

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

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

**Tomorrow’s Leadership Collaborative (TLC) Charter School** will serve grades TK-8, that models best practices for inclusion education, through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. TLC is modeled after the acclaimed CHIME Institute Schwarzenegger Community School and WISH Charter Schools in Los Angeles, our school will be an inclusive learning community where **all** students – including those with disabilities and learning differences, their families, and the school’s staff appreciate and value diversity in all its forms, taught through the prism of 21<sup>st</sup> century learning. TLC’s core values are:

- **Leadership in education.**
- **Equity for learners.**
- **Everyone is welcome at TLC**

TLC Charter School is scheduled to open fall 2018 serving approximately 100 students in grades TK-4, and we anticipate the following student demographics: 82% Hispanic, 10% White, 4% Asian, and 1% African-American, of which 72% who qualify for free/reduced lunch, 50% English Language Learners, and 12% Students with Disabilities. Our school will expand by one grade level annually.

## MISSION

The mission of TLC is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21<sup>st</sup> Century citizens. TLC is grounded in an inclusive vision of teaching and learning in which the diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC will be guided to develop 21<sup>st</sup> Century knowledge and skills such as problem-solving, critical thinking, creativity, communication and cooperation and collaboration with diverse peers.

## VISION

Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education. Collaboration with Chapman University, Attallah College of Educational Studies will enable TLC faculty to learn about and model current research-based practices and approaches, and to develop and advance knowledge of the practices and strategies for inclusive teaching and learning. We believe strongly that this collaboration and commitment to learning about diversity and inclusion will not only directly benefit students and families at TLC, but holds potential to contribute to the broader community of educators, advocates, policy makers and researchers in the field as well.

## LCAP Highlights

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

Tomorrow's Leadership Collaborative (TLC) Charter School is a newly established charter school scheduled to open fall 2018. Our school has developed the following 3 LCAP goals that support our school's mission, vision, and the 8 State Priorities.

**- GOAL #1: Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Process to identify and provide appropriate academic and social-emotional supports to ensure student academic success and close the achievement gap among all subgroups.**

**- GOAL #2: Provide all students with high quality instruction, and rigorous college preparatory standards aligned curriculum; that integrates writing across disciplines and a focus on service learning; critical skills necessary to contribute to our global society.**

**GOAL #3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. A Culture of High Expectations is consistently implemented throughout the school and supported by providing students with a safe, welcoming and inclusive, positive learning environment.**

## Review of Performance

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

### Greatest Progress

TLC is scheduled to open fall 2018, therefore the school does not have data on the CA Dashboard.

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

### Greatest Needs

TLC is scheduled to open fall 2018, therefore the school does not have data on the CA Dashboard.

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

### Performance Gaps

TLC is scheduled to open fall 2018, therefore the school does not have data on the CA Dashboard.

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

### Increased or Improved services

See DISSUP section. TLC is not yet in operation.

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 1,727,729
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,217,841

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to, the following costs associated with operating the school program

- Auxiliary Staff Members
- Staff Benefits
- Operational Supplies
- General Insurance costs
- Legal/Audit Fees
- Various non-instructional consultants
- Administration Fees

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 848,769

# Annual Update

**NOT APPLICABLE**

LCAP Year Reviewed: 2017-18

## Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual


## Actions / Services

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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# Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

The Executive Director/Principal consulted with stakeholders this past year in the development of TLC's Charter Petition, which included addressing the LCAP 8 State Priorities, and annual measurable outcomes.

## Impact on LCAP and Annual Update

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

Consultations were held informally during the charter petition process and submission, public hearing process, in addition to Open House/recruitment events over the past couple of month since the petition was approved. During student recruitment events (student registration/intent to enroll), stakeholders (parents, community members and students) shared their interest and feedback on what they would like to see at TLC Charter School. Our unique educational model is the main reason that attracted parents/families to enroll their child at TLC Charter School.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Goal

## Goal 1

Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the MTSS Program (integrating RTI/SST Process) to identify and provide appropriate academic and social-emotional supports to ensure student academic success and close the achievement gap among all subgroups.

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

State Priorities: 4, 5

Local Priorities:

### Identified Need:

As a newly established school, there is a need to establish the infrastructure and systems in place to develop a data-driven culture schoolwide, in order to measure program evaluation, and identify student academic needs to inform instruction.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores:	N/A	N/A	Spring 2019 CAASPP Results will serve as a baseline.	Establish annual growth target using baseline results.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores:</b>	N/A	N/A	Spring 2019 CAASPP Results will serve as a baseline.	Establish annual growth target using baseline results.
<b>% of EL who progress in English Proficiency using ELPAC:</b>	N/A	N/A	ELPAC Results will serve as a baseline.	Establish annual growth targets using 2018-19 ELPAC results.
<b>EL Reclassification Rate:</b>	N/A	N/A	EL RFEP rate will serve as a baseline.	Establish annual Reclassification rate using 2017-18 RFEP Rate.
<b>Attendance Rates:</b>	N/A	N/A	2018-19 ADA will serve as a baseline	Establish annual growth target for Attendance rate.
<b>Chronic Absenteeism Rate:</b>	N/A	N/A	2018-19 Chronic Absenteeism rate will serve as a baseline	Establish annual growth target for Chronic Absenteeism rate.

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

**STAFF: For a Base Program**  
Tomorrow's Leadership Collaborative (TLC)

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<p>Charter School will employ the following educators to support the school’s base educational program, the goals, actions and services outlined in this LCAP, serving 100 students in grades TK-4.</p> <ul style="list-style-type: none"> <li>• <b>4 classroom teachers</b></li> <li>• <b>1 Executive Director/Principal</b></li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$409,158	
Source		LCFF Base	
Budget Reference		1000, 2000, 3000	

## Action 2

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

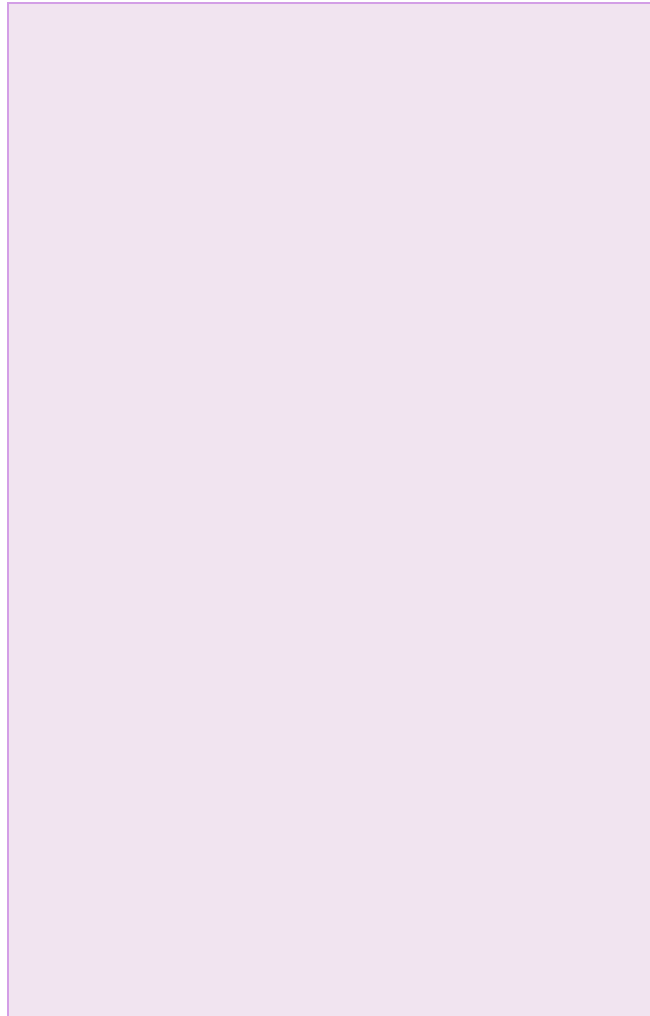
2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: El Dorado SELPA**

Co-teaching is at the heart of TLC's instructional approach. All classrooms will

2017-18 Actions/Services



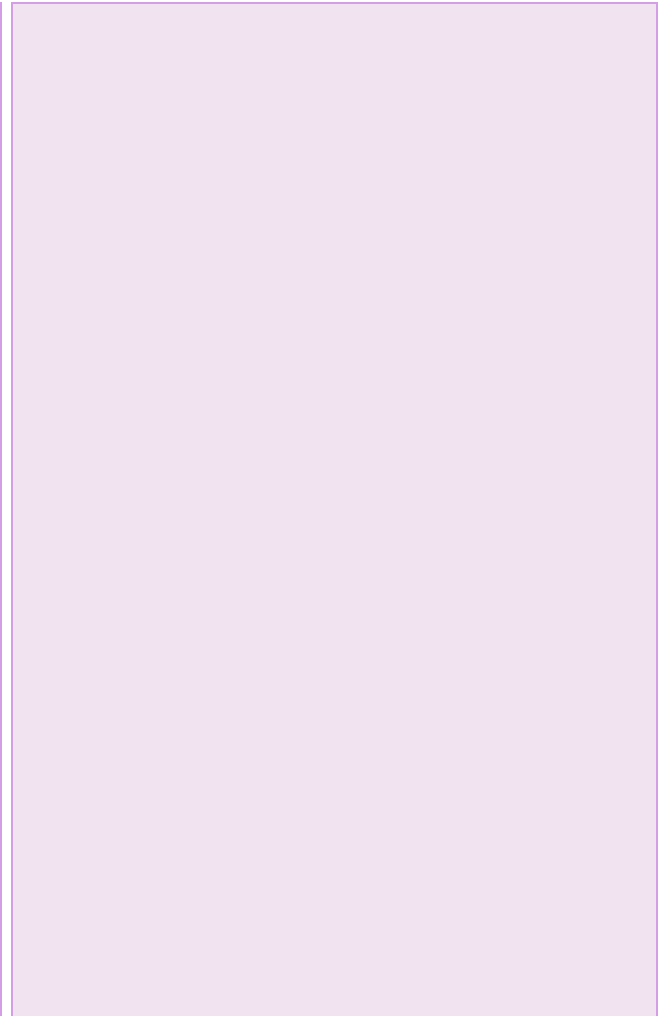
2018-19 Actions/Services

be led by pairs of general education and special education teachers who share full responsibility and accountability for student learning and collaborate to plan, teach, and assess student progress and growth for the whole class.

As an inclusive model school, TLC is committed to meeting the needs of all of our students with disabilities, and pledges to work in cooperation with the OCBE and the El Dorado County Charter Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. We anticipate our SPED Team to include:

- **2 SPED Educators (Mild-Mod, Mod-Severe)**
- **Speech & Language Pathologist**
- **Occupational Therapist**
- **Adaptive PE**
- **PT**
- **Paraprofessional staff support: 7**

2019-20 Actions/Services



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$290,788	
Source		1. LCFF Base \$92651 2. SPED \$72580	
Budget Reference		1000, 3000, 5000	

## Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**ASSESSMENTS:**

TLC Charter School will implement multiple types of assessments, in order to monitor

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

each student’s academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP (ELA/Math) for Grades TK-4
- Fountas & Pinnell: Benchmark Assessment System (BAS) Reading Assessment
- Bridges Math Assessments
- Formative Assessments
- Summative Assessments
- Other publisher provided assessments

In addition, TLC Charter School will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math: Grades 3-4

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$11,000	
Source		PCSGP	



Year	2017-18	2018-19	2019-20
Budget Reference		4000, 5000	

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**  
TLC Charter School will align academic

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

interventions to core instruction; and grade level content to ensure all students including unduplicated pupils, are on track towards grade level mastery, in order to narrow the achievement gaps. As a recipient of the Multi-Tiered System of Supports (MTSS) Grant, our school will establish a comprehensive academic support program for students.

In order to continuously improve the quality and delivery of instruction for our students with diverse learning needs, it is essential that our teachers receive ongoing, robust personalized coaching with feedback through weekly classroom observations by the Principal, **WISH Academic Intervention Systems** and **Instructional** (Professional Development) **Consultants**.

In addition to a co-teaching model, our **(9) Instructional Assistants (Para-professionals)** will provide academic intervention and support in the classroom principally directed towards unduplicated students.

Individual Instruction Plans (IIPs) will be developed to ensure that all students receive

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

instruction and supports to their unique learning needs and interests. General Education students will co-construct IIPs with teachers, and will be reviewed and updated each trimester. Students will set short and long-term goals and revisit these goals throughout the year to understand and take ownership of their learning and growth. Teachers will highlight daily instances of incremental progress as crucial to learning, and will celebrate students' curiosity, risk-taking and pursuit of interests as key features of a growth mindset at school.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program:

- **Moby Max (subscription)**
- **iLit: Grades 3+ (subscription)**
- **Classroom Libraries**
- **Illuminate Education: Data & Assessment, and SIS (subscription)**

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$145978	
Source		1. LCFF S&C \$84112 2. LCFF Base \$41866 3. PCSGP \$20000	
Budget Reference		2000, 3000, 4000	

# Action 5

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

**Students to be Served:**

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

All

**Location(s):**

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

All School

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-**

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**EMOTIONAL/BEHAVIORAL  
SUPPORT/INTERVENTION:**

As a newly established school, our staff will review and analyze student data, and during PLC time with teachers will identify students who require social-emotional and/or behavioral supports.

TLC Charter School will implement a Multi-tiered System of Supports (MTSS), which will allow us to collect and analyze students' qualitative and quantitative data as they receive instruction and intervention within the framework developed. Our school will research universal screeners for social-emotional behavior risk screeners for adoption.

TLC Charter School will implement Ojai's Foundation's, **Way of Council**, and **Responsive Classrooms**.

Additionally, TLC will provide **individual workshops**: that provide enrichment, support and guidance for students based on their individual needs.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1000	
Source		LCFF Base	
Budget Reference		5000	



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

New Goal

## Goal 2

**Provide all students with high quality instruction, and rigorous college preparatory standards aligned curriculum; that integrates writing across disciplines and a focus on service learning; critical skills necessary to contribute to our global society.**

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

State Priorities: 1,2,7,8

Local Priorities: 1,2

### Identified Need:

As a newly established school, develop a rigorous high quality instructional program that meets the identified the needs of our students.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>% of teachers that are appropriately credentialed and assigned:</b>	N/A	N/A	100%	100%
<b>% of students that have access to standard-aligned materials</b>	N/A	N/A	100%	100%
<b>Implementation of standards-based adopted</b>	N/A	N/A	Will establish	Will develop annual

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>academic content &amp; performance standards for all students: all subject areas</b>			baseline.	growth targets based on baseline reporting
<b>% of students with access to (including UP &amp; Students with Disabilities) &amp; are in enrolled in a broad course of study: Social Science, Science, PE.</b>	N/A	N/A	100%	100%
<b>100% of programs/services will enable EL to access CCSS and ELD Standards.</b>	N/A	N/A	100%	100%
<b>% of grade 5 students meeting all 6 Fitness Areas in HFZ:</b>	N/A	N/A	N/A	Spring 2020 PFT will serve as a baseline

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

**PROFESSIONAL DEVELOPMENT/LEARNING**

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TLC Charter School will provide all teachers with research and evidence based professional development aligned to the CA State Standards, school's mission and educational program that are targeted to meet the needs of our students. Professional Development topics/areas will include:

- CA Standards: ELA, Math, Social Studies, Science
- Universal Design for Learning (UDL)
- Differentiation
- Culturally Responsive Teaching
- Project Based Learning (PBL): Buck Institute
- Inclusive Learning Community through co-teaching, and co-assessing student performance
- Positive Classroom Mindsets
- Language & Literacy Development in Children with language-based disabilities
- Meeting the needs of: EL, using ELD Standards, SDAIE, ELD Folders, ELPAC testing & analysis
- Best practices for implementing peer supports in an inclusive classroom

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> <li>• Constructivist Approach</li> <li>• Classroom Management</li> <li>• PBIS</li> </ul> <p>Professional development for all teachers will take place during as follows:</p> <ul style="list-style-type: none"> <li>• Summer PD: 3-week institute</li> <li>• 5 Non-instructional Days: Focus - Data Days</li> <li>• Weekly Wednesday PD: during the academic school year for ongoing co-planning, co-teaching, and collaboration.</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$74,869	
Source		<ol style="list-style-type: none"> <li>1. LCFF Base \$16000</li> <li>2. Title I \$7618</li> <li>3. Title II \$2750</li> <li>4. PCSGP \$48501</li> </ol>	
Budget Reference		1000, 3000, 5000	

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**CORE CURRICULUM TO BE PURCHASED:**

Every student will have access to standards-aligned curriculum. TLC Charter School plans to purchase the following curriculum

2017-18 Actions/Services

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2018-19 Actions/Services

<p>which includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Reader &amp; Writer’s Workshop</li> <li>• Bridges Mathematics</li> <li>• FOSS Kits</li> <li>• Responsive Schools for Social-emotional</li> <li>• Words their Way: Pearson</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$60,000	
Source		PCSGP	
Budget Reference		4000	

# Action 3

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

**Students to be Served:**

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

Specific Student Subgroup: English Learners

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

**STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:**  
  
TLC Charter School will develop an EL Master Plan to align with recent

2019-20 Actions/Services



2017-18 Actions/Services

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2018-19 Actions/Services

<p>implementation of the ELPAC, and our educational program, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will purchase/subscribe to <b>Lexia Core 5 EL Program</b> also <b>research effective ELD supplemental curricular and instructional materials</b> for implementation. The Executive Director/principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program.</p>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$12,000	
Source		PCSGP	
Budget Reference		4000	

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**TECHNOLOGY**

TLC Charter School will implement a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Principal will conduct a needs

2017-18 Actions/Services

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2018-19 Actions/Services

<p>assessment based on staff and student needs. The following list of technology devices will be purchased for the upcoming school year:</p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Laptops for teachers</li> <li>• Printers</li> <li>• Projectors</li> <li>• Scanners</li> <li>• SMART Boards</li> <li>• Copier</li> </ul> <p>TLC Charter School will contract IT services to set-up all devices for student and testing use, including firewalls and Wi-Fi hotspots.</p>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$80,500	
Source		PCSGP	
Budget Reference		4000, 9000	

## Action 5

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

**STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:**  
In order to provide students with relevant learning experiences outside of the

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<p>classroom, our students will participate in the following:</p> <ul style="list-style-type: none"> <li>• Presentations/Demonstrations of Learning</li> <li>• Fall Project Exhibition: Social Studies</li> <li>• Spring Project Exhibition: Science</li> <li>• Field Trips aligned to the curriculum</li> <li>• Student led conferences</li> <li>• Clubs and organizations: Lunch activities</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$2,500	
Source		LCFF Base	
Budget Reference		5000	

## Action 6

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**COURSE ACCESS:**

In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study beyond core subjects

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

that include: **Music, Art, and PE.**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$44,445	
Source		1. LCFF Base \$29445 2. PCSGP \$15000	
Budget Reference		1000, 3000, 4000	

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

New Goal

### Goal 3

**Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. A Culture of High Expectations is consistently implemented throughout the school and supported by providing students with a safe, welcoming and inclusive, positive learning environment.**

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

State Priorities: 1,3,6

Local Priorities: 1,3,6

#### Identified Need:

Establish positive relationship with parents/families to further engage them in their child's education.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Parent (including unduplicated students and Students with Disabilities) input in decision-making via SSC, ELAC, TLC Parent Association, PAC, Governing Board.</b>	N/A	N/A	Met	Met
<b>Parent involvement will include opportunities for participation in programs for unduplicated students</b>	N/A	N/A	Met	Met



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>and Students with Disabilities:</b>				
<b>Maintain suspension rates &lt;2%.</b>	N/A	N/A	<2%	<2%
<b>Maintain expulsion rates &lt;1%</b>	N/A	N/A	<1%	<1%
<b>Administer parent, student and teacher survey: Sense of safety &amp; school connectedness; % of students/parents that participate.</b>	N/A	N/A	Will serve as baseline	Will develop annual growth targets based on baseline results.
<b>Facilities Inspection Tool (FIT) Score: Good or Better</b>	N/A	N/A	Good	Good

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**SCHOOL:**

TLC Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the **Comprehensive School Safety Plan** and train the entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Administrative Team will develop a supervision schedule that includes supervision of students' before/during and after-school by school staff.
- Morning community meetings will take place in each classroom with social skills embedded.
- In order to provide students with a safe learning environment, our school has implemented a Structured Yard Play that includes materials and equipment for student use.
- Administer **staff and student surveys** to measure school safety and connectedness.

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> <li>• The implementation of Ways of Council will provide a safe, nurturing and positive school climate for all students and staff.</li> <li>• <b>Research subscriptions for Visitor Management Software, and Chromebook Management Solutions</b> to ensure safety of student online use.</li> <li>• Volunteer opportunities at TLC including reading to students in the library</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$3500	
Source		LCFF Base	
Budget Reference		5000	

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**PARENT INPUT IN DECISION-MAKING**

At TLC Charter School, parent input in decision-making will take place through the

2017-18 Actions/Services

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2018-19 Actions/Services

<p>following:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC).</li> <li>• English Language Advisory Committee (ELAC)</li> <li>• TLC Parent Association</li> <li>• Principal’s Advisory Council (PAC)</li> <li>• TLC Board of Directors</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$500	
Source		LCFF Base	
Budget Reference		4000	

## Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TLC Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education.

- Quarterly Coffee with the Principal to discuss schoolwide issues, and upcoming events
- **Parent workshops** that may include: Effective strategies for struggling readers; Developing social skills, Social—emotional learning, Problem-solving and conflict resolution, Health & Safety, The Impact of Art in Learning, etc.
- The **Bilingual Outreach Coordinator** will communicate with families of current and prospective students.
- Provide parents with access to student progress via **web-based programs** (such as Illuminate, Aeries parent portal)
- Administer annual **parent surveys**

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount		\$17,500	
Source		1. LCFF Base \$10000 2. PCSGP \$7500	
Budget Reference		5000	

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**FACILITIES**

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> <li>• <b>Facility Site (leasing costs)</b></li> <li>• Provide <b>site repairs and/or maintenance</b> to provide an inclusive learning environment and universal access</li> <li>• Renovate all <b>classrooms with furniture</b>, including outdoor play equipment</li> <li>• Conduct a needs assessment for campus security and monitoring (surveillance cameras, etc.)</li> <li>• Administer annual Facility Inspection Tool (FIT) report</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$212,159	
Source		1. LCFF Base \$73063 2. SB740 \$66096 3. PCSGP \$73000	

Year	2017-18	2018-19	2019-20
Budget Reference		2000, 3000, 4000, 5000	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 84,112

11%

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

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

The Supplemental and Concentration Funds are being expended on actions and services principally directed toward unduplicated student groups. Tomorrow's Leadership Collaborative (TLC) Charter School is a newly established charter school scheduled to open fall 2018. The actions specifically addressing unduplicated student groups are listed below.

- Goal 1, Action 4: Academic intervention using the WISH Academic Intervention Systems led by Instructional Assistants who provide academic intervention and support in the classroom.
- Goal 3, Action 3: In an effort to recruit students/families within the community which are unduplicated students, to our unique educational model, our school will employ a Bilingual Outreach Coordinator who will communicate with families of current and prospective students, facilitate parent workshops and meetings. One of the primary purposes of this position is to increase parent engagement of unduplicated students, and ensure they know and understand what resources are available at the school to improve academic outcomes.