

## Introduction:

LEA: Temecula Preparatory School    Contact [cwoodruff@temeculaprep.com](mailto:cwoodruff@temeculaprep.com) and [tbagby@temeculaprep.com](mailto:tbagby@temeculaprep.com) , 951-926-6776    LCAP Year: 2016/17

### **Local Control and Accountability Plan and Annual Update Template**

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

***Pupil engagement:*** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

***School climate:*** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## **Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### **Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Western Association of School & Colleges (WASC) Accreditation Process	<p><i>The school participates in the self-study process offered through the Western Accreditation of Schools or Colleges (WASC). The organizational structure, curriculum, instruction, assessment and culture of the school's program are reviewed during a thorough and comprehensive self-study that includes representatives from all constituents and includes all faculty and administration. The self-study identifies strengths and areas of growth that are addressed over a six-year plan that is updated annually. The school is fully accredited grades K-12 and will continue to participate in the WASC process to maintain this accreditation.</i></p>
Annual Program Review	<p><i>Quarterly academic updates were made available first to the school's governing board and general population in October of 2015 and again in February of 2016 regarding the progress of the school as a whole. The data included in the quarterly academic updates includes benchmark exam results, CST results, and analysis of student assessment data from Educator's Assessment Management System (EADMS).</i></p>
Administrative Working Groups	<p><i>Administrative Working Groups were instituted during the 15-16 School Year made up of Board Members, Faculty members, Family/Community Members and School Administration. These working groups report to the Governing Board on issues such as Governance and Dress Code.</i></p>
Annual Parent, Student, and Staff Surveys	<p><i>Surveys deployed to all parents, staff parents and upper school students in February 2016 requesting anonymous feedback regarding administration, instruction, curriculum, special education, &amp; extracurricular activities.</i></p>
Parent and Teacher Support ("PATS") Organization, Parent Meetings	<p><i>With constant parent presence on campus, the faculty and staff are able to receive consistent feedback regarding student engagement and curriculum access. In addition, PATS meetings, Parent Coffees, Monthly Board Meetings allowed for input and feedback. Parent coffees were held in a Socratic Discussion forum to facilitate discussion among stakeholders.</i></p> <p><i>The El Dorado County Charter SELPA Community Advisory Committee (CAC) is a legally mandated group formed to advise LEAs about issues which affect children in special education. CAC Meetings</i></p>

Student Support Services/Community Advisory Committee (CAC)

*occur quarterly and provide parents, member educators and other interested parties the opportunity to learn and share experiences, promote community awareness, and advise the SELPA and the LEA regarding special education planning*

Upper School Guidance Department Individual Assessments

*Parents of upper school students are contacted individually by our high school guidance counselor to inform them about their child's college path and ask them about their desires for their child's education during high school. Student progress toward graduation and college readiness is tracked via Naviance Software.*

Upper School Guidance Department Parent Nights

*Parent nights are held for grades 9-12 four times a year. During this time parents are provided with information regarding testing, college applications, scholarships and financial aid. Parent nights are also held to inform parents of upcoming off-campus college trips. Parents are provided an opportunity to ask questions regarding the college preparation process during the meetings.*

Classical Education Expert

*Provides professional development to school staff and enrichment opportunities to families in the area regarding Classical Education. Facilitates sessions with internal staff refining the classical mission of TPS and reporting to Administration on areas of improvement.*

Strategic Planning Group

*Comprised of all constituent groups on campus, this team of board members, parents, teachers, students, and administrators developed surveys in which they explored needs of the school from all perspectives. They developed a plan that has been presented to the Board of Directors.*

School Emergency Team

*Members of the School Emergency Team met quarterly to review and revise safety protocols. The updated Emergency Management Plan is presented annually to the Board of Directors for approval.*

Faculty Meetings

*Grade Level, Subject Area, Lower School, Upper School, and All Staff meetings were held monthly to support faculty in the classical model as well as to identify focused areas of need.*

<p><b>Annual Update:</b> Through ongoing opportunities for stakeholder engagement, parents, students, and teachers were able to give input to administration. Parent coffees allow opportunities for Q and A and school surveys allow parents and students to give anonymous feedback.</p>	<p><b>Annual Update:</b> As an administrative team, all of the data gathered from the involvement process goes directly into the first draft of the LCAP. The LCAP is then presented to the board of directors in open session with opportunity for revisions or approval.</p>

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).



**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL# 1:	TPS will provide students with a rigorous classical curriculum based on the constructs of the trivium.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	2016 School Surveys, Classical PD for faculty			
Goal Applies to:	Schools:	n/a Single Site		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	An increase in CAASSP scores from the 15-16 school year. 90% graduation rate, 90% college acceptance rate, increase in college entrance exam scores. Increase in internal benchmark scores, increase in college acceptance rate, and increase in college entrance exam scores.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Increase the percentage of students who are college bound by moving the part time college advisor position to a full time college advisor who services juniors and seniors only.	Grade 11-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$55,000 in account 1100 \$15,000 in 3000 accounts	
Make computers and printers available for students after school.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000 from 1000 accounts \$150 in 3000 accounts \$500 in 5800 account	
Provide test-prep time and resources for upper school students.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,400 in 1000 accounts \$3200 in 3000 accounts	

Develop more online internal assessments.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$4400 in 1000 accounts \$1000 in 3000 accounts
Train teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$14,000 in 1000 accounts \$2000 in 3000 accounts
Continue refresh cycle for student and staff devices	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$75,000 in 4400 account
Hire an additional Math/Science teacher to complete class size reduction in upper school.	Grades 7-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 in 1000 accounts \$14,300 in 3000 accounts
Adopt new History curriculum for 6th grade.	Grade 6	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8000 in 4100 account
<b>LCAP Year 2:</b>			
Expected Annual Measurable Outcomes:	Not applicable for charters		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3:			
Expected Annual Measurable Outcomes:	Not applicable for charters		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<b>GOAL #2:</b>	TPS will strategically preserve an informed leadership model through consistent communication amongst all invested parties.	Related State and/or Local Priorities: 1 __ 2 __ 3 <input checked="" type="checkbox"/> 4 __ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 __ 8 __ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	WASC Goal E		
<b>Goal Applies to:</b>	<b>Schools:</b>	n/a Single Site	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	Overall approval and recommendation rating from community survey of at least 80% Increase in attendance of parent meetings. Increase parent viewing of weekly online information.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Hold morning and evening coffees and information sessions for parents.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3800 in 1000 accounts \$600 in 3000 accounts
Aid in grade level transitions by hosting parent information nights for the 2-3 transition, 6-7 transition, and 8-9 transition.	Grades, 2, 3, 6, 7, 8, 9	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4700 in 1000 accounts \$10000 in 3000 accounts
Ask for parent feedback more frequently via one-two question surveys	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$400 in 2000 accounts \$65 in 3000 accounts

Nurture the relationship between the PTO and school by holding joint meetings and events.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2100 in 1000 accounts \$300 in 3000 accounts
Develop alternative forms of electronic communication for various constituent groups.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$260 in 1000 accounts \$400 in 2000 accounts \$130 in 3000 accounts
Continue to organize the website so that it is easier to navigate for parents.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2500 in 2000 accounts \$500 in 3000 accounts
Continue the review and update of policies and administrative regulations through regular meetings of leadership team and Board of Directors Meetings.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6500 in 1000 accounts \$5000 in 2000 accounts \$2000 in 3000 accounts

**LCAP Year 2:**

Expected Annual Measurable Outcomes:	n/a for charters		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

**LCAP Year 3:**

Expected Annual Measurable Outcomes:	n/a for charters		
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Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

GOAL #3:	TPS will nurture a culture of inclusion through staff development, bilingual communication, and Response to Intervention.	Related State and/or Local Priorities: 1 __ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 __ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Outreach efforts to underserved populations, PD to inform staff of best practices		
Goal Applies to:	Schools:	n/a Single Site	
	Applicable Pupil Subgroups:	All	

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	Parent correspondence available in multiple languages. All teachers are trained in the MTSS/RTI strategies and are implementing them in the classrooms. Free and Reduced lunch available on campus.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Institute a school lunch program with an emphasis on addressing the nutritional needs of FRL students.	All	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,000 in 2000 accounts \$10,000 in 3000 accounts \$25,000 in 4000 accounts



Train teachers regarding primary language communication.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$7000 in 5200 account
Host two staff in-service meetings regarding the strategies of MTSS/RTI.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1100 in 1000 accounts \$165 in 3000 accounts
Formalize a program to identify and support low income students with nutritional needs.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$300 in 1000 accounts \$200 in 2000 accounts \$100 in 3000 accounts
Improve outreach efforts to EL families	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1100 in 1000 accounts \$165 in 3000 accounts
Increase options for special populations to have equal access to the curriculum by using online interfaces.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education Students	\$3500 in 1000 accounts \$600 in 3000 accounts
<b>LCAP Year 2:</b>			
Expected Annual Measurable Outcomes:	n/a for charters		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<b>LCAP Year 3:</b>			
Expected Annual Measurable Outcomes:	n/a for charters		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

GOAL #4:	TPS will maintain the school site to enhance student and staff safety, and optimize facility usage.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	Increase facility usage to reduce class size and provide additional facilities to serve all students.		
Goal Applies to:	Schools:	n/a Single Site	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	Classroom space is increased, school safety enhanced through efficient use of available facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Add four additional classroom spaces, improve shade structures, increase student usage areas, add space to facilitate school lunch program.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,000 in 2000 accounts \$9000 in 3000 accounts \$498,400 in 6000 accounts
Obtain DSA compliance with current facilities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 in 6000 accounts
Re-configure maintenance area to free up space for students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 in 6000 accounts

LCAP Year 2:	
Expected Annual Measurable Outcomes:	n/a for charters

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3:			
Expected Annual Measurable Outcomes:	n/a for charters		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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<b>GOAL #5:</b>	TPS will provide students with effective, engaging and competent faculty, administration and support staff.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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<b>Identified Need :</b>	Compensation Review
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<b>Goal Applies to:</b>	Schools: n/a Single Site
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Provide teacher compensation packages within 10% as compared to local districts. Employ multiple strategies to recruit, retain, and develop personnel.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reduce class sizes in Grades K, 1, and 6	Grades K, 1, 6	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Reduction in state aid of \$65,000
Professional Development in Classical Education, AP, and other instructional strategies.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 in 5200 account

Professional Development in SIS, CALPADS, FCMAT, LCFF, SELPA reporting, finance best practice.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000 in 5200 account
Provide training in reading instruction to RTI/MTSS staff.	K-6	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1200 in 5200 account \$600 in 1000 accounts \$100 in 3000 accounts
<b>LCAP Year 2:</b>			
<b>Expected Annual Measurable Outcomes:</b>	n/a for charters		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>LCAP Year 3:</b>			
<b>Expected Annual Measurable Outcomes:</b>	n/a for charters		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL #1 from prior year LCAP:	TPS will provide students with a rigorous classical curriculum based on the constructs of the trivium.		Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	N/A single site		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	An increase in CAASSP scores from the 14-15 school year. 90% graduation rate, 90% college acceptance rate, increase in college entrance exam scores. Increase in internal benchmark level of difficulty, increase in college acceptance rate, and increase in college entrance exam scores.		Actual Annual Measurable Outcomes:	An increase in CAASSP scores from the 14-15 school year. 90% graduation rate, 90% college acceptance rate, increase in college entrance exam scores. Increase in internal benchmark level of difficulty, increase in college acceptance rate, and increase in college entrance exam scores.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Refine reading comprehension documents for content and grade level.		\$41,050 in 1100 account plus \$6,066 in payroll taxes in 3000 accounts	Some reading comprehension assignments have been revised by grade level teachers in conjunction with the Director of Academics. Some assignments have not yet been revised. \$557 in 1100 account \$148 in 3000 accounts	
Scope of service:	Grades K-6		Scope of service:	Grades K-6

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Review Senior Capstone Projects to reflect classical philosophy and rigor	\$41,050 in 1100 account plus \$6,066 in payroll taxes in 3000 accounts	Senior capstone was revised by an advisory panel of teachers and administrators. It now reflects classical philosophy and is more rigorous than the original assignment.	\$2,154 in 1100 account \$545 in 3000 accounts
Scope of service:	Grade 12	Scope of service:	Grade 12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Increase the percentage of students who are college bound by hiring a part time college advisor who services seniors only.	\$30,000 salary in account 1100 plus in payroll taxes and benefits \$9,242 in 3000 accounts	A part time College advisor was hired. The percentage of students who were college bound did not increase. All students in grades 11-12 did receive additional support. College acceptance data was examined. Students accepted to colleges remained stable. There is a need to provide additional outreach to Low income families. Progress was made toward the goal.	\$29,357 in 1100 account \$4,168 in 3000 accounts
Scope of service:	Grade 12	Scope of service:	Grade 12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Institute a formal after school computer lab based tutoring program for at-risk students	\$4,000 stipends in	This program is established in grade 7-12 and currently servicing the needs of the students.	\$6,613 in account 1100 \$1,781 in 3000 accounts



		account 1100 plus additional payroll taxes of \$835 in 3000 accounts		
Scope of service:	All		Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Develop alternative paths to graduation that fit the classical model, but allow for flexibility for students with special needs, English Learners, and incoming upperclassmen from other schools.		\$7,500 in account 5850	Alternative paths have been established and are now board-approved.	\$557 in 1000 accounts \$175 in 3000 accounts
Scope of service:	Grades 9-12		Scope of service:	Grades 9-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Provide test-prep time and resources for upper school students.		\$5,000 in 4100 account \$5,000 in 5200 account	In addition to the online test-prep, students benefited from a college week as well as hundreds of hours of Advanced Placement test prep.	\$3,585 in 1100 accounts \$930 in 3000 accounts
Scope of service:	Grades 7-12		Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	

Develop online internal benchmarks for unit assessments.	\$3,400 in account 5850	Some unit assessments have been written. Some grade levels have not completed this task yet.	\$16,288 in 1100 accounts \$2,638 in 3000 accounts
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Train teachers regarding item creation, test editing, data analysis, and individual goal setting with regard to internal benchmarks.	\$2,722 in account 1100 \$400 payroll taxes in 3000 accounts	Teachers receive ongoing support for internal benchmarks.	\$2,427 in account 1300 \$345 in 3000 accounts
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Addition of a Kindergarten Aide	\$13,160 in account 2100 plus payroll taxes of \$3,329 in 3000 accounts	Kinder aide was hired.	\$13,752 in 2000 account \$2.959 in 3000 accounts
Scope of service: Grade K		Scope of service: Grade K	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Addition of Upper School Teachers (3) Latin, English, World Language	\$180,000 in account 1100 plus payroll taxes and benefits of \$48,458 in 3000 accounts	Teachers were added.	\$167,512 in 1000 accounts \$45,385 in 3000 accounts
Scope of service:	Grades 9-12	Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Restoration of Upper School History position from Tech Coach position	No additional cost	Position restored.	Savings of \$6,443 in 1100 account Savings of \$915 in 3000 accounts
Scope of service:	Grades 9-12	Scope of service:	Grades 7-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Hire a part-time college counselor	\$30,000 in account 1100 plus payroll	Counselor hired.	Cost included above in action item 3

		taxes and benefits of \$4,838 in the 3000 accounts		
Scope of service:	Grades 11-12		Scope of service:	Grades 11-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Initiate refresh cycle for student and staff devices		\$95,000 in account 4400	Some devices were purchased, however the full refresh cycle was postponed to 2016-17	\$19,019 in account 4400
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Implement 1:1 ratio of Chromebooks in Grades 3-12		\$95,000 in account 4400 from 1415 reserve funds	Ratio implemented.	\$42,988 in account 4400
Scope of service:	Grades 3-12		Scope of service:	Grades 3-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsSpecify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> other Subgroups Specify): Students with disabilities	
What changes in actions, services, and	A full time college advisor will be hired. Additional parent meetings and students support will be provided to all students with a targeted focus on families where parents are not college graduates.			

expenditures will be made as a result of reviewing past progress and/or changes to goals?

Original GOAL #2 from prior year LCAP:	TPS will strategically preserve an informed leadership model through consistent communication amongst all invested parties.		Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	N/A single site		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Overall approval and recommendation rating from community survey of at least 80%. Increase in attendance of parent meetings. Increase parents viewing weekly online information.	Actual Annual Measurable Outcomes:	Parent surveys indicated an approval rating of over 87% in all areas. Attendance at parent meetings increased, but was not as high as anticipated. Area of continued growth for the 2016-2017 school year through strategic parent outreach efforts.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Hold more evening sessions for parents where administration is present to answer questions.		\$4,035 in 1300 account \$596 in 3000 accounts	Parent mini-university was held twice in the evening this year. Classical expert spoke to parents during an evening session  \$356 in 1000 accounts \$872 in 2000 accounts \$348 in 3000 accounts	
Scope of service:	All		Scope of service:	All

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Aid in grade level transitions by hosting a parent info night at the beginning and end of each year for the 2-3 transition, 6-7 transition, and 8-9 transition.	\$695 in 1100/1300 accounts \$103 in 3000 accounts	Parent info nights were held.	\$1396 in 1000 accounts \$325 in 3000 accounts
Scope of service:	Grades 2, 3, 6, 7, 8, 9	Scope of service:	Grade 10
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ask for parent feedback more frequently via one-two question surveys	\$414 in 1300 \$372 in 2300 account \$230 in 3000 accounts	Surveys to the parent body focused on the Strategic Plan.	0
Scope of service:	All	Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Nurture the relationship between the PTO and school by holding joint meetings and events.</p>	<p>\$713 in account 1300 \$149 in account 2300 \$205 in 3000 accounts</p>	<p>Two events were held this year in conjunction between PTO and TPS Admin.</p>	<p>\$1,260 in 1000 accounts \$279 in 3000 accounts</p>
<p>Scope of service: All</p>		<p>Scope of service: PTO</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Develop an app through which the school can push the information straight to the parent's phone.</p>	<p>\$1,788 in account 5901</p>	<p>This app was explored and it was determined that it was not necessary at this time.</p>	<p>\$1,998 in 1100 accounts \$714 in 3000 accounts</p>
<p>Scope of service: All</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

Organize the website so that it is easier to navigate for parents.	\$559 in account 2300 \$188 in 3000 accounts \$865 in account 5805	Website was reorganized to make it easier to navigate.	\$3,487 in 2000 accounts \$1,113 in 3000 accounts
Scope of service: All		Scope of service: All	
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Review and update policies and administrative regulations through regular meetings of leadership team, governance and strategic planning groups, and Board of Directors Meetings	\$6,480 in account 1300, \$7,680 in account 2300 plus \$11,399 in payroll taxes and benefits	The Headmaster and Sr. Director of Business and Operations met regularly during leadership meetings, strategic planning meetings, and with the Board of Directors to review and recommend changes, creating five new policies, rescinding seven outdated policies, and revising one policy. Further development will continue.	\$10,753 in account 2300 \$7,525 in account 2300 \$4,253 in 3000 accounts

Scope of service: All		Scope of service: All/Administrative Team	
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a Parent Enrichment meetings will be held, surveys will be sent out			



result of reviewing past progress and/or changes to goals?
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Original GOAL #3 from prior year LCAP:	TPS will nurture a culture of inclusion through staff development, bilingual communication, and Response to Intervention.	Related State and/or Local Priorities: 1__ 2X 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: N/A single site	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Parent correspondence is available in multiple languages. All teachers are trained in the MTSS/RTI strategies and are implementing them in the classrooms; decrease in disciplinary action from 2015-2016 school year. Ensure that low income, foster youth, and ELs are being serviced regularly and appropriately. Increase in the number of CLAD certified teachers.	Actual Annual Measurable Outcomes:	Parent correspondence is available in Spanish for some forms online, and for all forms upon request. Teachers have begun implementing MTSS/RTI strategies in the classroom.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train webmaster for postings.	\$894 in account 2300 \$301 in 3000 accounts \$1,385 in account 5805	Webmaster ensures that website has a functioning translation link.	\$87 in 2000 accounts \$22 in 3000 accounts

Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Train teachers regarding primary language communication.		\$2,327 in 1100 account \$608 in 3000 accounts	Director of Student Support Services trained teachers		\$214 in 1000 accounts \$52 in 3000 accounts
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Host two staff in-service meetings regarding the strategies of MTSS/RTI.		\$4,654 in 1100 account \$1,215 in 3000 accounts	These staff meetings have been held.		\$5,348 in 1000 accounts \$1,272 in 3000 accounts
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Design and distribute discipline data reports to all admin and support staff.		\$1,115 in 1300 account \$320 in 2400 account \$367 in 3000 accounts	Discipline reports were created and distributed.		\$262 in 1000 accounts \$146 in 2000 accounts \$107 in 3000 accounts
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Formalize a program to identify and support low income students with nutritional needs.		\$519 in 1300 account \$410 in 2300 account \$262 in 3000 accounts	Student support staff checks the SIS and identifies students based on their applications for FRL. School provides student with food items and/or water as needed. School nurse or other staff documents.		\$1,475 in 1000 accounts \$202 in 2000 accounts \$372 in 3000 accounts
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>Improve outreach efforts to EL families</p>	<p>\$3,267 in 1300 account \$820 in 2300 account \$1,031 in 3000 accounts</p>	<p>TPS fliers were handed out to YMCA and Boys and Girls Club. A survey relating to the support program was sent to all internal EL families soliciting feedback and suggestions for improvement.</p>	<p>\$428 in 1000 accounts \$436 in 2000 accounts \$245 in 3000 accounts</p>
<p>Scope of service:</p>	<p>Grades 10-11</p>	<p>Scope of service:</p>	<p>All</p>
<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>Increase options for special populations to have equal access to the curriculum by using online interfaces.</p>	<p>\$1,950 in 1300 account \$472 in 3000 accounts</p>	<p>Purchased APEX online curriculum.</p>	<p>\$3,843 in 1000 accounts \$947 in 3000 accounts</p>

Scope of service:	All	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will remain for the 16-17 school year. Although great gains have been made for TPS in this area, the training of our staff on implementation of MTSS/RTI strategies must continue.		

Original GOAL #4 from prior year LCAP:	TPS will maintain the school site to enhance student and staff safety, and optimize facility usage.		Related State and/or Local Priorities: 1X 2__ 3__ 4X 5__ 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	N/A single site		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	TPS will ensure that each facility on campus is occupied at least 90% of the school day. TPS will increase the usable space on campus.		Actual Annual Measurable Outcomes:	Facilities are used 95% of the school day and usable space has been increased.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop a report on classroom usage.	\$670 in 1300 account	Report completed.	\$214 in 1000 accounts \$52 in 3000 accounts	

		\$166 in 3000 accounts		
Scope of service:	All		Scope of service:	Grades K-6
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Implement a new high school schedule that allows for more high school course offerings.		\$2,512 in 1300 account \$622 in 3000 accounts	Schedule implemented.	
				\$4,506 in 1000 accounts \$893 in 3000 accounts
Scope of service:	Grades 9-12		Scope of service:	Grades 9-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Work with TVUSD to renovate current spaces for maximized usage.		\$55,000 contingency in account 6200 \$260 in account 1300 \$365 in account 2300 \$162 in 3000 accounts	This action is in progress. One teacher meeting space has been converted to also be used as a classroom.	
				\$9,363 in 1000 accounts \$1,960 in 2000 accounts \$2,643 in 3000 accounts
Scope of service:	All		Scope of service:	All

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Pursue permission from TVUSD to pave additional parking space in the rear of the school.	\$20,000 for shared cost in account 6200 \$260 in account 1300 \$365 in account 2300 \$162 in 3000 accounts	This action is in process.	\$1,120 in 1000 accounts \$123 in 2000 accounts \$280 in 3000 accounts
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Increase custodial and facility staffing	\$16,000 plus associated payroll taxes and benefits of \$11,153	Staffing has been increased in both areas.	Increased cost of \$9,941 in 2000 accounts \$9,339 in 3000 accounts
Scope of service:	All	Scope of service:	Grades 9-12

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Purchase portable light tower and generator	\$1,700 in account 6400	Not completed in 1516. Currently budgeted in FY 1617	\$0
Scope of service: All		Scope of service: Grades 7-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Update staff radios	\$550 in account 6400	Radios have been updated.	\$4076 in account 5506
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Research on campus safety infrastructure and update as needed	\$15,000 in account 5506	Added security cameras, Raptor visitor check in system	\$3,097 in 1000 accounts \$3,617 in 2000 accounts \$2,140 in 3000 accounts \$38,356 in account 5506
Scope of service: All		Scope of service: All	



<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Purchase additional student desks and chairs	\$2,200 in account 6500	Purchase complete.	\$5030 in account 6500
Scope of service: All		Scope of service: Grade K	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Purchase storage for tables and chairs	\$6,000 in account 6500	Due to restrictions on the campus, this was not accomplished.	0
Scope of service: All		Scope of service: Grades 7-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
Purchase of tablet for facility inspections	\$700 in account 4303	Tablet was purchased and put into use.	\$629 in account 4303
Scope of service: All		Scope of service: Grades 7-12	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with disabilities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): Students with disabilities	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This is a goal that TPS intends to keep for many years to come. All constituent groups agree that facilities are a major area of need for our students. Any incomplete actions listed above will be renewed action items for the following year as well as additional action items as new information comes to light.
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Original GOAL #5 from prior year LCAP:	TPS will provide students with effective, engaging and competent faculty, administration and support staff.		Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	N/A single site		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Provide competitive compensation packages. Employ multiple strategies to recruit, retain, and develop personnel.	Actual Annual Measurable Outcomes:	Compensation has been increased for students. Recruiting trips have occurred, professional development opportunities have increased, and retention efforts have been made.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

Reduce class sizes		Reduction in state aid of \$86,000	Reduction has begun and is still in progress.	Reduction in ADA of \$86,551
Scope of service:	Grades 1-4		Scope of service:	Grades 1-4
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase teacher salaries to at least 90% of current TVUSD comps		\$148,700 for Salaries and associated payroll taxes and benefits of \$22,263	Teachers are now making 90% of prior year TVUSD comps.	\$182,106 in account 1100 \$10,198 in account 2100 \$28,051 in benefit 3000 accounts
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Provide all staff with a 3% salary increase opportunity	\$150,338 for Salaries and associated payroll taxes and benefits of \$22,503	All staff was afforded a 3% opportunity increase based upon performance evaluations.	\$119,373 in 1000 accounts \$34,927 in 2000 accounts \$24,465 in 3000 accounts
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Restore Upper School Dean position, hire Lower School Dean, increase administrative salaries to 75-85% of current comps	\$148,848 in account 1300/2300 \$29,485 in 3000 accounts	Upper school dean has been restored, Lower school dean has been hired, and admin salaries have been increased, but not to the level of 75-85%	\$103,356 in account 1300 \$14,676 in 3000 accounts
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Provide increased professional development for business support staff	\$4,465 in account 5201	Professional development has been made available in many areas for the business staff, including HR, fiscal, CALPADS, FCMAT, and Aeries SIS.	\$5,515 in 5200 accounts
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Upgrade career page on website	\$7,500 contingency in account 5900	This career page has been updated and will continue to be developed.	\$1,056 in 2000 accounts \$386 in 3000 accounts \$205 in account 5900
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of	This will remain a goal for TPS. Some action items are complete, but TPS still desires to develop staff and		

reviewing past progress and/or changes to goals?	retain good faculty members.
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**Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$125,859
<p>Temecula Preparatory School uses the allocated funds for identification, planning and implementation of schoolwide expenditures which will include, but are not limited to, outreach and services for unduplicated pupils. EL, Low Income, Foster Students, homeless students, and all at risk students are serviced through the RTI/MTSS program. A plan for outreach in regard to EL students in public venues such as retail locations, the Boys and Girls Club and the library has been implemented and further development will continue in the upcoming school year. Staff will be trained on best practices and will continue to utilize their current identification mechanisms such a formative and summative evaluation tools. The school staff involved in the process include the school counselor, RTI/MTSS staff members, to plan and implement the identified services. The school has also implemented identification procedures for High Achieving students. The school counselor will work with other staff to develop a program that meets the needs of high achieving students. Funds will be utilized to provide food, training for staff, after school programs, staffing as well as materials and supplies needed to support the identified students.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1.68%

Temecula Preparatory School will be using the funds for unduplicated students in a way that supports these students only. Services are equally offered to all students, however, these designated funds will proportionally be utilized to provide services to low income, foster youth and EL respectively. For instance, providing nutrition for FRL students through meals or snacks will be provided as needed, and after school help for foster youth, and paperwork in an alternative language for EL's. These items and more are provided either in recourse terms and or staff time. In addition, students will have access to the RTI program which classifies all of these students as "at risk." In this way, students will have plans and goals set to improve their access to all curriculum as stated above. Throughout the year, monitoring will occur to ensure students are improving on these goals in these areas. Funding will be used for this purpose.

#### **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

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

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

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

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

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:



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

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

(3) Divide (1) by (2).