

**LCFF Budget Overview for Parents: Data Input**

<b>Local Educational Agency (LEA) name:</b>	PUC Triumph Charter Academy and PUC Triumph Charter High School
<b>CDS code:</b>	19647330133272
<b>LEA contact information:</b>	Gerard Montero, G.Montero@pucschools.org, (818) 559-7699
<b>Coming LCAP Year:</b>	2019-2020
<b>Current LCAP Year</b>	2018-2019

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total LCFF funds	\$ 8,706,041
LCFF supplemental & concentration grants	\$ 1,802,676
All other state funds	\$ 1,844,620
All local funds	\$ 77,197
All federal funds	\$ 886,295
<b>Total Projected Revenue</b>	<b>\$ 11,514,153</b>

<b>Total Budgeted Expenditures for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$ 11,460,063
Total Budgeted Expenditures in LCAP	\$ 1,832,439
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 1,832,439
Expenditures not in the LCAP	\$ 9,627,624

<b>Expenditures for High Needs Students in the 2018-2019 LCAP Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 1,482,000
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 1,492,065

**LCFF Budget Overview for Parents: Narrative Response Page**

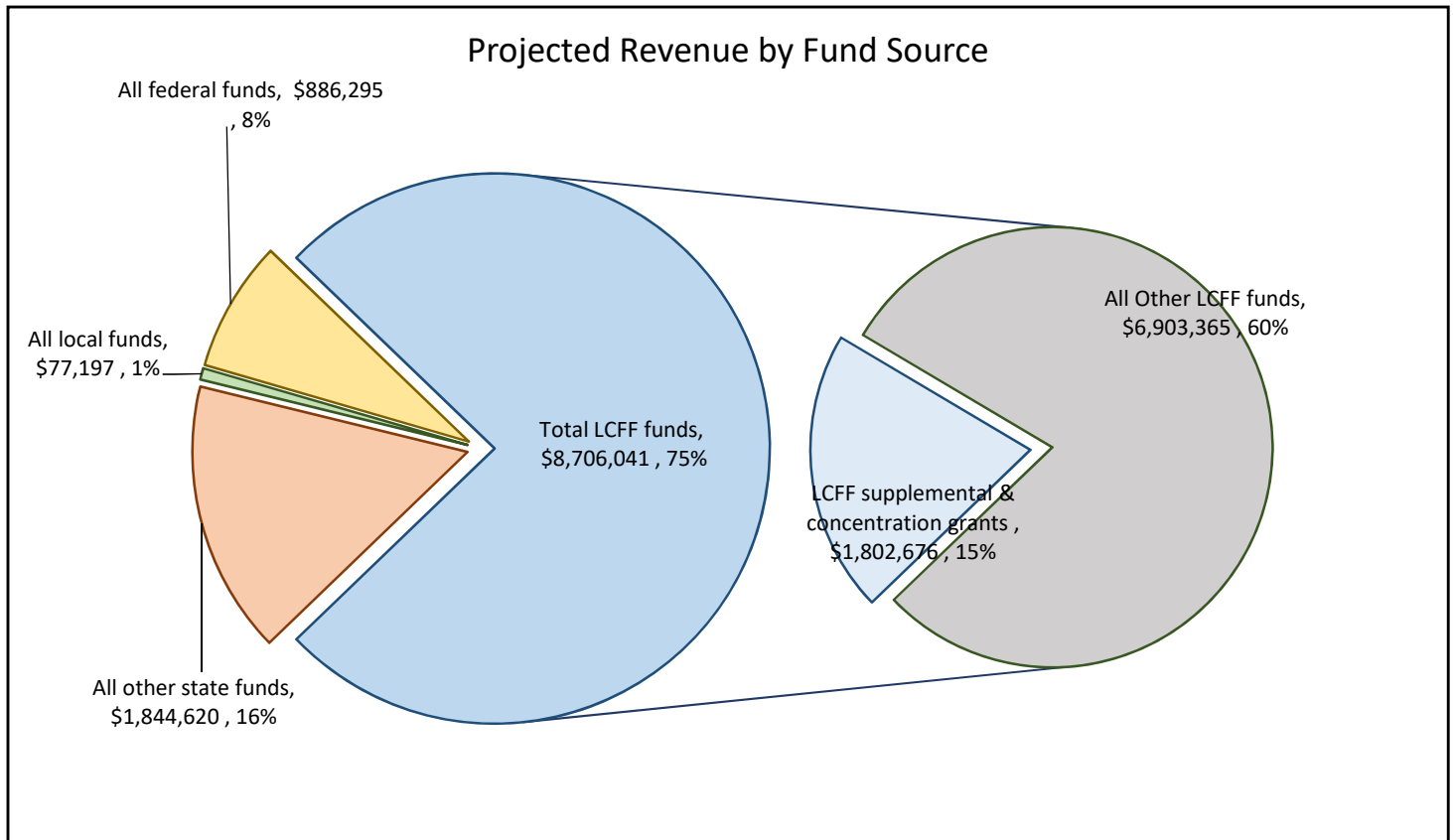
<b>Required Prompt(s)</b>	<b>Response(s)</b>
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The General Fund Budget Expenditures for the LCAP Year that are not included in the LCAP are operating expenses that include lease payments, salaries for certificated and classified staff.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUC Triumph Charter Academy and PUC Triumph Charter High School  
CDS Code: 19647330133272  
Local Control and Accountability Plan (LCAP) Year: 2019-2020  
LEA contact information: Gerard Montero, G.Montero@pucschools.org, (818) 559-7699

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

## Budget Overview for the 2019-2020 LCAP Year

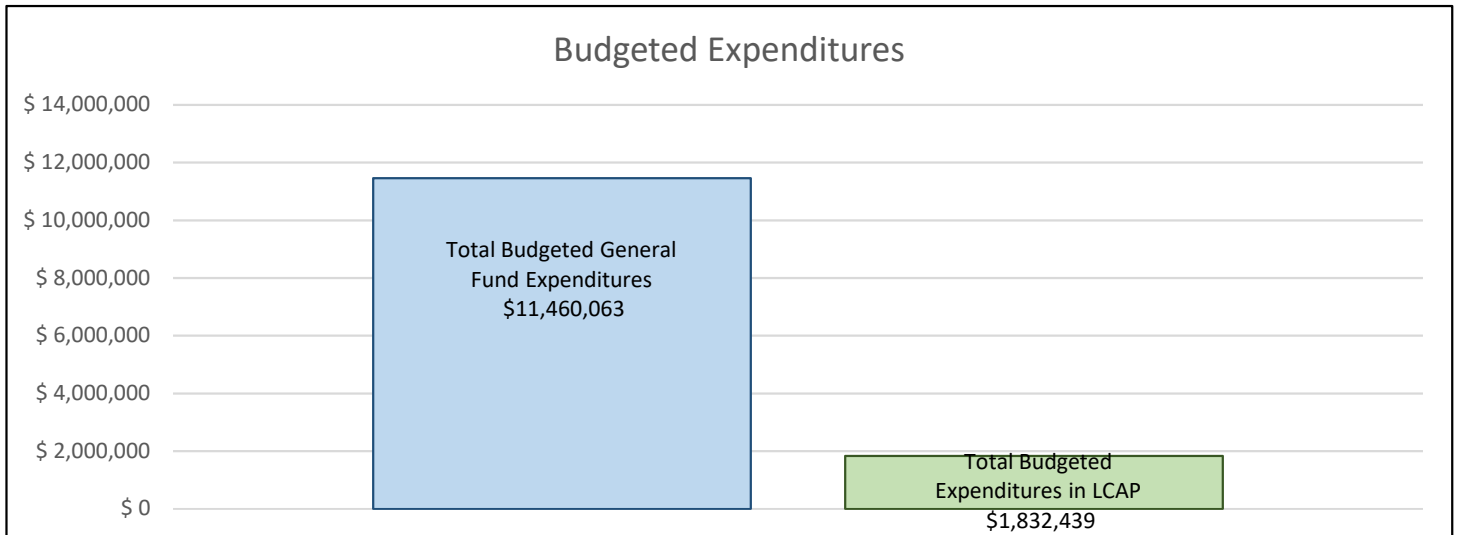


This chart shows the total general purpose revenue PUC Triumph Charter Academy and PUC Triumph Charter High School expects to receive in the coming year from all sources.

The total revenue projected for PUC Triumph Charter Academy and PUC Triumph Charter High School is \$11,514,153.00, of which \$8,706,041.00 is Local Control Funding Formula (LCFF), \$1,844,620.00 is other state funds, \$77,197.00 is local funds, and \$886,295.00 is federal funds. Of the \$8,706,041.00 in LCFF Funds, \$1,802,676.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much PUC Triumph Charter Academy and PUC Triumph Charter High School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

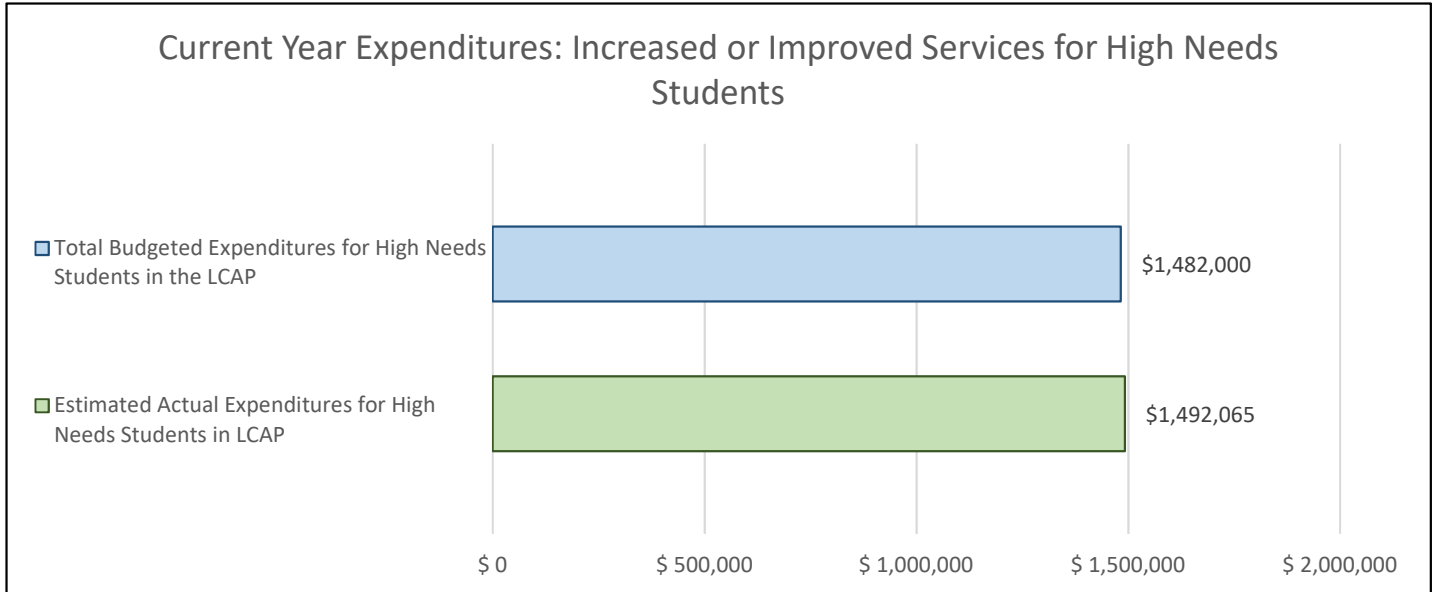
PUC Triumph Charter Academy and PUC Triumph Charter High School plans to spend \$11,460,063.00 for the 2019-2020 school year. Of that amount, \$1,832,439.00 is tied to actions/services in the LCAP and \$9,627,624.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the LCAP Year that are not included in the LCAP are Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, PUC Triumph Charter Academy and PUC Triumph Charter High School is projecting it will receive \$1,802,676.00 based on the enrollment of foster youth, English learner, and low-income students. PUC Triumph Charter Academy and PUC Triumph Charter High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, PUC Triumph Charter Academy and PUC Triumph Charter High School plans to spend \$1,832,439.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



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

In 2018-2019, PUC Triumph Charter Academy and PUC Triumph Charter High School's LCAP budgeted \$1,482,000.00 for planned actions to increase or improve services for high needs students. PUC Triumph Charter Academy and PUC Triumph Charter High School estimates that it will actually spend \$1,492,065.49 for actions to increase or improve services for high needs students in 2018-2019.

2019-20

# 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)

[California School Dashboard](#): 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

Gerard Montero  
Compliance Director

Email and Phone

[g.montero@pucschools.org](mailto:g.montero@pucschools.org)  
(818) 559-7699 1438

# 2017-20 Plan Summary

## The Story

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

"PUC Triumph Charter Academy and PUC Triumph Charter High School is 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 14 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 college 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.

PUC Triumph Charter Academy and PUC Triumph Charter High was founded in 2006 (middle school) and 2010 (high school) in the Northeast San Fernando Valley. As of February 2019, 97.75% of PUC Triumph Charter Academy and PUC Triumph Charter High's students are Hispanic, and 0.23% are African American. 15.65% of the student population is served by the Special Education program, and 9.59% of students are identified English Learners (ELs) and 59.53% are Reclassified Fluent English Proficient (RFEP). 69.82% of families qualify for free or reduced lunch. About 21.24% of parents have taken some college coursework or Associate's degree, and 4.71% have graduate degree or higher.

## 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:

We continue using MAP Growth assessment Reading and Math. MAP assessment uses score comparisons to show what students know and are ready to learn next in math and reading. Teachers and leaders engaged in training in testing, reports, and data analysis. Students and parents engaged in data analysis and goal setting with MAP data.

We focused our professional development on:

- 1) Culturally Relevant Teaching in order to support rigor and relationships in our school,
- 2) Data analysis to ensure growth for all students and subgroups,
- 3) Schoolwide goal for

TCA:

Domain 2: Classroom Learning Environment

2.2A: Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection.

A) Behavioral expectations

Domain 3: Instruction

3.2.B: Facilitates Lesson.

B) Cognitive level of student learning experiences

Domain 4: Professional Contributions

4.1A: Engage in critical reflection, constantly revising practice to increase effectiveness.

A) Accuracy

TCHS:

2.1A--Value of Effort and Challenge

3.4C--Self Monitoring

- 4) English Language Development Standards and Instruction under direction of our English Learner Coordinator.

Having completed our anti-bullying roll-out, we shifted our focus to the broader realm of social emotional learning. We implemented Social Emotional Learning through advisory classes in order to support the growth of the whole child and positive school culture.

PUC Triumph Charter Academy and PUC Triumph Charter High School set the following CAASPP Achievement targets for 18-19: At the middle school level, 53% Meeting or Exceeding in ELA, and 35% Meeting or Exceeding in Math. At the high school, 80% overall Meeting or Exceeding in ELA and 55% overall Meeting or Exceeding in Mathematics.

Academic growth and achievement for all students and subgroups remains a high priority as we strive to ensure that all students are prepared for college success.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any

## Greatest Progress

In reviewing progress, the school has a number of areas to celebrate. Of areas reported on the CA School Dashboard Fall 2018, the school achieved a high graduation rate (92.3%) and a 8.8% increase in CAASPP ELA with 52.47% Meets/Exceeds and 59.38% for the 11th graders CAASPP ELA. College & Career was at "Green" level for all subgroups. Suspension Rate was at "Blue" for all students and "Green" or "Blue" for all subgroups. 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 18-19 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.

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

## Greatest Needs

Of the data provided on the CA State Dashboard Fall 2018, the school has identified Mathematics (23.13% Meets and Exceeds) achievement as area of greatest need, which is also aligned to our LCAP goals. In order to address the areas of greatest need, the school will implement differentiated instruction as well as instructional technology for intervention within and outside of the school day. The school will also utilize MAP Growth assessment data to inform intervention and engage stakeholders in goal-setting.

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

## Performance Gaps

Based on analysis of the state indicators, the following student groups have a performance gap: Students with Disabilities (Red) in English Language Arts. In order to address this performance gap, the school will implement differentiated instruction and utilize data from MAP Growth assessments to inform planning of intervention.

## Comprehensive Support and Improvement

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

### Schools Identified

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

PUC TCA & PUC TCHS is a single school LEA and was not identified for CSI.

### Support for Identified Schools

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

PUC TCA & PUC TCHS is a single school LEA and was not identified for CSI.

### Monitoring and Evaluating Effectiveness

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

PUC TCA & PUC TCHS is a single school LEA and was not identified for CSI.



# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

**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 Priorities: 1. Basic; 8. Other pupil outcomes  
Local Priorities: Basic Services: A. Teachers-The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed

### Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS Annual Credential Report</b>	<b>2018-19</b> 100%	TCA: 100% APPROPRIATELY ASSIGNED 89% FULLY CREDITIALED  TCHS: 100% APPROPRIATELY ASSIGNED 85% FULLY CREDITIALED

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <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 law and the charter.</li> <li>• <b>Focus on Administration support for ELA Teachers to support EL Learners.</b></li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Human Resource department ensured proper hiring and placement of credentialed teachers.</p>	<p>\$150,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1300-Administrators \$85,000 - LCFF - 7000-7499 Other - TCA-7400-Directors of Talent Management, HR, and IT \$150,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300-Administrators \$85,000 - LCFF - 7000-7499 Other - TCHS-7400-Directors of Talent Management, HR and IT</p>	<p>\$191,744 - LCFF - 1000-1999 Certificated Salaries - TCA-1300-Administrators \$85,000 - LCFF - 7000-7499 Other - TCA-7400-Directors of Talent Management, HR, and IT \$150,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300-Administrators \$85,000 - LCFF - 7000-7499 Other - TCHS-7400-Directors of Talent Management, HR and IT</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 California School Dashboard, 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 effectiveness of the actions/services to achieve the articulated 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.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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

## Goal 2

### TCA & TCHS:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 8. Other pupil outcomes

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

### Annual Measurable Outcomes

	Expected	Actual
<b>SARC REPORT</b>	<b>2018-19</b> 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.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>TCA &amp; TCHS:</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchased resources and allocated time to ensure all teachers have proper resources and professional development to acquire resources</p> <p>Instructional and supplemental materials purchased were aligned to CA Common Core State Standards and the charter petition</p>	<p>\$85,000 - LCFF - 4000-4999 Books and Supplies - TCA-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS \$85,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS \$9,000 - LCFF - 4000-4999 Books and Supplies - TCA-4100-TEXTBOOKS \$5,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4100-TEXTBOOKS</p>	<p>\$85,688 - LCFF - 4000-4999 Books and Supplies - TCA-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS \$85,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS \$9,000 - LCFF - 4000-4999 Books and Supplies - TCA-4100-TEXTBOOKS \$10,067 - LCFF - 4000-4999 Books and Supplies - TCHS-4100-TEXTBOOKS</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 California School Dashboard, as applicable.

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

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.

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

The actions taken ensured that all students had 100% access to Standards-Aligned instructional materials. Superintendents and Board provided oversight.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

We will continue with actions and services for this goal to ensure sustained achievement of this goal long term.

# 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 Priorities: 1. Basic

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

## Annual Measurable Outcomes

	Expected	Actual
<b>Site Repair Inspection Checklist and Repair Log</b>	<b>2018-19</b> 90%/90%/100%	1. LCAP QAOR Monthly Inspection Checklist. Was the goal of greater than 90% met? Yes. 2. SARC QAOR Bi-Annual Facility Inspection. Are all items in good condition and within compliance? Yes. 3. School Safety. Completion of required Safety and Emergency Preparedness Drills annually? Yes. 4. School Safety. Completion of required Safety and Emergency Preparedness Staff PD? Yes.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ol style="list-style-type: none"> <li>Supervision and staffing of custodial and maintenance staff.</li> <li>Security maintenance and staffing.</li> </ol>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Operations Coordinator met with School Site leaders during school year to review site and create plan to address needs. All school facilities are maintained and in good repair</p>	<p>\$55,806 - LCFF - 2000-2999 Classified Salaries - TCA-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5500,5600,5610,5825- Shared Costs for Facilities \$55,806 - LCFF - 2000-2999 Classified Salaries - TCHS-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5500,5600,5610,5825- Shared Costs for Facilities</p>	<p>\$55,806 - LCFF - 2000-2999 Classified Salaries - TCA-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5500,5600,5610,5825- Shared Costs for Facilities \$55,806 - LCFF - 2000-2999 Classified Salaries - TCHS-2200-Staffing \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5500,5600,5610,5825- Shared Costs for Facilities</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 California School Dashboard, 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 effectiveness of the actions/services to achieve the articulated 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.



No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

A new organizational structure has been implemented 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 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 Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes

Local Priorities: 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

## Annual Measurable Outcomes

	Expected	Actual
<b>Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents</b>	<b>2018-19</b> 100%	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.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 1: Math and ELA implemented CCSS for all grades. Teachers participated in Professional Development, trainings and workshops in CA CCSS Teachers participated in PD for the ARTs to achieve VAPA Standards in support of CCSS</p>	<p>\$43,100 - LCFF - 1000-1999 Certificated Salaries - TCA-1300,1900-Shared Costs-Superintendents &amp; Aides \$5,000 - LCFF - 7000-7499 Other - TCA-7400-Shared Cost-Materials \$17,000 - LCFF - 7000-7499 Other - TCA-7400-DTCA-7400-Shared Cost-Materials \$17,000 - LCFF - 7000-7499 Other - TCA-7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - TCA-7400-Information Technology-Produce Professional Development Training \$43,100 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300,1900-Shared Costs-Staffing of ELD Coaches, Superintendents &amp; Aides \$5,000 - LCFF - 7000-7499 Other - TCHS-7400-Shared Cost-Materials \$17,000 - LCFF - 7000-7499 Other - TCHS-7400-Data Team</p>	<p>\$43,100 - LCFF - 1000-1999 Certificated Salaries - TCA-1300,1900-Shared Costs-Superintendents &amp; Aides \$5,000 - LCFF - 4000-4999 Books and Supplies - TCA-7400-Shared Cost-Materials \$17,000 - LCFF - 7000-7499 Other - TCA-7400-Shared Cost-Materials \$17,000 - LCFF - 7000-7499 Other - TCA-7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - TCA-7400-Information Technology-Produce Professional Development Training \$43,100 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300,1900-Shared Costs-Staffing of ELD Coaches, Superintendents &amp; Aides \$5,000 - LCFF - 4000-4999 Books and Supplies - TCHS-7400-Shared Cost-Materials \$17,000 - LCFF -</p>

		Support \$17,000 - LCFF - 7000-7499 Other - TCHS-7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - TCHS-7400-Information Technology-Produce Professional Development Training	7000-7499 Other - TCHS-7400-Data Team Support \$17,000 - LCFF - 7000-7499 Other - TCHS-7400-School Information Services \$17,000 - LCFF - 7000-7499 Other - TCHS-7400-Information Technology-Produce Professional Development Training
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Planned Actions 2: 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.</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-CCS Professional Development for Teachers \$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5200-CCS Professional Development for Teachers</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-CCS Professional Development for Teachers \$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5200-CCS Professional Development for Teachers</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 California School Dashboard, as applicable.

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

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.

Implementation 2:

Teachers were able to disseminate new learning at the school site or organizationally through staff meetings and Community of Practice.

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

As a result, Common Core standards were 100% implemented at the school site. In addition, backwards planning, rigor, and relevance improved across the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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.

# 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 Priorities: 3. Parent involvement

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

## Annual Measurable Outcomes

	Expected	Actual
<p><b>Family Meeting Agendas and Sign Ins, Site Advisory Council Agendas and Sign Ins</b></p>	<p>2018-19</p> <p>6 Family Nights</p> <p>Minimum 2 Parents on SAC</p> <p>3 Parent Engagement Workshops</p>	<p>TCA:</p> <ol style="list-style-type: none"> <li>1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</li> <li>2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 14 FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.</li> <li>3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</li> </ol> <p>TCHS:</p> <ol style="list-style-type: none"> <li>1. 100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</li> <li>2. FAMILIES HAD AN OPPORTUNITY TO ATTEND 12 FAMILY MEETINGS AND VARIOUS PARENT ACTIVITIES.</li> <li>3. A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</li> </ol>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>School will provide a minimum of 6 Family Meetings.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School held at minimum 6 Family Meetings:</p> <p>TCA:</p> <p>8/9/2018-Parent Info/CSUN Week            9/12/18-Back to School Night            10/10/18-Data Share            11/14/18-Student Led Conferences            12/12/18-Winter Celebration            1/16/19-Sex Ed Health Talk w/Jada            2/13/19-Semester 1 Data Share            3/13/19-Parent Conferences            4/10/19-SBAC Push/Dr. Elliot Advocacy Talk            5/1/19-Incoming 6th Grade Meeting            5/8/18-Student Performances</p> <p>TCHS:</p> <p>8/23/18--Back to School Night            9/20/18--Parent Workshops            10/18/18--SLCs            11/15/18--Data Night            12/13/18--Winter Celebration            1/17/19--Self Monitoring part 1            2/21/19--Self Monitoring part 2</p>	<p>\$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            TCA-5290-Meetings            Staff/Parents            \$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            TCHS-5290-Meetings            Staff/Parents</p>	<p>\$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            TCA-5290-Meetings            Staff/Parents            \$8,000 - LCFF - 5000-5999            Services and Other            Operating Expenses -            TCHS-5290-Meetings            Staff/Parents</p>

	<p>3/21/19--SLCs  4/25/19--PSEC Musical  5/16/19--Spring VAPA Night</p> <p>Sample of workshops for parents through PUC Valley Parent Center:  Date:           Workshop Topic:  1/23/19   COMPUTER CLASS   2/5/19  PARENT ADVISORY COUNCIL   2/11-2/14/19  LAMC ESL CLASSES   3/19/19  CSUN COLLEGE ROAD MAP  4/2/19   HEALTH WORKSHOP   4/9/19  PARENTING 101   4/10/19  PEER HEALTH EXCHANGE   4/16/19  COLLEGE KNOWLEDGE WORKSHOP</p>		
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**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>School will invite 2 parents to attend all School Advisory Council Meetings.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A MINIMUM OF 2 PARENTS SERVED ON THE SCHOOL ADVISORY COUNCIL.</p> <p>SAC Meeting Dates:</p> <p>10/30/2018,  1/30/2019,  3/14/2019,  5/16/2019</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5290-SAC Meetings Staff/Parents  \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5290-SAC Meetings Staff/Parents</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5290-SAC Meetings Staff/Parents  \$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5290-SAC Meetings Staff/Parents</p>



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <p>PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% PARENTS HAD ACCESS TO OPPORTUNITIES FOR PARTICIPATION, AND INPUT ON DECISION-MAKING THROUGH FLYERS, PHONE CALLS HOME, CALENDARS, NEWSLETTERS.</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1900-PARENT COORDINATOR \$10,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1900-PARENT COORDINATOR</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1900-PARENT COORDINATOR \$10,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1900-PARENT COORDINATOR</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 California School Dashboard, 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 continued to increase publicity for family meetings, including personal phone calls to ensure increased attendance. School partnered with PUC Valley Parent Center instead of an outside agency to offer parent engagement workshops. Parent Center Advisory Council provided in put on topics for workshops

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

Actions taken in alignment with this goal not only ensured access but also increased offerings, stakeholder input opportunities, and participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, 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. PUC Valley schools responded to parent requests for a PUC parent center and formed a center guided by a parent advisory panel. Panel surveyed parents to generate core areas for workshops. As such, school modified LCAP in areas of Goal 5, Action 3, and Budget for Action 3.

# 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 Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>CAASPP Statewide Assessment Results</b>	<b>2018-19</b> Meets or exceeds targets for growth	CAASPP RESULTS FOR 2017-2018; CA DASHBOARD FALL 2018: TCA: ENGLISH LEARNERS: ELA-8%; YELLOW/MATH-0%; ORANGE HISPANIC/LATINO: ELA-51%; GREEN/MATH-23%; ORANGE SCHOOL WIDE: ELA-51%; GREEN/MATH-23%;ORANGE SOCIOECONOMIC DISADVANTAGED: ELA-50%; GREEN/MATH-23%; ORANGE SPECIAL EDUCATION: ELA-11%; RED/MATH-0%; RED  TCHS: ENGLISH LEARNERS: ELA-0%; YELLOW/MATH-0% ORANGE HISPANIC/LATINO: ELA-61%; GREEN/MATH-24%; ORANGE SCHOOL WIDE: ELA-59%; GREEN/MATH-24%; ORANGE SOCIOECONOMIC DISADVANTAGED: ELA-58%; GREEN/MATH-25%; ORANGE SPECIAL EDUCATION: ELA-24%; RED/MATH-5%; RED

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Implementation of Intervention programs (after school, Saturday school, summer school)</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>TCA:</p> <ul style="list-style-type: none"> <li>-Bonus Level Tutoring Students were assigned to bonus level tutoring based on their MAP scores. Tutoring was offered both before and after school. worked with students to go over content that was not covered in class.</li> <li>-Saturday School Students were assigned to Saturday school based on their MAP scores and current grades. Students were grouped into intervention supported with further understanding content, as well as, allowing students to catch up on missing work.</li> <li>-Homework Club Club was offered after school via the ASES program. Tutors supported students and helped them complete their homework</li> </ul> <p>TCHS:</p> <p>Afterschool, PUC TCHS provides structured supports in through teacher office hours. In addition to this tutoring, teachers of and implement short-term or ongoing tutoring and workshops to support</p>	<p>\$18,150 - LCFF - 4000-4999 Books and Supplies - TCA-4410-TTM/DREAMBOX &amp; 50% NWEA MAP \$8,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1100-Staffing for Outside of Class Intervention \$5,000 - LCFF - 4000-4999 Books and Supplies - TCA-4410-Data Tracking Tools, Illuminate, Schoolzilla \$18,150 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-TTM &amp; 50% NWEA MAP \$8,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1100-Staffing for Outside of Class Intervention \$5,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-Data Tracking Tools, Illuminate, Schoolzilla</p>	<p>- LCFF - 4000-4999 Books and Supplies - TCA-4410-TTM/DREAMBOX &amp; 50% NWEA MAP - LCFF - 1000-1999 Certificated Salaries - TCA-1100-Staffing for Outside of Class Intervention - LCFF - 4000-4999 Books and Supplies - TCA-4410-Data Tracking Tools, Illuminate, Schoolzilla - LCFF - 4000-4999 Books and Supplies - TCHS-4410-TTM &amp; 50% NWEA MAP - LCFF - 1000-1999 Certificated Salaries - TCHS-1100-Staffing for Outside of Class Intervention - LCFF - 4000-4999 Books and Supplies - TCHS-4410-Data Tracking Tools, Illuminate, Schoolzilla</p>

academic success of our students. Academic support in all content areas and homework support is also provided in the after school program, and our Inclusion department provides tutoring hours as well, led by our Inclusion Assistants.

## 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 California School Dashboard, as applicable.

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

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.  
Resources used to provide intervention.

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

Based on 17-18 state assessments results, school is making progress toward goal of meeting or exceeding state targets, except for SPED students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

# 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 Priorities: 4. Pupil achievement

Local Priorities:

## Annual Measurable Outcomes

Expected		Actual
<b>CDE API Report-Changed to California School Dashboard</b>	<b>2018-19</b> Growth Target to be determined	<p>TCA &amp; TCHS:</p> <p>CA DASHBOARD STATE INDICATOR SCHOOL-WIDE RESULTS FALL 2018:</p> <ol style="list-style-type: none"> <li>1. CHRONIC ABSENTEEISM: ORANGE</li> <li>2. SUSPENSION RATE: BLUE</li> <li>3. ENGLISH LEARNER PROGRESS: N/A</li> <li>4. GRADUATION RATE: YELLOW</li> <li>5. COLLEGE/CAREER: GREEN</li> <li>6. ENGLISH LANGUAGE ARTS: GREEN</li> <li>7. MATHEMATICS: ORANGE</li> </ol>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School implemented: Milestone documents, Instructional Scope and Sequences, Lesson Plan Documents Professional Development Coaching and Feedback Professional Development for English Learners and subgroups.</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1900-CONTENT LEADS \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-ELD Standards Program Professional Development \$5,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1900-CONTENT LEADS \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5200-ELD Standards Program Professional Development</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1900-CONTENT LEADS \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-ELD Standards Program Professional Development \$5,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1900-CONTENT LEADS \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5200-ELD Standards Program Professional Development</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 California School Dashboard, as applicable.

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

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.

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

PD Survey results have a high satisfaction rate.

CA School Dashboard Fall 2018 shows Orange for Chronic Absenteeism and for Math. Based on the available data, the school feels the actions are appropriate and will bring continued growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

We will continue with actions and services for this goal. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.



# 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 Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

Expected

Actual

**Internal Lexile Data, EAP Results 2018-19**  
75%

TCA & TCHS:

FALL 2018 CA DASHBOARD ELA ACADEMIC INDICATOR:  
ENGLISH LEARNERS: YELLOW  
HSPANIC/LATINO: GREEN  
SCHOOL WIDE: GREEN  
SOCIOECONOMIC DISADVANTAGED: GREEN  
SPECIAL EDUCATION: RED

TCHS:

FALL 2018 CA DASHBOARD COLLEGE/CAREER INDICATOR: 62.5%  
PREPARED.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>• Provide NEWSELA or other instructional technology for all students</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The middle school utilized the following instructional technology for ELA: Achieve3000 Levelset Assessment provides a Lexile i-Ready Reading Diagnostic and Reading program All 6th grade students used i-ready twice a week for 35 minutes each. Newsela Teachers used Newsela to find and print out leveled texts which they used for weekly homework or as a text in class. The high school utilized MAP and Achieve 3000 instructional technology for ELA.</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - TCA-4410-NEWSELA or Other Technology Program \$5,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-NEWSELA or Other Technology Program</p>	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - TCA-4410-NEWSELA or Other Technology Program \$5,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-NEWSELA or Other Technology Program</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 California School Dashboard, as applicable.

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

The school utilized instructional technology for ELA to measure and improve student reading levels.

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

Actions and services brought growth school-wide based on prior years data (Green), however, SPED was in Red.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

In order to continue to improve in this area, the school will adjust the usage of instructional technology to include Newsela or other instructional technology. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

# 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 Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>CELDT Annual Report/Internal Data</b>	<b>2018-19</b> 75% of EL students will advance at least one performance level per academic year.	CELDT 2017-2018: HISPANIC/LATINO: 11% SCHOOL-WIDE: 11% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 25%  TCHS: HISPANIC/LATINO: 44% SCHOOL-WIDE: 42% SOCIOECONOMIC DISADVANTAGED: 39% SPECIAL EDUCATION: 36%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <p>Provide NEWSELA or other instructional technology for all students.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional Technology utilized:</p> <p>NewsELA.</p> <p>Accelerated Reader,</p> <p>iReady.</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - TCA-4410-NEWSELA OR OTHER SOFTWARE \$3,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-NEWSELA OR OTHER SOFTWARE</p>	<p>\$3,000 - LCFF - 4000-4999 Books and Supplies - TCA-4410-NEWSELA OR OTHER SOFTWARE \$3,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-NEWSELA OR OTHER 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 California School Dashboard, as applicable.

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

The school utilized resources and strategies to promote growth in reading skills for English Learners.

Describe the overall effectiveness of the actions/services to achieve the articulated 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.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

School will continue focus on reading comprehension and implementation of Integrated and Designated ELD Supports. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

# Goal 10

## TCA & TCHS:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>CELDT Results and Reclassification Matrix</b>	<b>2018-19</b> Higher than District Average	RECLASSIFICATION RATE 2017-2018: TCA: 45% RECLASSIFICATION RATE TCHS: 31% RECLASSIFICATION RATE LAUSD: 20.1 % 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.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>• <b>ELD Standards Professional Development through ELD Teacher Leaders using ELD Curriculum and/or external ELD trainings.</b></li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>During the 18-19 school year, the school provided for a stipend for a school site ELD Lead Teacher to provide additional support.</p> <p>EL Recipe Cards were developed in order to support goal setting, monitoring of goals and support.</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - TCA-1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - TCA-4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-EXTERNAL ELD TRAININGS \$4,500 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - TCHS-4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5200-EXTERNAL ELD TRAININGS</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - TCA-1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - TCA-4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-EXTERNAL ELD TRAININGS \$4,500 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300-ELD TEACHER LEADER STIPENDS \$1,500 - LCFF - 4000-4999 Books and Supplies - TCHS-4300-ELD CURRICULUM \$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5200-EXTERNAL ELD TRAININGS</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 California School Dashboard, as applicable.



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

School engaged in professional development in ELD Standards.

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

Although the resources and strategies are bringing growth, more growth is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

In order to continue to ensure growth, the school will enlist support of Teacher Leaders and continue development of Integrated and Designated ELD Supports. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

# 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 Priorities: 5. Pupil engagement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>Monthly Attendance Reports</b>	<b>2018-19</b> >=96%	<p>ADA 2018-2019 TCA:</p> <p>ENGLISH LEARNERS: 96%</p> <p>HISPANIC/LATINO: 96%</p> <p>SCHOOL WIDE: 96%</p> <p>SOCIOECONOMIC DISADVANTAGED: 96%</p> <p>SPECIAL EDUCATION: 95%</p> <p>TCHS:</p> <p>ENGLISH LEARNERS: 92%</p> <p>HISPANIC/LATINO: 95%</p> <p>SCHOOL WIDE: 95%</p> <p>SOCIOECONOMIC DISADVANTAGED: 96%</p> <p>SPECIAL EDUCATION: 95%</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Attendance Personnel/Staffing</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School Personnel focused on providing data for families when attendance became an area of concern (data, letters and phone calls).</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - TCA-2100,2400-Support Pay of Classified Staff</p> <p>\$50,000 - LCFF - 2000-2999 Classified Salaries - TCHS-2100,2400-Support Pay of Classified Staff</p>	<p>\$50,000 - LCFF - 2000-2999 Classified Salaries - TCA-2100,2400-Support Pay of Classified Staff</p> <p>\$50,000 - LCFF - 2000-2999 Classified Salaries - TCHS-2100,2400-Support Pay of Classified Staff</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>Attendance Incentives Program</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>School engaged in family meetings and incentive programs to increase attendance rates, such as Perfect Attendance awards monthly at Tiger Celebration awards and free dress pass.</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - TCA-4350-Attendance Incentives Program</p> <p>\$2,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4350-Attendance Incentives Program</p>	<p>\$2,000 - LCFF - 4000-4999 Books and Supplies - TCA-4350-Attendance Incentives Program</p> <p>\$2,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4350-Attendance Incentives Program</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 California School Dashboard, 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 effectiveness of the actions/services to achieve the articulated 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.

No 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 California School Dashboard, 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 meet and surpass goal. We will continue with actions and services for this goal in New Goal #7 for LCAP 2019-2020.

# 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 Priorities: 5. Pupil engagement

Local Priorities: Student Engagement Pupil engagement as measured by: B. Chronic absenteeism rates

## Annual Measurable Outcomes

	Expected	Actual
<b>Monthly Attendance Reports</b>	<b>2018-19</b> TCA: 94% of student < 3 unexcused absences.  TCHS: 94% of student < 3 unexcused absences.	UNEXCUSED ABSENCES 2018-2019  TCA: 41% OF STUDENTS HAD <3 UNEXCUSED ABSENCES.  TCHS: 45% OF STUDENTS HAD <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.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>• See Goal 11</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See Goal 11.</p>	<p>\$0 - See Goal 11</p>	<p>\$0 - See Goal 11</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 California School Dashboard, 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 effectiveness of the actions/services to achieve the articulated 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.

No 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 California School Dashboard, 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 meet and surpass goal. We will continue with actions and services for this goal in New Goal #7 for LCAP 2019-2020.

# 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 Priorities: 5. Pupil engagement

Local Priorities: 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

## Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<p><b>2018-19</b></p> <p><b>TCA:</b></p> <p>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>School will achieve a ≤ 5% Dropout Rate</p>	<p>TCA 2018-2019: 99.6% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.</p> <p>TCHS: 2017-2018: 4.81% DROPOUT RATE</p>



## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ol style="list-style-type: none"> <li>1. Social Emotional Counseling Services</li> <li>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> </li> </ol>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>TCA:</p> <p>Students with perfect attendance were honored during our awards ceremony and Tiger Celebrations.</p> <p>During site days, teachers utilized the Second Steps SEL curriculum and created plans to implement those plans during advisory.</p> <p>TCHS:</p> <p>ROARS celebrations, Family Night certificates</p> <p>The school, student and families work diligently to provide an engaging and supportive environment in order for students to matriculate.</p>	<p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - TCA-1300,1900-Shared Costs-Clinical Counseling Staff \$1,000 - LCFF - 4000-4999 Books and Supplies - TCA-4300-Social Emotional Interventions</p> <p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300,1900-Shared Costs-Clinical Counseling Staff \$1,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4300-Social Emotional Interventions</p>	<p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - TCA-1300,1900-Shared Costs-Clinical Counseling Staff \$1,000 - LCFF - 4000-4999 Books and Supplies - TCA-4300-Social Emotional Interventions</p> <p>\$36,144 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300,1900-Shared Costs-Clinical Counseling Staff \$1,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4300-Social Emotional Interventions</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 California School Dashboard, as applicable.

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

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

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

TCA:

School met the goal and believes the actions are appropriate.

TCHS:

Based on the 2017-18 Dropout Rate the school did not meet its target and therefore the actions were not effective enough.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

School will continue with programs offered to intervene when student and family feels less engaged. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

# 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 Priorities: 6. School climate

Local Priorities: School Climate As measured by: A. Pupil Suspension Rates

## Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<p><b>2018-19</b>  <b>TCA: &lt;2%</b>   <b>TCHS: &lt;1%</b></p>	<p>SUSPENSION RATES 2018-2019;  TCA:  ENGLISH LEARNERS: 0%  HISPANIC/LATINO: 0%  SCHOOL WIDE: 0%  SOCIOECONOMIC DISADVANTAGED: 0%  SPECIAL EDUCATION: 0%</p> <p>TCHS:  ENGLISH LEARNERS: 2%  HISPANIC/LATINO: 0%  SCHOOL WIDE: 0%  SOCIOECONOMIC DISADVANTAGED: 0%  SPECIAL EDUCATION: 1%</p> <p>CA DASHBOARD FALL 2018:   TCA/TCHS: GREEN  HISPANIC/LATINO: BLUE  SCHOOL WIDE: BLUE</p> <p>ENGLISH LEARNERS:</p>

SOCIOECONOMIC DISADVANTAGED: BLUE  
SPECIAL EDUCATION: BLUE

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <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>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Middle School: Teachers were offered PD based on SEL and Emotional Trauma through our school site PD's. Students also had social emotional prevention via our grade-wide Unity Days and Community Circle during Level Up(Advisory). During our site days, teachers utilized the Second Steps SEL curriculum and created plans to implement those plans during advisory.</p> <p>High School: Trauma-informed training has been in place at TCHS for the last 3 years, and we did a refresher PD on it this year. We also provided v restorative discipline models. Finally, we've been building staff and student connections through our connection survey to child at TCHS feels connected to an adult on campus. We use the True Colors personality inventory with teachers and students this year. Multiple times in PD we examined both the teacher color and student color for connecting and designing lessons to meet the needs of all learners.</p>	<p>\$16,000 - LCFF - 2000-2999 Classified Salaries - TCA-2200,2400-Shared Costs-Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - TCA-4300-Materials \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5860-Instructional Consultants \$16,000 - LCFF - 2000-2999 Classified Salaries - TCHS-2200,2400-Shared Costs-Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4300-Materials \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5860-Instructional Consultants</p>	<p>\$16,000 - LCFF - 2000-2999 Classified Salaries - TCA-2200,2400-Shared Costs-Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - TCA-4300-Materials \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5860-Instructional Consultants \$16,000 - LCFF - 2000-2999 Classified Salaries - TCHS-2200,2400-Shared Costs-Discipline Unit \$6,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4300-Materials \$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-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 California School Dashboard, as applicable.

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

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

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

Met goal. However, 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.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

School will continue with the programs and trainings. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

# 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 Priorities: 6. School climate

Local Priorities: School Climate as measured by: B. Pupil Expulsion Rate

## Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<b>2018-19</b> <u>≤ 1%</u>	EXPULSION RATE 2018-2019: TCA: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 2%  TCHS: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 1% SPECIAL EDUCATION: 1%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <ul style="list-style-type: none"> <li>• See Goal 14.</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>See Goal 14.</p>	<p>\$0 - TCA &amp; TCHS-See Goal 14</p>	<p>\$0 - TCA &amp; TCHS-See Goal 14</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 California School Dashboard, as applicable.

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

School will continue with the programs and trainings. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

# 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 Priorities: 6. School climate

Local Priorities: School Climate as measured by: C. School Connectedness

## Annual Measurable Outcomes

	Expected	Actual
<b>Student and Family Survey</b>	<b>2018-19</b> Average approval rating of a $\geq$ Level 3	<b>ANNUAL STAKEHOLDER SATISFACTION SURVEY 2018-2019:</b>  TCA: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 39%  STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 69%  TCHS: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 83%  STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 91%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <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 meeting</li> <li>◦ Coffee with the principal</li> <li>◦ Parent Meetings/Committees</li> <li>◦ Family Nights</li> <li>◦ Content Nights</li> </ul> </li> <li>• Training for Leaders on Parent Engagement</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• The school offered the following parent engagement 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 meeting</li> <li>◦ Coffee with the principal</li> <li>◦ Parent Meetings/Committees</li> <li>◦ Family Nights</li> <li>◦ Content Nights</li> </ul> </li> <li>• In addition, the school provided training for Leaders on Parent Engagement</li> </ul>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-Conferences for Leaders</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-5200-Conferences for Leaders</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCA-5200-Conferences for Leaders</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TCHS-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 California School Dashboard, as applicable.

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

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

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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. We will continue with actions and services for this goal in New Goal #8 for LCAP 2019-2020.

# 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 schools charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

Local Priorities: 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))

## Annual Measurable Outcomes

Expected	Actual
<p><b>Course Offerings, Student Master 2018-19 Schedule</b></p> <p><b>TCA &amp; TCHS:</b></p> <p>100% Access</p>	<p>TCA:</p> <p>COURSE ACCESS: 100%</p> <p>TCHS:</p> <p>COURSE ACCESS: 100%</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <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>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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>\$8,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1300,1900-SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - TCA-2200-STAFFING OF COLLEGE COUNSELOR</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300,1900-SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - TCHS-2200-STAFFING OF COLLEGE COUNSELOR</p>	<p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - TCA-1300,1900-SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - TCA-2200-STAFFING OF COLLEGE COUNSELOR</p> <p>\$8,000 - LCFF - 1000-1999 Certificated Salaries - TCHS-1300,1900-SHARED COST DIRECTOR OF SPECIAL EDUCATION</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - TCHS-2200-STAFFING OF COLLEGE COUNSELOR</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 California School Dashboard, as applicable.

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

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.

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

School is meeting its goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

School will continue with actions in order to meet the goal. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

# 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 Priorities: 8. Other pupil outcomes

Local Priorities: 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

## Annual Measurable Outcomes

	Expected	Actual
<b>Intervention, Master Schedule, RTI</b>	<b>2018-19 TCA &amp; TCHS:</b>  100% of identified students in need	TCA: 100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION. TCHS: 100% OF IDENTIFIED STUDENTS IN NEED HAD ACCESS TO ELA AND MATH INTERVENTION.



## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCA &amp; TCHS:</b></p> <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>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>TCA:</p> <p>This year we incorporated our ELD strategies both in class, as well as, in our Reading Conversations. Students were strategically their EL levels and teachers offered small group instruction during that time.</p> <p>PUC TCA provide academic support through after school tutoring with inclusion staff, and one-to-one on site tutoring with teachers hours. Students are also offered intervention through our Bonus Level, Level Up and ELD programs where they are strategically their MAP Math and ELA scores. PUC TCA also monitor student goal and achievements to ensure that the supports and accommodations successful. Goal achievement is measured by observations, log entries, check-ins with their inclusion teacher, and input from an IEP.</p> <p>TCHS:</p> <p>To address our ELs, this year has featured</p>	<p>\$0 - TCA-See goal 6 and Goal 7</p> <p>\$0 - TCHS-See Goal 6 and Goal 7</p>	<p>\$0 - TCA-See goal 6 and Goal 7</p> <p>\$0 - TCHS-See Goal 6 and Goal 7</p>

increased focus on incorporating EL strategies that support literacy and numeracy professional development. All teachers have had professional development around learning ELD standards and reading strategies implemented into lesson planning that will also support students comprehension of numeracy. ELD standards are incorporated allow students structured practice in the modalities of speaking, listening, reading, and writing.

PUC Triumph uses data and intervention structures and programs to ensure that students get what they need to improve and reading and in math. We use a variety of assessments to measure reading and math levels and then schedule student time and outside of school hours. In grades 6 through 12, teachers integrate supports for student subgroups into the classroom. including MAP data and in-class assessments, teachers then adjust lessons to meet the needs of students who are struggling interventions include, but are not limited to, multiple checks for understanding with specific students, small group instruction, within instructional materials such as sentence starters and graphic organizers. All grades also use online math programs, Dreambox at the middle school level, and Khan Academy at the high school level, that are computer adaptive and as students problems get harder. If the student gets items wrong, the system alerts the teacher that they need assistance and reduces practice problems. In addition, our Inclusion department provides their own tutoring hours, led by our Inclusion Assistant

# 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 California School Dashboard, as applicable.

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

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

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

School is meeting the goal and believes actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

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. We will continue with actions and services for this goal in New Goal #6 for LCAP 2019-2020.

# 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 Priorities: 4. Pupil achievement

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

## Annual Measurable Outcomes

Expected

Actual

### AP Exam Results or Percentage of 2018-19

**Students enrolled and passing College Courses with a B or Higher**       $\geq 60\%$  of students will score  $\geq 3$  on AP exam  
  
 $\geq 70\%$  will receive a B or higher

FOR 2017-2018:  
39% OF STUDENTS SCORED  $\geq 3$  ON AP EXAM  
73% RECEIVED A GRADE OF "B" OR HIGHER-NO COLLEGE COURSES.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCHS:</b></p> <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>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers attended Professional Development on AP Exams/College Course Preparation</p>	<p>\$15,000 - LCFF - 1000-1999 Certificated Salaries - 2200-STAFFING OF COLLEGE COUNSELOR</p>	<p>\$15,000 - LCFF - 1000-1999 Certificated Salaries - 2200-STAFFING OF COLLEGE COUNSELOR</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 California School Dashboard, as applicable.

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

Teachers received outside professional development on AP Course and Exam implementation as needed. Professional development supported teachers in design and delivery of AP Courses.

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

The actions/services were effective for those taking AP Course or College Courses. However, those taking the AP Exams are making progress but did not meet goal of 60%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No 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 California School Dashboard, 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. We will continue with actions and services for this goal in New Goal #9 for LCAP 2019-2020.

## 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 Priorities: 4. Pupil achievement

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

### Annual Measurable Outcomes

	Expected	Actual
<b>ACT Results</b>	<b>2018-19</b> 15% of students will score $\geq 22$ (as per CSU / UC College Ready Standard defined in EAP Program)	2017-2018: ELA: 9% OF STUDENTS SCORE $\geq 22$ (AS PER CSU/UC COLLEGE READY STANDARD DEFINED IN EAP PROGRAM) COMPOSITE SCORE

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCHS:</b></p> <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>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-Software(REV PREP)</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-Software(REV PREP)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCHS:</b></p> <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>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>TCHS:</b></p> <ul style="list-style-type: none"> <li>• PUC Competitive Edge Class provided instruction, support and intervention for EAP, ACT and SAT tests.</li> </ul>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-Software (Smart City)</p>	<p>\$9,000 - LCFF - 4000-4999 Books and Supplies - TCHS-4410-Software (Smart City)</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 California School Dashboard, 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 effectiveness of the actions/services to achieve the articulated 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.

No 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 California School Dashboard, 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. We will continue with actions and services for this goal in New Goal #9 for LCAP 2019-2020.

# 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 grad 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 Priorities: 5. Pupil engagement

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

## Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS</b>	<b>2018-19</b> School will achieve a $\geq 90\%$ cohort graduation rate	2017-2018 GRADUATION RATE: 92.31%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See Goal 13 (Fromally Goal #15)</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See Goal 13. The school, student and families work diligently to provide an engaging and supportive environment in order for students to graduate.</p>	<p>\$0 - See Goal 13</p>	<p>\$0 - 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 California School Dashboard, as applicable.

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

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

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

School met the goal and believes the actions are appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

School will continue with programs offered to intervene when student and family feels less engaged. We will continue with actions and services for this goal in New Goal #9 for LCAP 2019-2020.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

TCA: October 30, 2018 SAC Meeting and 9/12/18 Back to School Meeting.

TCHS: October 30, 2018 and 5/16/19 SAC meeting 8/23/18 Back to School Night.

These meetings had a school wide focus of parent engagement in the learning process and allowed participants to become familiar with current year LCAP and ask questions.

January 23, 2019: PUC Board presented with LCAP Cycle overview and provided opportunity to ask clarifying questions and provide input.

TCHS: May 20, 2019 and TCA: May 24, 2019: Chief Financial Officer, School Principal, and Compliance Director met to review LCAP Budget for 19-20.

May 31, 2019: Site Advisory Council LCAP Stakeholder Input Meeting

The school hosted a School Advisory Council focused on LCAP and Annual Update. All stakeholders were invited, including school staff, parents, students and community members. Participants had the opportunity to review key features of the LCAP and provide input through questions and general comments. Reflection question: What, if any, recommendations do you have for changes to these goals?

June 5, 2019-- Superintendent Review of Stakeholder Feedback

The PUC Superintendent analyzed stakeholder feedback gathered from May 31 meeting. Superintendent considered all recommendations for additions or changes to the existing draft LCAP goals and metrics and worked to adjust the document to reflect the voices of all stakeholders in the school community. Superintendents also planned to engage stakeholders at the next opportunity by summing up the themes of this input and next steps based on stakeholder recommendations.

June 12, 2019- The school's Board of Directors reviewed and approved the LCAP.

## Impact on LCAP and Annual Update

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

Stakeholder feedback from the May 30, 2019 LCAP Stakeholder meeting confirmed the direction of the current LCAP and provided some important considerations for refinements. Feedback showed strong alignment with the overall plan, and particularly with goals and plans supporting: well qualified teachers, student growth and achievement, parent engagement, and support for English Learners. Participants expressed support for proposed changes and identified progress and areas of need.

Based on a review of stakeholder input, the following changes were made to the 19-20 LCAP. First, in Goal 2 supporting student access to standards-aligned materials and additional instructional materials, we changed "textbooks" to "Textbooks/Books & Supplies." This change allows for more

flexibility in purchasing either textbooks or other books such as chapter books for students. Second, In Goal 4, changed expenditure to only "Superintendent" and not include assistants. Third, in Goal 5, expenditure for parent engagement has been split into two: support staff and other operating expenses. This allows for the school to provide adequate supervision and support for set-up, tear-down on the days of parent activities. Fourth, feedback from parents, staff, and other stakeholders said that there were too many goals. For the 2019-2020 school year, Goals 6-21 have been collapsed into four new goals (New Goals 6-9). This will provide for easier communication of goals and action items. The following is a breakdown of how the goals were combined: New Goal 6: The following goals were collapsed into this new goal: 7, 8, 9, 10, 17, 18. Changed expenditure from "Newsela or Other Technology Program" to "Other Technology Program. Changed "Shared Costs-Staffing of ELD Coaches" to "Teacher Leads." For Middle Schools change "Staffing of College Counselor" to "Staffing of Academic Counselor." New Goal 7: The following goals were collapsed into this new goal: 11, 12. New Goal 8: The following goals were collapsed into this new goal: 13, 14, 15, 16. New Goal 9: This goal is specific to high school. The following goals were collapsed into this new goal: 19, 20, 21.

The school will report back to stakeholders in the coming year to review the input, including alignment and recommendations, and increasing opportunities for stakeholder engagement in LCAP for the coming year.

# 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.

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

Unchanged Goal

## 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 Priorities: 1. Basic; 8. Other pupil outcomes

Local Priorities: 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

- Supervision and staffing of instructional program
- Efficient Recruitment and Hiring Process
- All core teacher candidates screened for employment will hold valid CA Teaching

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

- Supervision and staffing of instructional program
- Efficient Recruitment and Hiring Process
- All core teacher candidates screened for employment will hold valid CA Teaching

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

- Supervision and staffing of instructional program
- **Focus on Administration support for ELA Teachers to support EL Learners.**



Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.

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

Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.

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

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; TCA-1300-Administrators	1000-1999 Certificated Salaries; TCA-1300-Administrators	1000-1999 Certificated Salaries; TCA-1300-Administrators
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$150,000	\$150,000	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; TCHS-1300-Administrators	1000-1999 Certificated Salaries; TCHS-1300-Administrators	1000-1999 Certificated Salaries; TCHS-1300-Administrators
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

**TCA & TCHS:**

- Efficient Recruitment and Hiring Process
- 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.

# Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$85,000	\$85,000	\$85,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCA-7400-Directors of Talent Management, HR, and IT	7000-7499 Other; TCA-7400-Directors of Talent Management, HR, and IT	7000-7499 Other; TCA-7400-Directors of Talent Management, HR, and IT

Modified Goal

## Goal 2

### TCA & TCHS:

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

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

State Priorities: 1. Basic; 8. Other pupil outcomes

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

### Identified Need:

- Access to standards-aligned materials for all students.

### 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

TCA & TCHS:

- Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.
- Dedicated resources for the ARTs to achieve VAPA Standards in support of

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

TCA & TCHS:

- Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.
- Dedicated resources for the ARTs to achieve VAPA Standards in support of

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

TCA & TCHS:

- Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.
- Dedicated resources for the ARTs to achieve VAPA Standards in support of

CCSS.	CCSS.	CCSS.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$99,160	\$85,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; TCA-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS	4000-4999 Books and Supplies; TCA-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS	4000-4999 Books and Supplies; TCA-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS
Amount	\$175,768	\$85,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; TCHS-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS	4000-4999 Books and Supplies; TCHS-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS	4000-4999 Books and Supplies; TCHS-4200,4300,4350,4370- INSTRUCTIONAL MATERIALS AND RESOURCES FOR ARTS
Amount	\$15,000	\$9,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; TCA-4100-TEXTBOOKS	4000-4999 Books and Supplies; TCA-4100-TEXTBOOKS	4000-4999 Books and Supplies; TCA-4100-TEXTBOOKS
Amount	\$15,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; TCHS-4100-TEXTBOOKS	4000-4999 Books and Supplies; TCHS-4100-TEXTBOOKS	4000-4999 Books and Supplies; TCHS-4100-TEXTBOOKS
Amount	\$0	\$0	\$5,000
Source			Federal Revenues - Title IV

Budget Reference			1000-1999 Certificated Salaries; TCA - 1000 - Arts Personnel
Amount	\$0	\$0	\$5,000
Source			Federal Revenues - Title IV
Budget Reference			1000-1999 Certificated Salaries; TCHS - 1000 - Arts Personnel
Amount	\$0	\$0	\$3,000
Source			Federal Revenues - Title IV
Budget Reference			4000-4999 Books and Supplies; TCA - 4000 - Arts Materials
Amount	\$0	\$0	\$3,000
Source			Federal Revenues - Title IV
Budget Reference			4000-4999 Books and Supplies; TCHS - 4000 - Arts Materials
Amount	\$0	\$0	\$5,000
Source			LPSBG
Budget Reference			4000-4999 Books and Supplies; TCA - 4300 - Instructional Materials and Supplies
Amount	\$0	\$0	\$5,000
Source			LPSBG
Budget Reference			4000-4999 Books and Supplies; TCHS - 4300 - Instructional Materials and Supplies

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

Unchanged Goal

### 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 Priorities: 1. Basic

Local Priorities: 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

1. Supervision and staffing of custodial and maintenance staff.
2. Security maintenance and staffing.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

1. Supervision and staffing of custodial and maintenance staff.
2. Security maintenance and staffing.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

1. Supervision and staffing of custodial and maintenance staff.
2. Security maintenance and staffing.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$54,712	\$55,806	\$56,922
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; TCA-2200-Staffing	2000-2999 Classified Salaries; TCA-2200-Staffing	2000-2999 Classified Salaries; TCA-2200-Staffing
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCA-5500,5600,5610,5825-Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; TCA-5500,5600,5610,5825-Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; TCA-5500,5600,5610,5825-Shared Costs for Facilities
Amount	\$54,712	\$55,806	\$56,922
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; TCHS-2200-Staffing	2000-2999 Classified Salaries; TCHS-2200-Staffing	2000-2999 Classified Salaries; TCHS-2200-Staffing
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCHS-5500,5600,5610,5825-Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; TCHS-5500,5600,5610,5825-Shared Costs for Facilities	5000-5999 Services and Other Operating Expenses; TCHS-5500,5600,5610,5825-Shared Costs for Facilities
Amount	\$0	\$0	\$11,384
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$11,384

Source		LCFF
Budget Reference		3000-3999 Employee Benefits; TCHS-3000-BENEFITS

Modified Goal

### Goal 4

- TCA & TCHS:**
- School will fully implement state-adopted ELA and Math academic content and performance standards 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 Priorities: 2. Implementation of State Standards; 8. Other pupil outcomes  
 Local Priorities: 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:

State adopted content standards for professional development for all teachers.

### 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

### 2017-18

Select from New Action, Modified Action, or Unchanged Action:

### 2018-19

Select from New Action, Modified Action, or Unchanged Action:

### 2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
<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>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCA-7400-Shared Cost-Materials	7000-7499 Other; TCA-7400-Shared Cost-Materials	7000-7499 Other; TCA-7400-Shared Cost-Materials
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCA-7400-Data Team Support	7000-7499 Other; TCA-7400-Data Team Support	7000-7499 Other; TCA-7400-Data Team Support
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCA-7400-School Information Services	7000-7499 Other; TCA-7400-School Information Services	7000-7499 Other; TCA-7400-School Information Services

Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCA-7400-Information Technology-Produce Professional Development Training	7000-7499 Other; TCA-7400-Information Technology-Produce Professional Development Training	7000-7499 Other; TCA-7400-Information Technology-Produce Professional Development Training
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCHS-7400-Shared Cost-Materials	7000-7499 Other; TCHS-7400-Shared Cost-Materials	7000-7499 Other; TCHS-7400-Shared Cost-Materials
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCHS-7400-Data Team Support	7000-7499 Other; TCHS-7400-Data Team Support	7000-7499 Other; TCHS-7400-Data Team Support
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCHS-7400-School Information Services	7000-7499 Other; TCHS-7400-School Information Services	7000-7499 Other; TCHS-7400-School Information Services
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; TCHS-7400-Information Technology- Produce Professional Development Training	7000-7499 Other; TCHS-7400-Information Technology- Produce Professional Development Training	7000-7499 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

- Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

- Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

- Selected teachers will participate in outside Professional Development, trainings and workshops anchored in CA CCSS.

## Budgeted Expenditures



2017-18

2018-19

2019-20

Amount	\$0	\$0	\$16,500
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA-5000- Professional Development for Teachers
Amount	\$0	\$0	\$16,500
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS-5000 Professional Development for Teachers
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5200 - Travel and Conference (Shared)
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS - 5200 - Travel and Conferences (Shared)
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5000 - Professional Development

Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS - 5000 - Professional Development

Unchanged Goal

## 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 Priorities: 3. Parent involvement

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

### Identified Need:

Additional Parent Workshop around Core Areas of college knowledge, technology, and parenting.

### 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**TCA & TCHS:**

- School will provide a minimum of 6 Family Meetings.

**TCA & TCHS:**

- School will provide a minimum of 6 Family Meetings.

**TCA & TCHS:**

- School will provide a minimum of 6 Family Meetings.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCA-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; TCA-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; TCA-5290-Meetings Staff/Parents
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCHS-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; TCHS-5290-Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; TCHS-5290-Meetings Staff/Parents
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCA - 2000 - Support Personnel
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCHS - 2000 -Support Personnel
Amount	\$0	\$0	\$500
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5000 - Parent Engagement
Amount	\$0	\$0	\$500
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating

			Expenses; TCHS - 5000 - Parent Engagement
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**TCA & TCHS:**

- School will invite 2 parents to attend all School Advisory Council Meetings.

**TCA & TCHS:**

- School will invite 2 parents to attend all School Advisory Council Meetings.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$4,000

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCA-5290-SAC MEETINGS STAFF/PARENTS	5000-5999 Services and Other Operating Expenses; TCA-5290-SAC MEETINGS STAFF/PARENTS	5000-5999 Services and Other Operating Expenses; TCA-5290-SAC MEETINGS STAFF/PARENTS
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCA-2000 - Support Personnel
Amount	\$8,000	\$8,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCHS-5290-SAC Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; TCHS-5290-SAC Meetings Staff/Parents	5000-5999 Services and Other Operating Expenses; TCHS-5290-SAC Meetings Staff/Parents
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCHS-2000-SUPPORT PERSONNEL
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS



### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**TCA & TCHS:**

PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**TCA & TCHS:**

PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**TCA & TCHS:**

PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCA-5860-INSTRUCTIONAL CONSULTANTS	1000-1999 Certificated Salaries; TCA-1900-PARENT COORDINATOR	1000-1999 Certificated Salaries; TCA-1900-PARENT COORDINATOR
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; TCHS-5860-INSTRUCTIONAL CONSULTANTS	1000-1999 Certificated Salaries; TCHS-1900-PARENT COORDINATOR	1000-1999 Certificated Salaries; TCHS-1900-PARENT COORDINATOR
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

New Goal

## Goal 6

### TCA & TCHS:

Improve College access and college readiness through a rigorous academic program.

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
 Local Priorities: 1. Basic Local Priorities: Basic Services. A: Teachers - The degree to which teachers are appropriately assigned (E.C. > Section 44258.9) and fully credentialed. State Priorities: 2: Implementation of State Standards: A. CA CCSS Implementation B. EL Students & Academic Content Knowledge State Priorities 4: Pupil Achievement Local Priorities: Student achievement pupil achievement as measured by: A. Statewide assessment: ELA/Literacy and mathematics, B. API, C. College and Career Ready, E. EL Reclassification rate. State Priorities: 8. Other pupil outcomes Local Priorities: Specify pupil outcomes, if available, in the subject areas described in E.C. 51210(a)-(i), of 51220, as applicable-B. ELA intervention, C. math intervention

### Identified Need:

#### TCA & TCHS:

- All students will meet or exceed targets for growth in Statewide ASsessments as set by the State.
- The school will meet annual growth goals, or equivalent as mandated by the CA State Board of Education.
- 100% of students on track to be college and career ready
- EL students will be reclassified as Fluent English Proficient annually.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome#1: Growth in reading comprehension each year	18-19 Lexile Data.			Schoolwide: +82 Lexile English Learners: 94.86 for all sub-groups
Outcome#2: Percentage of students performing at or above proficiency on	Schoolwide: CAASPP 17-18 Level of performance			Schoolwide: 1% increase above baseline

<p>CAASPP mathematics assessment</p>	<p>English Learners: CAASPP 17-18 Level of performance</p> <p>Low-income: CAASPP 17-18 Level of performance</p> <p>Foster youth: CAASPP 17-18 Level of performance</p> <p>SPED: CAASPP 17-18 Level of performance</p> <p>African-American: CAASPP 17-18 Level of performance</p> <p>Latino: CAASPP 17-18 Level of performance</p>			<p>English Learners:2% increase above baseline</p> <p>Low-income: 2% increase above baseline</p> <p>Foster youth: 2% increase above baseline</p> <p>SPED: 1% increase above baseline</p> <p>African-American: 1% increase above baseline</p> <p>Latino: 1% increase above baseline</p>
<p>Outcome #3: Increased percentage of students at/above proficiency on CAASPP ELA assessment</p>	<p><b>Schoolwide:</b> CAASPP 17-18 Level of performance</p> <p><b>English Learners:</b> CAASPP 17-18 Level of performance</p> <p><b>Low income:</b> CAASPP17-18 Level of performance</p> <p><b>Foster youth:</b> CAASPP 17-18 Level of performance</p> <p><b>SPED:</b> CAASPP17-18 Level of performance</p> <p><b>African-american:</b> CAASPP 17-18 Level of performance</p> <p><b>Latino:</b> CAASPP 17-18</p>			<p><b>Schoolwide:</b> 1% increase above baseline</p> <p><b>English Learners:</b>2% increase above baseline</p> <p><b>Low-income:</b>2% increase above baseline</p> <p><b>Foster youth:</b>2% increase above baseline</p> <p><b>SPED:</b>1% increase above baseline</p> <p><b>African-american:</b>1% increase above baseline</p> <p><b>Latino:</b>1% increase above baseline</p>

	Level of performance			
Outcome #4 Percentage of EL students advancing at least one performance level on the ELPAC.	17-18 baseline			1% increase above baseline
Outcome #5: Increase percentage of EL students (Fall 1) reclassification rate annually	17-18 Baseline			1% increase above baseline

# 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

- Implementation of intervention programs (after school, Saturday school, summer school)
- Purchase of resources: Magazine subscriptions, thinking texts, book sets, digital library

# Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$18,150
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCA - 4100 - Books other than Textbooks; Instructional Materials and Supplies
Amount	\$0	\$0	\$18,150
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCHS - 4100 - Books other than Textbooks; Instructional Materials and Supplies
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCA - 1100-3600 - Outside Class Intervention
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCHS - 1100-3600 Outside Class Intervention
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCA - 4410 - Data Tracking Tool; Illuminate
Amount	\$0	\$0	\$5,000

Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCHS - 4410 - Data Tracking Tool; Illuminate
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; TCA - 1100-3600 - Outside Class Intervention
Amount	\$0	\$0	\$2,500
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries; TCHS- 1100-3600 - Outside Class Intervention
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS



## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated professional development for English learners and subgroups.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCA - 1900 - Content Leads
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCHS - 1900 - Content Leads
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5200 - ELD PD
Amount	\$0	\$0	\$4,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS - 5200 - ELD PD
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
Provide NEWSELA or other instructional technology for all students

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF

Budget Reference			4000-4999 Books and Supplies; TCA - 4100 - NEWSELA/ Other Instructional Technology
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCHS - 4100 - NEWSELA/ Other Instructional Technology
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCA - 4410 - Achieve 3000 & NWEA (50%)
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCHS - 4410 - Achieve 3000 & NWEA (50%)

## Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
ELD standards professional development through ELD teacher leaders using ELD curriculum and/or external ELD training.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$10,000

Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCA - 1300 - ELD Teacher Leader Stipend
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCHS- 1300 - ELD Teacher Leader Stipend
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCA - 4300 - ELD Curriculum
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCHS - 4300 - ELD Curriculum
Amount	\$0	\$0	\$5,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5200 - External ELD Training
Amount	\$0	\$0	\$5,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS - 5200 - External ELD Training
Amount	\$0	\$0	\$2,000
Source			LCFF

Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

## Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action	Action	New Action
		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).

## Budgeted Expenditures

2017-18

2018-19

2019-20



Amount	\$0	\$0	\$0
Source			
Budget Reference			; Goal #6, Action Item #2

## Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action	Action	New Action
		<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 L1 to ensure course access</li> </ul>

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCA - 1300/1900 - Inclusion Support (Shared Costs Director of SPED)
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCHS - 1300/1900 - Inclusion Support (Shared Costs Director of SPED)
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCA - 1300/1900 - College Counselors
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCHS - 1300/1900 - College Counselors
Amount	\$0	\$0	\$98,543
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; TCA - 2000 - Intervention & Academic Support Staff
Amount	\$0	\$0	\$98,543
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; TCHS - 2000 - Intervention & Academic Support Staff

Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; TCA - 2000 - College Counselor Interns
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title IV
Budget Reference			2000-2999 Classified Salaries; TCHS- 2000 - College Counselor Interns
Amount	\$0	\$0	\$4,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$4,600
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

New Goal

## Goal 7

### TCA & TCHS:

School will maintain a high Average Daily Attendance (ADA)

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

State Priorities: 5. Pupil engagement

Local Priorities: Pupil engagement (Priority 5) - Specify student engagement: Pupil engagement as measured by B. Chronic absenteeism rate.  
Specify student achievement pupil achievement as measured by C. College and Career Ready

### Identified Need:

- School will maintain high ADA rate  $\geq$  96%
- Fewer than 10% of students will meet or surpass the threshold for absenteeism

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome#1: The school will maintain $\geq$ 96% average daily attendance (ADA).	ADA 2018-2019 TCA: ENGLISH LEARNERS: 96% HISPANIC/LATINO: 96% SCHOOL WIDE: 96% SOCIOECONOMIC DISADVANTAGED: 96% SPECIAL EDUCATION: 95%  TCHS: ENGLISH LEARNERS: 92% HISPANIC/LATINO: 95%			96% ADA

	SCHOOL WIDE: 95% SOCIOECONOMIC DISADVANTAGED: 96% SPECIAL EDUCATION: 95%			
Outcome#2: Percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 5% annually	2018-2019 baseline			1% decrease from baseline

# 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action	Action	New Action
		<ul style="list-style-type: none"> <li>• Attendance personnel/ staffing</li> <li>• Social-emotional counseling services</li> <li>• Social-emotional interventions:                             <ul style="list-style-type: none"> <li>◦ Family support meetings</li> <li>◦ Incentives</li> <li>◦ Student and family engagement</li> </ul> </li> </ul>

# Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCA 2100-2400 - Classified Staff
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCHS 2100-2400 - Classified Staff
Amount	\$0	\$0	\$36,414
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCA - 1300-1900 - Clinical Counseling Team (Shared)
Amount	\$0	\$0	\$36,414
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; TCHS- 1300-1900 - Clinical Counseling Team (Shared)
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5000 - Homeless Support
Amount	\$0	\$0	\$2,000
Source			Federal Revenues - Title I



Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS - 5000 - Homeless Support
Amount	\$0	\$0	\$17,373
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$17,373
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
Attendance incentives programs

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,000
Source			LCFF

Budget Reference			4000-4999 Books and Supplies; TCA - 4350 - Instructional Materials and Supplies for Attendance Incentive Programs
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCHS - 4350 - Instructional Materials and Supplies for Attendance Incentive Programs

New Goal

## Goal 8

### TCA & TCHS:

The school will maintain a school culture conducive to student learning.

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

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities: Pupil engagement (Priority 5) - C. Middle School Retention Rate; D. High School Dropout Rate School climate (Priority 6) School climate as measures by A. Pupil suspension rates; B. Pupil Expulsion Rate, C. School connectedness

### Identified Need:

- School will reduce suspension rates
- School will reduce expulsion rate
- Increased parent satisfaction rate
- School will maintain or increase retention for MS
- School will minimize school dropout rate for HS

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome#1: Annual stakeholder satisfaction surveys show positive results for school safety, educational and enrichment opportunities from Family and Student surveys with a minimum response rate of 50%.	ANNUAL STAKEHOLDER SATISFACTION SURVEY 2018-2019:  TCA: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 39%  STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 69%			<b>Student Survey:</b>  Positive result: Level 3  Response rate: 50%  <b>Family Survey:</b>  Positive result: Level 3  Response rate: 50%

	<p>TCHS: FAMILY SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 83%</p> <p>STUDENT SURVEY: APPROVAL RATING - LEVEL 3 RESPONSE RATE - 91%</p>			
<p>Outcome#2: School will reduce suspension rate to</p>	<p>SUSPENSION RATES 2018-2019; TCA: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%</p> <p>TCHS: ENGLISH LEARNERS: 2% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0%                      SPECIAL EDUCATION: 1%    CA DASHBOARD FALL 2018: TCA/TCHS: ENGLISH LEARNERS: GREEN HISPANIC/LATINO: BLUE SCHOOL WIDE: BLUE SOCIOECONOMIC DISADVANTAGED: BLUE SPECIAL EDUCATION: BLUE</p>			<p><b>SY: 2017-18</b></p> <p>Schoolwide: &lt;3%</p> <p>English Learners: &lt;3%</p> <p>Low-income: &lt;3%</p> <p>Foster youth:&lt;3%</p> <p>SPED: &lt;3%</p> <p>African-american: &lt;3%</p> <p>Latino: &lt;3%</p>
<p>Outcome#3: Less than or equal to 1% of students will be expelled</p>	<p>SUSPENSION RATES 2018-2019; TCA: ENGLISH LEARNERS: 0% HISPANIC/LATINO: 0% SCHOOL WIDE: 0% SOCIOECONOMIC DISADVANTAGED: 0% SPECIAL EDUCATION: 0%</p> <p>TCHS: ENGLISH LEARNERS: 2%</p>			<p>Schoolwide: 1%</p> <p>English Learners: 1%</p> <p>Low-income: 13%</p> <p>Foster youth:1%</p> <p>SPED: 1%</p> <p>African-american: 1%</p>

	<p>HISPANIC/LATINO: 0%  SCHOOL WIDE: 0%  SOCIOECONOMIC DISADVANTAGED:  0% SPECIAL EDUCATION:  1% CA DASHBOARD  FALL  2018:  TCA/TCHS:  ENGLISH LEARNERS: GREEN  HISPANIC/LATINO: BLUE  SCHOOL WIDE: BLUE  SOCIOECONOMIC DISADVANTAGED: BLUE  SPECIAL EDUCATION: BLUE</p>			<p>Latino: 1%</p>
<p>Outcome#4: End of the year report from Power School for MS: Retention rate &gt;90% returning 6th/7th grade students. HS: Minimize dropout rate</p>	<p>TCA 2017-2018:  96% OF 7TH AND 8TH GRADE CLASSES WERE COMPRISED OF STUDENTS WHO WERE ENROLLED AT SCHOOL THE PRIOR ACADEMIC YEAR.    TCHS:  2017-2018:  4.81% DROPOUT RATE</p>			<p>MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year    HS: School will achieve a &lt; 5% dropout rate.</p>

# 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

Training for teachers, leaders, and families in restorative justice and relational interventions, bully intervention, and SEL.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$16,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCA - 2200-2400 - Discipline Unit (Shared)
Amount	\$0	\$0	\$16,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCHS - 2200-2400 - Discipline Unit (Shared)
Amount	\$0	\$0	\$6,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCA - 4300 - Instructional Materials and Supplies
Amount	\$0	\$0	\$6,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCHS - 4300 - Instructional Materials and Supplies
Amount	\$0	\$0	\$9,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5860 - Instructional Consultant: No Bully
Amount	\$0	\$0	\$9,000
Source			LCFF



Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS - 5860 - Instructional Consultant: No Bully
Amount	\$0	\$0	\$3,200
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCA-3000-BENEFITS
Amount	\$0	\$0	\$3,200
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

### 2017-18

Select from New Action, Modified Action, or Unchanged Action:

### 2018-19

Select from New Action, Modified Action, or Unchanged Action:

### 2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	Action	Action
		Parent engagement activities: <ul style="list-style-type: none"> <li>• Parent orientation</li> <li>• Student-led conferences</li> <li>• Back to school night</li> <li>• Celebration of learning</li> <li>• School advisory council meeting'</li> <li>• Parent meetings/ committees</li> <li>• Family nights</li> <li>• content nights</li> </ul> Training for site leaders on parent engagement

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCA - 5200 - Conferences for Leaders
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; TCHS - 5200 - Conferences for Leaders

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action	Action	New Action
		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>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$36,867
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries; TCA - 1300/1900 - Clinical Counseling
Amount	\$0	\$0	\$36,867
Source			Federal Revenues - Title I
Budget Reference			; TCBS - 1300/1900 - Clinical Counseling
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCA - 4300 - Social Emotional Intervention
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; TCBS - 4300 - Social Emotional Intervention

New Goal

## Goal 9

TCHS:

High school students will graduate prepared to succeed in college-level course work.

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

State Priorities: 4. Pupil achievement; 5. Pupil engagement

Local Priorities: Pupil achievement (Priority 4): Studnet achievement as measured by: F. AP Exam Passage Rate, G. College preparedness/ EAP  
Pupil engagement (Priority 5): Studnet engagement as measured by: E. High school graduation rates

### Identified Need:

- Successful college preparedness
- The school will increase a greater than or equal to 90% cohort graduation rate established by CDE

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Outcome#1: Greater than or 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	<p>≥60% of students will score <u>3</u> on AP exam</p> <p>or</p> <p>≥ 70% will receive a B or higher</p>			<p>≥60% of students will score <u>3</u> on AP exam</p> <p>or</p> <p>≥ 70% will receive a B or higher</p> <p>for all subgroups</p>
Outcome#2: Students will demonstrate college preparedness with 15% of students scoring greater than or equal to 22 on the ACT exam	<p>SY: 17-18</p> <p>16% of students scored ≥ 22 as per CSU/UC College Ready Standard defined in EAP</p>			<p>18% of students scored ≥ 22 as per CSU/UC College Ready Standard defined in EAP</p>

Outcome#3: School will graduate 90% or above of persisting seniors with subgroup cohort graduation rate at 90% or above annually to meet the State identified target subgroup graduation rate requirement per CALPADS

2017-2018 GRADUATION RATE: 92.31%

90% 12th grade students (all subgroups) graduate

Schoolwide:

English Learners:

Low-income:

Foster youth:

SPED:

African-American:

Latino:

# 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

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

Students taking AP Exams will pass a score of 3 or above Teachers will attend professional development on AP Exam/College Course preparatio



## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; TCHS - 2200 College Counselor
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; TCHS-3000-BENEFITS

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
PUC Competitive Edge class will provide instruction, support, and intervention for EAP, ACT, and SAT tests.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$10,000

Source		LCFF
Budget Reference		4000-4999 Books and Supplies; TCHS-4410-REV PREP

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action
PUC Competitive Edge class will provide instruction, support, and intervention for EAP, ACT, and SAT tests (Math Focus)

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$9,000

Source		LCFF
Budget Reference		4000-4999 Books and Supplies; TCHS-4410-SOFTWARE(SMART CITY)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$1,802,676

Percentage to Increase or Improve Services:

26.11%

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](#)).

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 78.44% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

It is done through a strategic investment plan aimed at ensuring all of our students are college and career ready, graduating at a higher rate, provided access to high quality curriculum and instruction, attending school every day and supported by effective employees in safe school environments. The goals that drive PUC Triumph Charter Academy and PUC Triumph Charter High's LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school's LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. 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 action and services that support identified English Language Learners. These investments are aimed at expanding the arts program, providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Specifically, the PUC Triumph Charter Academy and PUC Triumph Charter High is providing resources to:

- Continue with smaller class sizes.
- Teacher Leaders for professional development for integrated and designated ELD support
- Continue assistance for clerical, custodial/maintenance, counselor and administrative support.

- Increase college, career and academic counseling support for high school students(for HS only)
- Support students needing to meet A-G academic requirements and ensuring students are on-track for graduation(HS only)
- Increase restorative justice programming.
- Continue investing in data systems for tracking student progress, including homeless youth.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$1,819,074

27.41%

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](#)).

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of **83.0%** and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

It is done through a strategic investment plan aimed at ensuring all of our students are college and career ready, graduating at a higher rate, provided access to high quality curriculum and instruction, attending school every day and supported by effective employees in safe school environments. The goals that drive PUC Triumph Charter Academy and PUC Triumph Charter High's LCAP provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school's LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. 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 action and services that support identified English Language Learners. These investments are aimed at expanding the arts program, providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.

Specifically, the PUC Triumph Charter Academy and PUC Triumph Charter High is providing resources to:

- Continue with smaller class sizes.
- Teacher Leaders for professional development for integrated and designated ELD support
- Continue assistance for clerical, custodial/maintenance, counselor and administrative support.
- Increase college, career and academic counseling support for high school students(for HS only)
- Support students needing to meet A-G academic requirements and ensuring students are on-track for graduation(HS only)
- Increase restorative justice programming.
- Continue investing in data systems for tracking student progress, including homeless youth.

LCAP Year: **2017-18**

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.



# Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,519,400	\$1,504,599	\$1,832,439
1000-1999 Certificated Salaries	544,488	570,232	536,695
2000-2999 Classified Salaries	273,612	273,612	477,930
3000-3999 Employee Benefits	0	0	153,514
4000-4999 Books and Supplies	286,300	255,755	295,300
5000-5999 Services and Other Operating Expenses	133,000	133,000	172,000
7000-7499 Other	282,000	272,000	197,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,519,400	\$1,504,599	\$1,832,439
LPSBG	0	0	20,000
Federal Revenues - Title I	0	0	238,953
Federal Revenues - Title II	0	0	33,000
Federal Revenues - Title IV	0	0	20,000
LCFF Base/Not Contributing to Increased or Improved Services	1,494,400	1,479,599	197,000
LCFF S & C/Contributing to Increased or Improved Services	25,000	25,000	1,323,486

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018	2018	2019

		Annual Update Budgeted	Annual Update Estimated Actual	
All Budget Categories	All Funding Sources	\$1,519,400	\$1,504,599	\$1,832,439
1000-1999 Certificated Salaries	LPSBG	0	0	5,000
1000-1999 Certificated Salaries	Federal Revenues - Title I	0	0	36,867
1000-1999 Certificated Salaries	Federal Revenues - Title IV	0	0	10,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	535,488	561,232	0
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	9,000	9,000	484,828
2000-2999 Classified Salaries	Federal Revenues - Title I	0	0	197,086
2000-2999 Classified Salaries	Federal Revenues - Title IV	0	0	4,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	273,612	273,612	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	276,844
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	153,514
4000-4999 Books and Supplies	LPSBG	0	0	10,000
4000-4999 Books and Supplies	Federal Revenues - Title IV	0	0	6,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	273,300	242,755	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	13,000	13,000	279,300
5000-5999 Services and Other Operating Expenses	LPSBG	0	0	5,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	0	0	5,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	0	0	33,000
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	130,000	130,000	0

5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	3,000	3,000	129,000
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	282,000	272,000	197,000

**Expenditures by Goal and Funding Source**

Funding Source	2019
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**TCA & TCHS:**

100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

All Funding Sources	\$445,000
LCFF Base/Not Contributing to Increased or Improved Services	85,000
LCFF S & C/Contributing to Increased or Improved Services	360,000

**TCA & TCHS:**

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

All Funding Sources	\$196,000
LPSBG	10,000
Federal Revenues - Title IV	16,000
LCFF S & C/Contributing to Increased or Improved Services	170,000

**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.

All Funding Sources	\$196,612
LCFF S & C/Contributing to Increased or Improved Services	196,612

**TCA & TCHS:**

- School will fully implement state-adopted ELA and Math academic content and performance standards 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 standards
- performance

All Funding Sources	\$156,000
LPSBG	5,000
Federal Revenues - Title II	33,000
LCFF Base/Not Contributing to Increased or Improved Services	112,000
LCFF S & C/Contributing to Increased or Improved Services	6,000

**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

All Funding Sources	\$61,200
Federal Revenues - Title I	1,000
LCFF S & C/Contributing to Increased or Improved Services	60,200

**TCA & TCHS:**

Improve College access and college readiness through a rigorous academic program.

All Funding Sources	\$407,786
LPSBG	5,000
Federal Revenues - Title I	197,086
Federal Revenues - Title IV	4,000
LCFF S & C/Contributing to Increased or Improved Services	201,700

**TCA & TCHS:**

School will maintain a high Average Daily Attendance (ADA)

All Funding Sources	\$215,574
Federal Revenues - Title I	4,000
LCFF S & C/Contributing to Increased or Improved Services	211,574

**TCA & TCHS:**

The school will maintain a school culture conducive to student learning.

All Funding Sources	\$117,267
Federal Revenues - Title I	36,867
LCFF S & C/Contributing to Increased or Improved Services	80,400

**TCHS:**

High school students will graduate prepared to succeed in college-level course work.

All Funding Sources	\$37,000
LCFF S & C/Contributing to Increased or Improved Services	37,000

**Annual Update Expenditures by Goal and Funding Source**

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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**TCA & TCHS:**

100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.

All Funding Sources	\$470,000	\$511,744
LCFF Base/Not Contributing to Increased or Improved Services	470,000	511,744

**TCA & TCHS:**

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

All Funding Sources	\$184,000	\$189,755
LCFF Base/Not Contributing to Increased or Improved Services	184,000	189,755

**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.

All Funding Sources	\$171,612	\$171,612
LCFF Base/Not Contributing to Increased or Improved Services	171,612	171,612

**TCA & TCHS:**

- School will fully implement state-adopted ELA and Math academic content and performance standards 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

All Funding Sources	\$204,200	\$204,200
LCFF Base/Not Contributing to Increased or Improved Services	204,200	204,200

**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

All Funding Sources	\$52,000	\$52,000
LCFF Base/Not Contributing to Increased or Improved Services	52,000	52,000

**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.**

All Funding Sources	\$62,300	\$0
LCFF Base/Not Contributing to Increased or Improved Services	62,300	0

**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)

All Funding Sources	\$14,000	\$14,000
LCFF Base/Not Contributing to Increased or Improved Services	14,000	14,000

**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.**

All Funding Sources	\$10,000	\$10,000
LCFF Base/Not Contributing to Increased or Improved Services	10,000	10,000

**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)**

All Funding Sources	\$6,000	\$6,000
LCFF S & C/Contributing to Increased or Improved Services	6,000	6,000

**TCA & TCHS:**

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

All Funding Sources	\$15,000	\$15,000
LCFF S & C/Contributing to Increased or Improved Services	15,000	15,000

**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**

All Funding Sources	\$104,000	\$104,000
LCFF Base/Not Contributing to Increased or Improved Services	100,000	100,000
LCFF S & C/Contributing to Increased or Improved Services	4,000	4,000

**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**

All Funding Sources	\$0	\$0
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**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.**

All Funding Sources	\$74,288	\$74,288
LCFF Base/Not Contributing to Increased or Improved Services	74,288	74,288

**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)

All Funding Sources	\$62,000	\$62,000
LCFF Base/Not Contributing to Increased or Improved Services	62,000	62,000

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



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

All Funding Sources	\$0	\$0
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**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%.

All Funding Sources	\$10,000	\$10,000
LCFF Base/Not Contributing to Increased or Improved Services	10,000	10,000

**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 schools charter.

All Funding Sources	\$46,000	\$46,000
LCFF Base/Not Contributing to Increased or Improved Services	46,000	46,000

**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.

All Funding Sources	\$0	\$0
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**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.**

All Funding Sources	\$15,000	\$15,000
LCFF Base/Not Contributing to Increased or Improved Services	15,000	15,000

**TCHS (Formally Goal # 12) :**

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

All Funding Sources	\$19,000	\$19,000
LCFF Base/Not Contributing to Increased or Improved Services	19,000	19,000

**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 grad rate requirement.

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

All Funding Sources	\$0	\$0
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