school)</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Implementation of Intervention programs (after school, Saturday school, summer school)</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Implementation of Intervention programs (after school, Saturday school, summer school)</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$18,150"/>	Amount <input type="text" value="\$18,150"/>	Amount <input type="text" value="\$18,150"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCA-4410-Think Through Math	Budget Reference	Books and Supplies; TCA-4410-Think Through Math	Budget Reference	Books and Supplies; TCA-4410-Think Through Math
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCA-1100-Staffing for Outside of Class Intervention	Budget Reference	Certificated Salaries; TCA-1100-Staffing for Outside of Class Intervention	Budget Reference	Certificated Salaries; TCA-1100-Staffing for Outside of Class Intervention
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCA-4410-Data Tracking Tools, Illuminate, Schoolzilla	Budget Reference	Books and Supplies; TCA-4410-Data Tracking Tools, Illuminate, Schoolzilla	Budget Reference	Books and Supplies; TCA-4410-Data Tracking Tools, Illuminate, Schoolzilla
Amount	\$18,150	Amount	\$18,150	Amount	\$18,150
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCHS-4410-Think Through Math	Budget Reference	Books and Supplies; TCHS-4410-Think Through Math	Budget Reference	Books and Supplies; TCHS-4410-Think Through Math
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1100-Staffing for Outside of Class Intervention	Budget Reference	Certificated Salaries; TCHS-1100-Staffing for Outside of Class Intervention	Budget Reference	Certificated Salaries; TCHS-1100-Staffing for Outside of Class Intervention
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCHS-4410-Data Tracking Tools, Illuminate, Schoolzilla	Budget Reference	Books and Supplies; TCHS-4410-Data Tracking Tools, Illuminate, Schoolzilla	Budget Reference	Books and Supplies; TCHS-4410-Data Tracking Tools, Illuminate, Schoolzilla



## Goal 7

### TCA & TCHS:

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

### State Indicators:

- Chronic Absentism,
- Suspension Rate(K-12),
- English Learner Progress(K-12),
- Graduation Rate(9-12),
- College/Career,
- English Language Arts(3-8),
- Mathematics(3-8)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

### TCA & TCHS:

- School will meet the annual API Growth Target, or equivalent as mandated by the CA State Board of Education

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CDE API Report-Changed to California School Dashboard	<b>TCA:</b> 2012-2013 API: School-wide MET: -Latino-MET	Growth Target to be determined	Growth Target to be determined	Growth Target to be determined

-EL-MET

-Special Education-N/A

-Socioeconomically  
Disadvantaged-MET

**TCHS:**

2012-2013 API: No Data  
Calculated.

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</li> </ul>	<p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</li> </ul>

**BUDGET EXPENDITURES**

2017-18

2018-19

2019-20

Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCA-1901-Shared Costs-Staffing of Coaches	Budget Reference	Certificated Salaries; TCA-1901-Shared Costs-Staffing of Coaches	Budget Reference	Certificated Salaries; TCA-1901-Shared Costs- Staffing of Coaches
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCA-5200-ELD Standards Program Professional Development	Budget Reference	Services and Other Operating Expenses; TCA-5200-ELD Standards Program Professional Development	Budget Reference	Services and Other Operating Expenses; TCA-5200-ELD Standards Program Professional Development
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1901-Shared Costs-Staffing of Coaches	Budget Reference	Certificated Salaries; TCHS-1901-Shared Costs-Staffing of Coaches	Budget Reference	Certificated Salaries; TCHS-1901-Shared Costs- Staffing of Coaches
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5200-ELD Standards Program Professional Development	Budget Reference	Services and Other Operating Expenses; TCHS-5200-ELD Standards Program Professional Development	Budget Reference	Services and Other Operating Expenses; TCHS-5200-ELD Standards Program Professional Development

## Goal 8

### TCA & TCHS:

Students are on track to be college and career ready.

- 75% of students will achieve 1 grade-level Lexile growth by the end of the school year (based on their starting grade-level level set Lexile).

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Achievement Pupil achievement as measured by: C. College and Career Ready

Identified Need:

### TCA & TCHS:

- 100% of students are on track to be college and career ready

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal Lexile Data, EAP Results	N/A	75%	75%	75%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Provide Achieve 3000 instruction for all students.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Provide Achieve 3000 instruction for all students.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Provide Achieve 3000 instruction for all students.</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$20,000	Amount: \$20,000	Amount: \$20,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Books and Supplies; TCA-4410-Achieve 3000 or Other Technology Program	Budget Reference	Books and Supplies; TCA-4410-Achieve 3000 or Other Technology Program	Budget Reference	Books and Supplies; TCA-4410-Achieve 3000 or Other Technology Program
Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCHS-4410-Achieve 3000 or Other Technology Program	Budget Reference	Books and Supplies; TCHS-4410-Achieve 3000 or Other Technology Program	Budget Reference	Books and Supplies; TCHS-4410-Achieve 3000 or Other Technology Program

## Goal 9

### TCA & TCHS:

EL students will advance at least one performance level per the CELDT/ELPAC each academic year.

Update 17/18: Blue, green, or improving by one color for Color Coded Performance Level per the California School Dashboard.

- English Learner Progress (K-12)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Achievement Pupil achievement as measured by: C. College and Career Ready

Identified Need:

### TCA & TCHS:

- 100% of students are on track to be college and career ready.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Annual Report/Internal Data	N/A	75% of EL students will advance at least one performance level per academic year.	75% of EL students will advance at least one performance level per academic year.	75% of EL students will advance at least one performance level per academic year.



**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Provide Reading Plus/Lexia/iREADY for all students</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Provide Reading Plus/Lexia/iREADY for all students</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Provide Reading Plus/Lexia/iREADY for all students</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Books and Supplies; TCA-4410-Reading Plus/LexiaiReady Software	Budget Reference	Books and Supplies; TCA-4410-Reading Plus/LexiaiReady Software	Budget Reference	Books and Supplies; TCA-4410-Reading Plus/LexiaiReady Software
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCHS-4410-Reading Plus/LexiaiReady Software	Budget Reference	Books and Supplies; TCHS-4410-Reading Plus/LexiaiReady Software	Budget Reference	Books and Supplies; TCHS-4410-Reading Plus/LexiaiReady Software

New

Modified

Unchanged

## Goal 10

### TCA & TCHS:

- EL students will be reclassified as Fluent English Proficient annually.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL State Priority #4: Student Achievement Pupil achievement as measured by: E. EL Reclassification Rate

Identified Need:

### TCA & TCHS:

- EL students will be reclassified as Fluent English Proficient annually.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Results and Reclassification Matrix	No Data	Higher than District Average	Higher than District Average	Higher than District Average

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• ELD Standards Professional Development and Materials</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• ELD Standards Professional Development and Materials</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• ELD Standards Professional Development and Materials</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Staffing of ELD Coaches	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Staffing of ELD Coaches	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Staffing of ELD Coaches
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Staffing of ELD Coaches	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Staffing of ELD Coaches	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Staffing of ELD Coaches

## Goal 11

### TCA & TCHS(Formerly HS Goal 13):

School will maintain a high ADA rate:

- ALL SUBGROUPS: EL, SPED, LI

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

- **Chronic Absenteeism**

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Engagement: Pupil engagement as measured by: A. School attendance rates

Identified Need:

### TCA & TCHS:

- School will maintain a high ADA rate  $\geq 96\%$ .

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Attendance Reports	TCA: 96.6% TCHS: 88.68%	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> • Attendance Personnel/Staffing	<b>TCA &amp; TCHS:</b> • Attendance Personnel/Staffing	<b>TCA &amp; TCHS:</b> • Attendance Personnel/Staffing

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$50,000	Amount: \$50,000	Amount: \$50,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Classified Salaries; TCA-2100,2400-Support Pay of Classified Staff	Budget Reference	Classified Salaries; TCA-2100,2400-Support Pay of Classified Staff	Budget Reference	Classified Salaries; TCA-2100,2400-Support Pay of Classified Staff
Amount	\$50,000	Amount	\$50,000	Amount	\$50,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; TCHS-2100,2400-Support Pay of Classified Staff	Budget Reference	Classified Salaries; TCHS-2100,2400-Support Pay of Classified Staff	Budget Reference	Classified Salaries; TCHS-2100,2400-Support Pay of Classified Staff



Action 2

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

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  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 Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Attendance Incentives Program</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Attendance Incentives Program</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Attendance Incentives Program</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; TCA-4350-Attendance Incentives Program	Budget Reference: Books and Supplies; TCA-4350-Attendance Incentives Program	Budget Reference: Books and Supplies; TCA-4350-Attendance Incentives Program

Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCHS-4350-Attendance Incentives Program	Budget Reference	Books and Supplies; TCHS-4350-Attendance Incentives Program	Budget Reference	Books and Supplies; TCHS-4350-Attendance Incentives Program

## Goal 12

### TCA & TCHS (Formally HS Goal #14):

School will maintain a high ADA rate; Students will have a minimum of unexcused absences in any school year.

**Update 17/18: Blue, green or improving by one color for Color Coded Performance per the California School Dashboard.**

- **Chronic Absentism**

State and/or Local Priorities Addressed by this goal:

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

LOCAL ~~Student Engagement Pupil engagement as measured by: B. Chronic absenteeism rates~~

Identified Need:

### TCA & TCHS:

- Fewer than 10% of students will meet or surpass threshold for absenteeism

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Attendance Reports	TCA: NA (2012-2013) TCHS: NA (2012-2013)	TCA: 92% of student < 3 unexcused absences. TCHS: 92% of student < 3 unexcused absences.	TCA: 94% of student < 3 unexcused absences. TCHS: 94% of student < 3 unexcused absences.	TCA: 94% of student < 3 unexcused absences. TCHS: 94% of student < 3 unexcused absences.

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> • See Goal 11	<b>TCA &amp; TCHS:</b> • See Goal 11	<b>TCA &amp; TCHS:</b> • See Goal 11

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:

Budget  
Reference

;  
See Goal 11

Budget  
Reference

;  
See Goal 11

Budget  
Reference

;  
See Goal 11

## Goal 13

### TCA:

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.

### TCHS (Formally HS Goal #15):

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 1.9%.

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

State and/or Local Priorities Addressed by this goal:

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

LOCAL TCA: Student Engagement Pupil engagement as measured by: C. Middle school dropout rates TCHS: Student Engagement: Pupil engagement as measured by: D. High School dropout rates

Identified Need:

### TCA:

- School will retain and promote 7<sup>th</sup> - 8<sup>th</sup> grade students at 90%

### TCHS:

- School will achieve a  $\leq$  5% Dropout Rate.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	<p><b>TCA:</b> 1.9% (2012-2013)</p> <p><b>TCHS:</b> No Data (2012-2013)</p>	<p><b>TCA:</b> 90% of the 7<sup>th</sup> and 8<sup>th</sup> grade classes will be comprised of students who were enrolled at school the prior academic year.</p> <p><b>TCHS:</b></p>	<p><b>TCA:</b> 90% of the 7<sup>th</sup> and 8<sup>th</sup> grade classes will be comprised of students who were enrolled at school the prior academic year.</p> <p><b>TCHS:</b></p>	<p><b>TCA:</b> 90% of the 7<sup>th</sup> and 8<sup>th</sup> grade classes will be comprised of students who were enrolled at school the prior academic year.</p> <p><b>TCHS:</b></p>

		School will achieve a $\leq$ 5% Dropout Rate	School will achieve a $\leq$ 5% Dropout Rate	School will achieve a $\leq$ 5% Dropout Rate
--	--	--	--	--

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> 1. Social Emotional Counseling Services 2. Social Emotional Interventions: <ul style="list-style-type: none"> <li>• Family Support Meetings</li> <li>• Incentives</li> <li>• Student and Family Engagement</li> </ul>	<b>TCA &amp; TCHS:</b> 1. Social Emotional Counseling Services 2. Social Emotional Interventions: <ul style="list-style-type: none"> <li>• Family Support Meetings</li> <li>• Incentives</li> <li>• Student and Family Engagement</li> </ul>	<b>TCA &amp; TCHS:</b> 1. Social Emotional Counseling Services 2. Social Emotional Interventions: <ul style="list-style-type: none"> <li>• Family Support Meetings</li> <li>• Incentives</li> <li>• Student and Family Engagement</li> </ul>

**BUDGET EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**



Amount	\$35,700	Amount	\$36,144	Amount	\$36,867
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Clinical Counseling Staff	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Clinical Counseling Staff	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Costs- Clinical Counseling Staff
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCA-4300-Social Emotional Interventions	Budget Reference	Books and Supplies; TCA-4300-Social Emotional Interventions	Budget Reference	Books and Supplies; TCA-4300-Social Emotional Interventions
Amount	\$35,700	Amount	\$36,144	Amount	\$36,867
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Clinical Counseling Staff	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Clinical Counseling Staff	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Clinical Counseling Staff
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	LCFF	Source	LCFF	Source	Teacher Effectiveness
Budget Reference	Books and Supplies; TCHS-4300-Social Emotional Interventions	Budget Reference	Books and Supplies; TCHS-4300-Social Emotional Interventions	Budget Reference	Books and Supplies; TCHS-4300-Social Emotional Interventions

New

Modified

Unchanged

## Goal 14

### TCA:

School will reduce its suspensions to less than or equal to 2% of students.

### TCHS (Formally HS Goal #17):

School will reduce its suspensions to less than or equal to **1%** of students.

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

- Suspension Rate (K-12)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL School Climate As measured by: A. Pupil Suspension Rates

Identified Need:

### TCA & TCHS:

- School will reduce suspension rate

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	<p><b>TCA:</b> 7.4% (2012-2013)</p> <p>Latino (7.4%)</p> <p>EL (1.7%)</p> <p>Special Education (2.5%)</p> <p>Socioeconomically Disadvantaged (7.4%)</p> <p><b>TCHS:</b> 37.5% (2012-2013)</p>	<p><b>TCA:</b> ≤3%</p> <p><b>TCHS:</b> ≤1%</p>	<p><b>TCA:</b> &lt;2%</p> <p><b>TCHS:</b> &lt;1%</p>	<p><b>TCA:</b> &lt;1%</p> <p><b>TCHS:</b> &lt;1%</p>

	Latino (36.9%)			
	EL (11.3%)			
	Special Education (24.4%)			
	Socioeconomically Disadvantaged (6.5%)			

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, <b>Social-Emotional Learning.</b></li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, <b>Social-Emotional Learning.</b></li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, <b>Social-Emotional Learning.</b></li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$16,000"/>	Amount <input type="text" value="\$16,000"/>	Amount <input type="text" value="\$16,000"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; TCA-2200,2400-Shared Costs-Discipline Unit	Budget Reference	Classified Salaries; TCA-2200,2400-Shared Costs-Discipline Unit	Budget Reference	Classified Salaries; TCA-2200,2400-Shared Costs-Discipline Unit
Amount	\$6,000	Amount	\$6,000	Amount	\$6,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCA-4300-Materials	Budget Reference	Books and Supplies; TCA-4300-Materials	Budget Reference	Books and Supplies; TCA-4300-Materials
Amount	\$9,000	Amount	\$9,000	Amount	\$9,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCA-5860-Instructional Consultants	Budget Reference	Services and Other Operating Expenses; TCA-5860-Instructional Consultants	Budget Reference	Services and Other Operating Expenses; TCA-5860-Instructional Consultants
Amount	\$16,000	Amount	\$16,000	Amount	\$16,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; TCHS-2200,2400-Shared Costs-Discipline Unit	Budget Reference	Classified Salaries; TCHS-2200,2400-Shared Costs-Discipline Unit	Budget Reference	Classified Salaries; TCHS-2200,2400-Shared Costs-Discipline Unit
Amount	\$6,000	Amount	\$6,000	Amount	\$6,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; TCHS-4300-Materials	Budget Reference	Books and Supplies; TCHS-4300-Materials	Budget Reference	Books and Supplies; TCHS-4300-Materials
Amount	\$9,000	Amount	\$9,000	Amount	\$9,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5860-Instructional Consultants	Budget Reference	Services and Other Operating Expenses; TCHS-5860-Instructional Consultants	Budget Reference	Services and Other Operating Expenses; TCHS-5860-Instructional Consultants

New

Modified

Unchanged

## Goal 15

### TCA & TCHS (Formally HS Goal #18):

Less than or equal to 1% of students will be expelled.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL School Climate as measured by: B. Pupil Expulsion Rate

Identified Need:

### TCA & TCHS:

- School will reduce expulsion rate.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	<p><b>TCA:</b></p> <p><b>0% (2012-2013)</b></p> <p>Latino= 0%</p> <p>EL= 0%</p> <p>Special Education= 0%</p> <p>Socioeconomically Disadvantaged= 0%</p> <p><b>TCHS:</b></p> <p><b>2.3% (2012-2013)</b></p> <p>Latino= 2.3%</p> <p>EL= 0%</p> <p>Special Education= 1.15%</p> <p>Socioeconomically Disadvantaged= 2.3 %</p>	≤ 1%	≤ 1%	≤ 1%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>TCA &amp; TCHS:</b> • See Goal 14.	<b>TCA &amp; TCHS:</b> • See Goal 14.	<b>TCA &amp; TCHS:</b> • See Goal 14.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:



Budget  
Reference

;  
TCA & TCHS-See Goal 14

Budget  
Reference

;  
TCA & TCHS-See Goal 14

Budget  
Reference

;  
TCA & TCHS-See Goal 14

New

Modified

Unchanged

## Goal 16

### **TCA & TCHS (Formally HS Goal #19):**

Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities. An average approval rating of a greater than or equal to level 3 on student, family and teacher surveys with a minimum response rate of 50%.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL School Climate as measured by: C. School Connectedness

Identified Need:

### **TCA & TCHS:**

- Parent Satisfaction

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student and Family Survey	<b>TCA &amp; TCHS:</b> No Data	Average approval rating of a ≥ Level 3	Average approval rating of a ≥ Level 3	Average approval rating of a ≥ Level 3

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Parent Activities:               <ul style="list-style-type: none"> <li>◦ Parent Orientation</li> <li>◦ Back to School Night</li> <li>◦ Student Led Conferences</li> <li>◦ Celebration of learning</li> <li>◦ School Advisory Council</li> </ul> </li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Parent Activities:               <ul style="list-style-type: none"> <li>◦ Parent Orientation</li> <li>◦ Back to School Night</li> <li>◦ Student Led Conferences</li> <li>◦ Celebration of learning</li> <li>◦ School Advisory Council</li> </ul> </li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Parent Activities:               <ul style="list-style-type: none"> <li>◦ Parent Orientation</li> <li>◦ Back to School Night</li> <li>◦ Student Led Conferences</li> <li>◦ Celebration of learning</li> <li>◦ School Advisory Council</li> </ul> </li> </ul>

<p>meeting</p> <ul style="list-style-type: none"> <li>○ Coffee with the principal</li> <li>○ Parent Meetings/Committees</li> <li>○ Family Nights</li> <li>○ Content Nights</li> </ul> <ul style="list-style-type: none"> <li>● Training for Leaders on Parent Engagement</li> </ul>	<p>meeting</p> <ul style="list-style-type: none"> <li>○ Coffee with the principal</li> <li>○ Parent Meetings/Committees</li> <li>○ Family Nights</li> <li>○ Content Nights</li> </ul> <ul style="list-style-type: none"> <li>● Training for Leaders on Parent Engagement</li> </ul>	<p>meeting</p> <ul style="list-style-type: none"> <li>○ Coffee with the principal</li> <li>○ Parent Meetings/Committees</li> <li>○ Family Nights</li> <li>○ Content Nights</li> </ul> <ul style="list-style-type: none"> <li>● Training for Leaders on Parent Engagement</li> </ul>
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**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCA-5200-Conferences for Leaders	Budget Reference	Services and Other Operating Expenses; TCA-5200-Conferences for Leaders	Budget Reference	Services and Other Operating Expenses; TCA-5200-Conferences for Leaders
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; TCHS-5200-Conferences for Leaders	Budget Reference	Services and Other Operating Expenses; TCHS-5200-Conferences for Leaders	Budget Reference	Services and Other Operating Expenses; TCHS-5200-Conferences for Leaders

New

Modified

Unchanged

## Goal 17

### TCA & TCHS (Formally HS Goal #20):

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), **unduplicated** students and students with exceptional needs, will have access to academic and educational programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs. Broad course of study includes the following, as applicable: Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220(a)- (i))

Identified Need:

### TCA & TCHS:

- Access

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Offerings, Student Master Schedule	<b>TCA &amp; TCHS:</b> 100% Access	<b>TCA &amp; TCHS:</b> 100% Access	<b>TCA &amp; TCHS:</b> 100% Access	<b>TCA &amp; TCHS:</b> 100% Access

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Creation of Student Master Schedule</li> <li>• Course offerings</li> <li>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Creation of Student Master Schedule</li> <li>• Course offerings</li> <li>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>• Creation of Student Master Schedule</li> <li>• Course offerings</li> <li>• Inclusion support for students with IEPs who are also EL and LI to ensure course access.</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
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Amount	\$16,000	Amount	\$16,000	Amount	\$16,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Cost-Inclusion Coach Staffing	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Cost-Inclusion Coach Staffing	Budget Reference	Certificated Salaries; TCA-1300,1900-Shared Cost-Inclusion Coach Staffing
Amount	\$16,000	Amount	\$16,000	Amount	\$16,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Cost-Inclusion Coach Staffing	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Cost-Inclusion Coach Staffing	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Cost-Inclusion Coach Staffing

New

Modified

Unchanged

# Goal 18

## TCA & TCHS (Formally HS Goal #21):

All Students will have access to ELA and Math Intervention in order to demonstrate expected growth on PUC internal benchmarks.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Pupil Outcomes: Pupil outcomes, if available, in the subject areas described in E.C. 51210(a)- (i), inclusive, of 51220, as applicable B. ELA Intervention C. Math Intervention

Identified Need:

### TCA & TCHS:

- Intervention to support achievement

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Intervention, Master Schedule, RTI	<b>TCA &amp; TCHS:</b> 100% of identified students in need.	<b>TCA &amp; TCHS:</b> 100% of identified students in need	<b>TCA &amp; TCHS:</b> 100% of identified students in need	<b>TCA &amp; TCHS:</b> 100% of identified students in need



**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</li> </ul>	<b>TCA &amp; TCHS:</b> <ul style="list-style-type: none"> <li>Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH)</li> </ul>

**BUDGET EXPENDITURES**

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

Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; TCA-See goal 6 and Goal 7	Budget Reference	; TCA-See goal 6 and Goal 7	Budget Reference	; TCA-See goal 6 and Goal 7
Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference	; TCHS-See Goal 6 and Goal 7	Budget Reference	; TCHS-See Goal 6 and Goal 7	Budget Reference	; TCHS-See Goal 6 and Goal 7

New

Modified

Unchanged

## Goal 19

### TCHS (Formally Goal #11)

Greater than equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam.

OR

≥ 70% will receive a B or higher in college courses

**Update 17/18: Blue, Green or improving by one color for Color Coded Performance Levels per the State Accountability System.**

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Achievement Pupil achievement as measured by: F. AP Exam Passage Rate

Identified Need:

#### TCHS:

- Successful College Preparedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP Exam Results or Percentage of Students enrolled and passing College Courses with a B or Higher	32% scored 3 or higher  No Data	≥ 60% of students will score ≥ 3 on AP exam  ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam  ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam  ≥ 70% will receive a B or higher

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<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 checked="" 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
<b>TCHS:</b> <ul style="list-style-type: none"> <li>Students taking AP Exams will pass with a score of 3 or above.</li> <li>Teachers will attend Professional Development on AP Exams/College Course Preparatio</li> </ul>	<b>TCHS:</b> <ul style="list-style-type: none"> <li>Students taking AP Exams will pass with a score of 3 or above.</li> <li>Teachers will attend Professional Development on AP Exams/College Course Preparation</li> </ul>	<b>TCHS:</b> <ul style="list-style-type: none"> <li>Students taking AP Exams will pass with a score of 3 or above.</li> <li>Teachers will attend Professional Development on AP Exams/College Course Preparatio</li> </ul>

**BUDGET EXPENDITURES**

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

Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Staffing of coaches, Superintendent of Instruction	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Staffing of coaches, Superintendent of Instruction	Budget Reference	Certificated Salaries; TCHS-1300,1900-Shared Costs- Staffing of coaches, Superintendent of Instruction

New

Modified

Unchanged

## Goal 20

### TCHS (Formally Goal #12):

Students will demonstrate college preparedness through ACT 30% of students will score greater or equal to 22.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Achievement Pupil achievement as measured by: G. College Preparedness/EAP.

Identified Need:

### TCHS:

- College Preparedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACT Results	3.5% scored at $\geq 22$ (2012-2013)	15% of students will score $\geq 22$ (as per CSU / UC College Ready Standard defined in EAP Program)	15% of students will score $\geq 22$ (as per CSU / UC College Ready Standard defined in EAP Program)	15% of students will score $\geq 22$ (as per CSU / UC College Ready Standard defined in EAP Program)

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCHS:</b> <ul style="list-style-type: none"> <li>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.</li> </ul>	<b>TCHS:</b> <ul style="list-style-type: none"> <li>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.</li> </ul>	<b>TCHS:</b> <ul style="list-style-type: none"> <li>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$23,600"/>	Amount <input type="text" value="\$23,600"/>	Amount <input type="text" value="\$23,600"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Books and Supplies;  
TCHS-4410-Software(REV PREP)

Budget  
Reference

Books and Supplies;  
TCHS-4410-Software(REV PREP)

Budget  
Reference

Books and Supplies;  
TCHS-4410-Software(REV  
PREP)



Action **2**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
<b>TCHS:</b> <ul style="list-style-type: none"> <li>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)</li> </ul>	<b>TCHS:</b> <ul style="list-style-type: none"> <li>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)</li> </ul>	<b>TCHS:</b> <ul style="list-style-type: none"> <li>PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests (MATH FOCUS)</li> </ul>

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$9,000	Amount: \$9,000	Amount: \$9,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;	Budget Reference: Books and Supplies;

TCHS-4410-Software (Smart City)

TCHS-4410-Software (Smart City)

TCHS-4410-Software (Smart City)

New

Modified

Unchanged

## Goal 21

### **TCHS (Formally Goal #16):**

School will graduate 90+% of persisting seniors

Subgroup cohort graduation rate will reach 90% or above annually to meet the State identified target subgroup graduation rate requirement.

**Update 17/18: Blue, green, or improving by one color for Color Coded Performance per the California School Dashboard.**

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Student Engagement Pupil engagement as measured by: E. High school graduation rates

Identified Need:

### **TCHS:**

School will achieve a greater than or equal to 90% cohort graduation rate established by the CDE.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS	No Data for 2012-2013 First graduating class 2013-2014.	School will achieve a $\geq$ 90% cohort graduation rate	School will achieve a $\geq$ 90% cohort graduation rate	School will achieve a $\geq$ 90% cohort graduation rate

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<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 checked="" 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
See Goal 13 (Fromally Goal #15)	See Goal 13 (Fromally Goal #15)	See Goal 13 (Fromally Goal #15)

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$0

Source

Budget  
Reference

;  
See Goal 13

**2018-19**

Amount

\$0

Source

Budget  
Reference

;  
See Goal 13

**2019-20**

Amount

\$0

Source

Budget  
Reference

;  
See Goal 13

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

Estimated Supplemental and Concentration Grant Funds:

\$1,957,648

Percentage to Increase or Improve Services:

32.75%

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](#)).

## **ACTIONS/SERVICES CONTRIBUTING TO MEETING THE INCREASED OR IMPROVED SERVICES:**

The details of the action and services and expenditures of the Supplemental and Concentration grant funds are articulated in this plan. These include teacher and administrative recruitment and development, intervention programs, social/emotional supportive programs, strategic professional development, data tracking, programs, and software to better serve all our students including low income, Foster Youth, and English Learner population. Additionally, funds support parent engagement, parent education, as well as stakeholder involvement support and resources. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional actions and services that support identified English Language Learners. Finally, students with IEPs who are also low-income, foster youth and English learners will receive stated support.