

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

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Tomorrow's Leadership  
Collaborative Charter School

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Director/Principal

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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 is a newly established WASC Accredited, TK-8 public charter school, authorized by the Orange County Department of Education (OCDE) in 2018, upon appeal from Orange Unified School District. TLC 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. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD. TLC provides 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.

Several studies have explored the impact of inclusion on students without disabilities, and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class.<sup>1</sup> Sailor has noted that implementation of inclusive practices such as [Universal Design for Learning](#), Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far

1 Gandhi, A. G. (2007). Context Matters: Exploring relations between inclusion and reading achievement of students without disabilities. *International Journal of Disability, Development and Education*, 54(1), 91–112.

<http://doi.org/10.1080/10349120601149797>; Cole, C.M., Waldron, N., & Majd, M. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation*, 42, 136-144.

behind.<sup>2</sup> Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes.<sup>3</sup> Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.<sup>4</sup>

## 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.

TLC opened its doors to the community in August 2018, currently serving a total of 77 students in grades TK-4, and will expand by one grade level annually to serve a total of 236 students in grades TK-8 by 2023. Currently our student demographics include: 48% Hispanic, 10% Asian, 34% White, 7% Filipino, 1% 2+ Races; of which 28% are English Learners (EL), 42% Socio-economically Disadvantaged, 38% SWD, and 42% who qualify for free/reduced lunch.

TLC serves a uniquely diverse population of students by design. Within our inclusive model classrooms, our school provides rich and rigorous academic learning opportunities to all students along with social supports and close attention to positive social development. For many families with children in chronically underserved groups (such as English Language Learners and Students with Disabilities) our philosophy and approach to education offers a highly appealing option to the more traditional pedagogical strategies prevalent in many other local schools.

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2 Sailor, W. (2008). Access to the general education: Systems change or tinker some more? Research and Practice for Persons with Severe Disabilities, 33(4), 249-257

3 Wilson, G. L., Kim, S. A., & Michaels, C. A. (2011). Factors associated with where secondary students with disabilities are educated and how they are doing. *Journal of Special Education*, 20(10), 1-14; Vaughn S., Moody S. W., Schumm J. S. (1998). Broken promises: Reading instruction in the resource room. *Exceptional Children*, 64, 211–225; Rea, P.J., McLaughlin, V.L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Exceptional Children*, 68, 203- 222; Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education*, 34(6), 323-332.

4 Boyd, B. A., Conroy, M. A., Asmus, J. M., McKenney, E. L. W., & Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. *Education and Training in Developmental Disabilities*, 43(2), 186-197; Carter, E. W., Siseo, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation*, 113, 479-494.

TLC is located steps away from Orange Plaza Historic District, and its partner, Chapman University. TLC sought this community because the existing public schools do not offer an inclusive model of education. For the first two years of operation, grades TK/K and 3/4 will be combined classrooms.

## LCAP Highlights

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

Tomorrow's Leadership Collaborative Charter School successfully earned WASC Accreditation in its first year operation. It was also the recipient of the MTSS SUMS Grant, and currently is in the initial planning year of implementing an evidence-based multi-tiered system of support (MTSS) approach (broader than a more common Response to Intervention model) to prevent, identify, and remediate academic and behavior challenges in a manner that provides immediate and responsive supports to students. Our MTSS approaches will include clearly defined preventative and intervention-based systems within the school day, as well as opportunities for additional support before and after school for struggling students. Student progress will be monitored using systematic formative assessment strategies throughout the curriculum to monitor progress toward both individualized goals and the CA/Common Core/NGSS standards. Utilizing formative and summative assessments, teacher observations, and student work samples we are able to determine if students are:

- Making adequate progress towards grade level standards and schoolwide expectations for positive behavior
- In need of additional remediation or re-teaching in one or more areas
- In need of more intensive interventions, services, or supports.

TLC will implement these multi-tiered systems of support with clearly articulated and scaffolded strategies to systematically address academic and behavioral needs of all students. As noted above, in our co-teaching model, special education teachers are assigned up to four classrooms providing service to students within their general education classrooms, and will follow a predictable daily schedule. Embedded supports and related services, such as intervention specialists, speech and language therapists, and occupational therapists work closely with teachers within the learning environment, providing strategies and direct supports to address each individual's learning needs, as well as preventative strategies, such as support in speaking and writing in the early grades. Consistent with the inclusive approach at TLC, students will not be pulled out of the classroom to receive interventions or therapies. Instead, students requiring remediation or more intensive interventions are implemented within general education classrooms, during the Individualized Workshop (IW) time in middle grades, or before or after school.

Team, comprised of the Principal/Director, RSP Teachers, Lead Teachers and Paraprofessionals, have received extensive professional learning/development from the Orange County Department of Education (OCDE) this academic school year on the Multi-tiered System of Support (MTSS). MTSS provides a basis for understanding how educators can work together to ensure equitable access and opportunity for all students to achieve the

Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students/ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

This year, our entire staff received ongoing evidence-based professional development on data analysis, NWEA MAP assessments, Using assessment data to inform instruction, Common Core Math, Next Generation Science Standards, Integrating ELD Standards across all disciplines, and methods to address and reduce chronic absenteeism rates.

## Review of Performance

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

### Greatest Progress

Currently, Tomorrow's Leadership Collaborative Charter School is in its first year of operation therefore does not have a CA Schools Dashboard.

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

### Greatest Needs

Currently, Tomorrow's Leadership Collaborative Charter School is in its first year of operation therefore does not have a CA Schools Dashboard.

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

### Performance Gaps

Currently, Tomorrow's Leadership Collaborative Charter School is in its first year of operation therefore does not have a CA Schools Dashboard.

## Comprehensive Support and Improvement

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

### Schools Identified

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

Not Applicable

### Support for Identified Schools

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

Not Applicable

### Monitoring and Evaluating Effectiveness

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

Not Applicable

# Annual Update

LCAP Year Reviewed: 2018-19

## 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:

## Annual Measurable Outcomes

Expected

Actual

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores as measured by CAASPP

2018-19: Results pending\*

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores as measured by CAASPP

2018-19: Results pending\*

% EL who progress in English Proficiency as measured by ELPAC

2018-19: Results pending\*

EL Reclassification Rate as measured by ELPAC

2018-19: 3% (ELPAC)\*

Attendance Rates as measured by ADA

2018-19: Results pending\*

Expected

Actual

**Chronic Absenteeism Rate: 2018-19 Chronic Absenteeism rate will serve as a baseline**

2018-19: Results pending\*

**Note:**

\* Results Pending: TLC Charter School is in its first year of operation. The CDE Required metrics reporting “Actual” are based on CALPADS certified data. Since the school year is not currently over, and EOY CALPADS report has not yet been verified/submitted, all/most required metrics are reported as “Results Pending.”



## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																									
<p><b><u>STAFF: For a Base Program</u></b></p> <p>Tomorrow’s Leadership Collaborative (TLC) 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>	<p><b><u>STAFF TO SUPPORT THE SCHOOL’S CORE PROGRAM</u></b></p> <p>Tomorrow’s Leadership Collaborative (TLC) Charter School employed a total of <b>4 teachers</b>, who were appropriately credentialed and assigned and a <b>Executive Director/Principal</b>.</p> <p>Tomorrow’s Leadership Collaborative (TLC) Charter School provided an instructional program that includes a longer school year and longer school day with total instructional minutes that exceed the CA State requirement as outlined in the following chart below.</p> <table><tr><th colspan="5">INSTRUCTIONAL TIME REQUIREMENTS</th></tr><tr><th></th><th>DAYS</th><th>TK/K</th><th>1-3</th><th>GR 4</th></tr><tr><td>CA REQUIRED:</td><td>175</td><td>36,000</td><td>50,400</td><td>54,000</td></tr><tr><td>TLC</td><td>180</td><td>56,320</td><td>56,320</td><td>56,320</td></tr><tr><td>DIFFERENCE</td><td>+5</td><td>+20.320</td><td>+5.920</td><td>+2.320</td></tr></table> <p>Our school’s educational program included 5 additional instructional days; resulting in 20,320 additional instructional minutes for</p>	INSTRUCTIONAL TIME REQUIREMENTS						DAYS	TK/K	1-3	GR 4	CA REQUIRED:	175	36,000	50,400	54,000	TLC	180	56,320	56,320	56,320	DIFFERENCE	+5	+20.320	+5.920	+2.320	<p>\$409,158</p> <p>LCFF Base</p> <p>1000, 2000, 3000</p>	<p>\$392,600</p> <p>LCFF Base</p> <p>1000, 2000, 3000</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>grades TK/K; 5,920 instructional minutes for grades 1-3; and 2,320 additional instructional minutes for grades 3-4.</p> <p>All teachers participated in 3-weeks of intensive professional development prior to the start of the school year; 5 non-instructional days during the academic school year; and weekly Wednesday professional development during the school year (co-planning, coaching, and collaboration).</p>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE SPED STUDENTS: El Dorado SELPA</u></b></p> <p>Co-teaching is at the heart of TLC's instructional approach. All classrooms will 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• <b>2 SPED Educators (Mild-Mod, Mod-Severe)</b></li> <li>• <b>Speech &amp; Language Pathologist</b></li> <li>• <b>Occupational Therapist</b></li> <li>• <b>Adaptive PE</b></li> <li>• <b>PT</b></li> </ul>	<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE SWD:</u></b></p> <p>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 OCDE 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. TLC complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR).</p> <p>The Principal served as the <b>SPED Coordinator</b> was responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) with the SPED Team, including documentation and adherence to</p>	<p>\$290,788</p> <p>1. LCFF Base \$92651</p> <p>2. SPED \$72580</p> <p>1000, 3000, 5000</p>	<p>\$333,986</p> <p>1. LCFF Base \$302675</p> <p>2. SPED \$31,311 (Consultants)</p> <p>1000, 2000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li><b>Paraprofessional staff support: 7</b></li> </ul>	<p>requirements and timelines, <b>staffing and contracted services</b>. TLC's program was led by pairs of general education and special education teachers who collaborate and share full responsibility and accountability for student learning and collaborate to plan, teach, and assess student progress and growth for the whole class in collaboration with paraprofessionals.</p> <p>Our inclusive model was focused on meeting the needs of all SWD. Our SELPA Provider and SPED Team provided quality professional development opportunities for teachers and paraprofessionals to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.</p>		

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ASSESSMENTS:</u></b> TLC Charter School will implement multiple types of assessments, in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• NWEA MAP (ELA/Math) for Grades TK-4</li> <li>• Fountas &amp; Pinnell: Benchmark Assessment System (BAS) Reading Assessment</li> <li>• Bridges Math Assessments</li> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Other publisher provided assessments</li> </ul> <p>In addition, TLC Charter School will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• ELPAC: Initial &amp; Summative for ELL</li> <li>• CAASPP: ELA &amp; Math: Grades 3-4</li> </ul>	<p><b><u>ASSESSMENTS</u></b> As part of the school's data-driven culture, internal/local and benchmark assessments are essential in measuring student academic progress and identify areas for growth and achievement gaps. The following assessments were administered this year:</p> <ul style="list-style-type: none"> <li>• NWEA MAP (ELA/Math) for Grades TK-4</li> <li>• Fountas &amp; Pinnell: Benchmark Assessment System (BAS) Reading Assessment</li> <li>• Bridges Math Assessments</li> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Other publisher provided assessments</li> </ul> <p>In addition, our students were administered the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• ELPAC: Initial &amp; Summative for EL</li> <li>• CAASPP ELA &amp; Math: Grades 3-4</li> </ul>	<p>\$11,000 PCSGP 4000, 5000</p>	<p>\$1,882 PCSGP 4000</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b></p> <p>TLC Charter School will align academic 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.</p> <p>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, <b>WISH Academic Intervention Systems</b> and <b>Instructional</b> (Professional Development) <b>Consultants</b>.</p> <p>In addition to a co-teaching model, our <b>(9) Instructional Assistants (Para-</b></p>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b></p> <p>This year's data served as a baseline to identify areas of strength and areas for growth. Our (8) Paraprofessionals provided academic support and intervention in the classroom, under the guidance, planning and supervision of classroom teachers.</p> <p>Our students also accessed the following intervention and supplemental program:</p> <ul style="list-style-type: none"> <li>• <b>Moby Max (subscription)</b></li> <li>• <b>Smarty Ants/Achieve 3000</b></li> <li>• <b>Lucy Calkins: Leveled Classroom Libraries</b></li> </ul> <p>TLC used <b>Aeries SIS</b> and staff received extensive training.</p>	<p>\$145978</p> <p>1. LCFF S&amp;C \$84112</p> <p>2. LCFF Base \$41866</p> <p>3. PCSGP \$20000</p> <p>2000, 3000, 4000</p>	<p>\$197997</p> <p>1. LCFF S&amp;C \$135558 (Paraprofessionals)</p> <p>2. PCSGP \$62439</p> <p>2000, 3000, 4000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>professionals)</b> will provide academic intervention and support in the classroom principally directed towards unduplicated students.</p> <p>Individual Instruction Plans (IIPs) will be developed to ensure that all students receive 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.</p> <p>Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program:</p> <ul style="list-style-type: none"> <li>• <b>Moby Max (subscription)</b></li> </ul>			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"><li>• <b>iLit: Grades 3+ (subscription)</b></li><li>• <b>Classroom Libraries</b></li><li>• <b>Illuminate Education: Data &amp; Assessment, and SIS (subscription)</b></li></ul>			



## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></b></p> <p>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.</p> <p>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.</p> <p>TLC Charter School will implement Ojai's Foundation's, <b>Way of Council</b>, and <b>Responsive Classrooms</b>.</p> <p>Additionally, TLC will provide <b>individual workshops</b>: that provide enrichment, support and guidance for students based</p>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></b></p> <p>Bringing diverse students together results in positive and respectful learning environments; that also results in proactive problem-solving skills. This year, our school established TLC C.A.R.E.S with lessons led by paraprofessionals. This was used to identify students who required social-emotional and/or behavioral support as part of our school's initial implementation of MTSS. This is embedded in daily instruction; and in the justice/activist class for grades 3-4.</p>	<p>\$1000 LCFF Base 5000</p>	<p>\$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
on their individual needs.			

# 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.

All actions/services were implemented with fidelity to address Goal #1. However, Individual Instruction Plans (IIP) were not developed this year since this was the initial year of operation, so all assessment data is baseline, with nothing to compare it to. IIP’s will be implemented in the 2019-20 school year (TLC’s 2<sup>nd</sup> year of operation) which will include student achievement data, goals, intervention, and learning strengths that will be monitored for student progress throughout the school year.

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

Action 2: The multitude of internal and benchmark assessments administered this year served as a baseline as a school in its first year of operation, including but not limited to Achieve 3000, NWEA, Fountas Pinnell BAS.

TLC has implemented NWEA Measures of Academic Progress (MAP) in Reading and Math for grades K-4 that has been administered twice this year (Fall and Winter); and the final assessment will take place close to the end of the school year (Spring). The following chart provides the student performance for Fall 2018; and Winter 2049, as measured by MEAN RIT Score by grade level, and the following student groups: EL, SPED Mild/Moderate; and SPED Moderate to Severe. In parenthesis are the number of students tested for each student group. The 85<sup>th</sup> percentile column is the RIT Score that aligns to “Standards Met.”

NWEA Measures of Academic Progress (MAP) is a benchmark assessment administered to all students in grades K-4 in Reading and Mathematics. This year’s student achievement results will serve as a baseline. Our school is currently exploring which students NWEA MAP assessments are appropriate for. In addition, NWEA MAP Assessments provides our school and teachers with insight on student performance, progress, and achievement gaps by grade level and student group. As a small school that provides individualized instruction, support and intervention, NWEA MAP assessments provide additional data on the level of support and/or accommodations select students may need for this assessment.

2018-19 NWEA MAP RESULTS: READING												
GRADE LEVEL	FALL					WINTER					MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED Mild/Mod	SPED MOD/SEV	SPED/EL	MEAN RIT	EL	SPED Mild/Mod	SPED MOD/SEV	SPED/EL		
GRADE K	145.3	155 (1)	N/A	123.5 (2)	N/A	153.4	157 (3)	N/A	131.5 (2)	N/A	8.1	155
GRADE 1	149.2	N/A	N/A	141 (1)	N/A	159.3	N/A	147 (2)	148.5 (2)	N/A	10.1	174
GRADE 2	135.5	N/A	N/A	N/A	125 (1)	164	161 (1)	194 (1)	154 (1)	123 (2)	28.5	191
GRADE 3	178.8	N/A	183 n=3	160.5 (2)	155 (1)	183.4	188 (2)	184 (3)	157.2 (2)	163 (1)	4.6	205
GRADE 4	182.6	178 (2)	N/A	146 (1)	N/A	187.9	189 (3)	216 (1)	149 (2)	N/A	5.3	214
2018-19 NWEA MAP RESULTS: MATH												
GRADE LEVEL	FALL					WINTER					MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL (n=)	SPED Mild/Mod	SPED MOD/SEV	SPED/EL	MEAN RIT	EL	SPED Mild/Mod	SPED MOD/SEV	SPED/EL		
GRADE K	147.5	147.5 (2)	N/A	123 (1)	N/A	156.9	160 (2)	N/A	130 (2)	N/A	9.4	173
GRADE 1	156.6	N/A	142.5 (2)	N/A	152 (1)	160.2	N/A	159 (3)	135.5 (2)	149 (1)	3.6	195
GRADE 2	162.5	170 (1)	199 (1)	N/A	116 (2)	163.6	N/A	187 (1)	N/A	135.5 (2)	1.1	206
GRADE 3	180.9	N/A	182 (1)	150 (1)	163 (1)	178.3	188.5 (2)	185 (2)	149 (2)	146 (1)	-2.6	218
GRADE 4	191.3	185 (2)	N/A	N/A	N/A	188.1	190 (3)	202 (1)	144 (1)	N/A	-3.2	229

Academic interventions were provided in the classroom and via web-based intervention programs that include: Achieve 3000/Smarty Ants, and Moby Max. (Action 4). Daily station teaching occurred in all classrooms for literacy and mathematics.

Action 5: Bringing diverse students together results in positive and respectful learning environments; that also results in proactive problem-solving skills. This year, our school established TLC C.A.R.E.S with lessons led by paraprofessionals. This was used to identify students who required social-emotional and/or behavioral support as part of our school's initial implementation of MTSS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 4: iLit Intervention was changed to Achieve 3000/Smarty Ants.

- Action 4: Classroom libraries were changed to Lucy Calkins Leveled classroom Libraries that provide additional resources for students based on their lexile reading level.
- Action 4: Illuminate SIS/DNA was not adopted because the company stated they didn't have the bandwidth to add an additional school for the 2018-19 school year. Our school selected to adopt and utilize Aeries SIS instead and staff received extensive training.
- Action 5: Ojai's Way of Council and Responsive Classroom was not implemented but rather our MTSS Training at OCDE recommended that our school create an action plan based on our current needs (as a school in year 1 of operation and planning/initial phase of MTSS).

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.

No changes will be made to the goal, expected outcomes, metrics, as most results are pending since the school year has not yet ended, CAASPP results are pending and CALPADS reporting data will be finalized in late Summer 2019.

## 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, 7

### Annual Measurable Outcomes

Expected

Actual

**% Teachers that are appropriately credentialed and assigned: 100%**

2018-19: 100% verified by HR

**% Students that have access to standard-aligned materials: 100%**

2018-19: 100% - verified through curricular purchases, inventory log, and classroom observations conducted by the Principal.

**Implementation of standards-based adopted academic content & performance standards for all students including enabling EL to access CCSS & ELD Standards: Will establish baseline.**

OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
	2018-19
ELA	3
ELD	2
MATH	3
NGSS	2
HISTORY	2
PE	2
VAPA	2

**% Students including UP & Students with Disabilities with access to &**

2018-19: 100%

Expected

Actual

**are in enrolled in a broad course of study: Social Science, Science, PE: 100%**

Verified by the Principal viewing master schedule, class roster, and classroom observations.

**100% of programs/services will enable EL to access CCSS and ELD Standards.**

2018-19: 100%

Verified by the Principal based on inventory, purchases and classroom observations; by teachers based on classroom sets.

**% Grade 5 students meeting all 6 Fitness Areas in HFZ: N/A**

2018-19: Not applicable.

TLC currently serves grades TK-4 and will serve grade 5 in the 2019-20 school year.

**Note:**

\* Results Pending: TLC Charter School is in its first year of operation. The CDE Required metrics reporting “Actual” are based on CALPADS certified data. Since the school year is not currently over, and EOY CALPADS report has not yet been verified/submitted, all/most required metrics are reported as “Results Pending.”

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PROFESSIONAL DEVELOPMENT/LEARNING</u></b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• CA Standards: ELA, Math, Social Studies, Science</li> <li>• Universal Design for Learning (UDL)</li> <li>• Differentiation</li> <li>• Culturally Responsive Teaching</li> <li>• Project Based Learning (PBL): Buck Institute</li> <li>• Inclusive Learning Community through co-teaching, and co-assessing student performance</li> <li>• Positive Classroom Mindsets</li> <li>• Language &amp; Literacy Development in Children with language-based</li> </ul>	<p><b><u>PROFESSIONAL DEVELOPMENT/LEARNING</u></b></p> <p>As a charter school in its first year of operation professional development planning took place before the start of the initial school year and was focused on the school's mission, educational program, and based on the newly adopted curriculum, educational initiatives, evidence-based pedagogical strategies, student needs and recommendations from Orange County Department of Education, MTSS training. The areas of focus this year included:</p> <ul style="list-style-type: none"> <li>• CA Standards: ELA, Math, Social Studies, Science</li> <li>• Universal Design for Learning (UDL): Co-teaching Model using differentiation (WISH PD)</li> <li>• <b>Project-Based Learning: Create &amp; Creators</b></li> <li>• Inclusive Learning Community through co-teaching, and co-assessing student performance</li> <li>• Positive Classroom Mindsets</li> <li>• <b>Language &amp; Literacy Development in Children with language-based</b></li> </ul>	<p>\$74,869</p> <p>1. LCFF Base \$16000</p> <p>2. Title I \$7618</p> <p>3. Title II \$2750</p> <p>4. PCSGP \$48501</p> <p>1000, 3000, 5000</p>	<p>\$12320</p> <p>PCSGP</p> <p>5000</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>disabilities</p> <ul style="list-style-type: none"> <li>• Meeting the needs of: EL, using ELD Standards, SDAIE, ELD Folders, ELPAC testing &amp; analysis</li> <li>• Best practices for implementing peer supports in an inclusive classroom</li> <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>	<p><b>disabilities</b></p> <ul style="list-style-type: none"> <li>• Meeting the needs of: EL, using ELD Standards, SDAIE, ELD Folders, ELPAC testing &amp; analysis</li> <li>• Best practices for implementing peer supports in an inclusive classroom</li> <li>• Disability training on text supporting literacy</li> <li>• <b>Bridge Math curriculum</b></li> <li>• <b>Readers &amp; Writers workshop model</b></li> <li>• <b>Balanced Literacy</b></li> <li>• CPI Training; SELPA</li> </ul> <p>All teachers also participated in 3-weeks of intensive professional development prior to the start of the school year; 5 non-instructional days during the academic school year; and weekly Wednesday professional development during the school year (co-planning, coaching, and collaboration).</p>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>CORE CURRICULUM TO BE PURCHASED:</u></b></p> <p>Every student will have access to standards-aligned curriculum. TLC Charter School plans to purchase the following curriculum 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>	<p><b><u>CORE CURRICULUM TO BE PURCHASED:</u></b></p> <p>All students have access to standards aligned curriculum and instructional materials. Purchases this year include:</p> <ul style="list-style-type: none"> <li>• Lucy Calkins: Reader &amp; Writer’s Workshop</li> <li>• Guided Reading materials</li> <li>• Bridges Mathematics</li> <li>• Words their Way: Pearson</li> <li>• Science Alive</li> <li>• DIG Curriculum for Literacy, Science and Social Studies for TK</li> </ul>	<p>\$60,000</p> <p>PCSGP</p> <p>4000</p>	<p>\$81524</p> <p>PCSGP</p> <p>4000</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE ELL STUDENTS:</u></b></p> <p>TLC Charter School will develop an EL Master Plan to align with recent 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>	<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE ELL STUDENTS:</u></b></p> <p>TLC has implemented an inclusion model to serve English Learners and ensures all teachers are trained in the most effective English Learner instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE) and Sheltered English strategies. Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:<sup>5</sup> All EL students receive 30 minutes of designated ELD; and integrated ELD is embedded across disciplines. TLC has a board-approved English Learner (EL) Master Plan it adheres to. On an annual basis the Executive Director/Principal and teachers will review/revise (if applicable) <a href="#">TLC's EL Master Plan</a>.</p>	<p>\$12,000 PCSGP 4000</p>	<p>\$2,000 PCSGP 4000</p>

<sup>5</sup> Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.</li> <li>• Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.</li> <li>• Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.</li> <li>• Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.</li> <li>• Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.</li> <li>• Teachers provide students with regular opportunities to use new language skills in context.</li> <li>• Teachers pace lessons appropriately to allow for the participation and active engagement of all students.</li> </ul>		

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- Teachers utilize language-based as well as content-based assessments.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b></p> <p>TLC Charter School will implement a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAPE). Annually, the Principal will conduct a needs 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>	<p><b><u>TECHNOLOGY</u></b></p> <p>TLC teachers and staff utilized multiple platforms of technology to engage students in the learning process and course content. The following technology purchases were made:</p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Laptops for teachers</li> <li>• Printers</li> <li>• Projectors</li> <li>• iPads</li> <li>• Headphones</li> <li>• Laptop charging cards</li> </ul> <p>Our school has implemented a 1:1 device (Chromebooks) for grades 1-4; and iPads for grades TK/K. <b>IT Services</b> were contracted to set-up all devices for student/staff use; preparing browsers for testing, installation of firewalls and Wi-Fi Hotspots, and tech support.</p>	<p>\$80,500</p> <p>PCSGP</p> <p>4000, 9000</p>	<p>\$119166</p> <p>PCSGP: \$115166</p> <p>LCFF: \$4000</p> <p>4000, 9000</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, STRATEGIES, PROGRAMS &amp; ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></b></p> <p>In order to provide students with relevant learning experiences outside of the 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>	<p><b><u>STAFFING, STRATEGIES, PROGRAMS &amp; ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></b></p> <p>TLC provided students with numerous learning opportunities for engagement which include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Fall Project Exhibition</li> <li>• Spring Learning Exhibition</li> <li>• Field trips that provided experiential learning opportunities outside of the classroom. (ex. Tanaka Farms, Heritage Farms, Irvine Park, etc.)</li> <li>• Clubs &amp; Organizations: Chess Club, Book club, gardening</li> <li>• Transportation expenses</li> </ul>	<p>\$2,500</p> <p>LCFF Base</p> <p>5000</p>	<p>\$2,500</p> <p>LCFF Base</p> <p>5000</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS:</u></b></p> <p>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 that include: <b>Music, Art, and PE.</b></p>	<p><b><u>COURSE ACCESS:</u></b></p> <p>At TLC, all students including Unduplicated Pupils and Students with Disabilities have access to and are enrolled in a broad course of study beyond core subjects (ELA, Math, Science, Social Studies):</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Dance</li> <li>• Art</li> <li>• Physical Education</li> </ul>	<p>\$44,445</p> <p>1.LCFF Base \$29445</p> <p>2. PCSGP \$15000</p> <p>1000, 3000, 4000</p>	<p>\$55,090</p> <p>LCFF Base</p> <p>2000, 3000</p>



# Analysis

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

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

All actions/services were implemented to achieve Goal #2. The Professional Development plan was modified based on initial student assessment findings, staffing needs and recommendations from our extensive MTSS training at the Orange County Department of Education (OCDE).

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

At TLC, **Reading instruction** incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the individual needs of diverse students. Students receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. As students progress, reading instruction will focus on “reading to learn” rather than “learning to read.” Differentiated instruction is provided through rotating small group instruction in which students apply learned skills to text at their independent reading level and receive systematic decoding and fluency instruction if appropriate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 2: Additional curricular purchases were made for TK; and the adoption of Lucy Calkins Readers and Writers Workshop Model.
- Action 3: Lexia Core 5 was not purchased, but rather our EL Students are utilizing Achieve 3000/Smarty Ants, Leveled Libraries and receiving designated and integrated ELD in the classroom.

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.

No changes will be made to the goal, expected outcomes, metrics. However, upon the release of CAASPP and ELPAC results from the CDE, Summer 2019, and incoming students, may require modifications to the 2019-20 Professional Development Plan.

Action 5 will be eliminated and combined with Goal 3, Action 1 since student engagement is strongly correlated with school climate and student safety.

### 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

#### Annual Measurable Outcomes

Expected	Actual
Parent (including unduplicated students and Students with Disabilities) input in decision-making via SSC, ELAC, TLC Parent Association, PAC, Governing Board: Met	2018-19: Met Verified through meetings (see Action 2) by Principal
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities: Met	2018-19: Met Verified through meetings (see Action 3) by Principal
Maintain suspension rates <2%	2018-19: Results pending*
Maintain expulsion rates <1%	2018-19: Results pending*
Facilities Inspection Tool (FIT) Score: Good or Better	2018-19: Exemplary
Administer parent survey on sense of safety & school connectedness: (Baseline)	2018-19: Participation Rate: 58% Parent Survey <ul style="list-style-type: none"> <li>90% of parents surveyed would recommend TLC to friends and family.</li> </ul>

	<ul style="list-style-type: none"> <li>• 95% agree that TLC is successful in achieving the mission of the school.</li> <li>• 80% of parents surveyed were satisfied overall with the quality of Educators.</li> </ul>
<b>Administer Student survey on sense of safety &amp; school connectedness: (Baseline)</b>	<p>2018-19: Student Survey</p> <p>Participation Rate: 85% (17 students in grades 3-4) Note: Interpret results with caution as a result of the small number of respondents.</p> <p>School Climate:</p> <ul style="list-style-type: none"> <li>• 41% stated that the energy at the school is very positive.</li> <li>• 88.2% stated their teachers seem excited to be teaching frequently/almost always.</li> </ul> <p>Teacher –Student Relationships</p> <ul style="list-style-type: none"> <li>• 94% stated their teachers are extremely/quite respectful to them (students).</li> <li>• 76.4% stated they would be extremely/quite excited to have their teachers again next year.</li> </ul> <p>School Belonging:</p> <ul style="list-style-type: none"> <li>• 88.2% stated they feel like they belong at their school.</li> </ul> <p>School Safety:</p> <ul style="list-style-type: none"> <li>• 35% state they almost never/once in a while worry about violence at their school.</li> <li>• 53% stated of a student is bullied in school it would not at all/a little be difficult to get help from an adult..</li> </ul>
<b>Administer Staff survey on sense of safety &amp; school connectedness: (Baseline)</b>	<p>2018-19: Participation Rate: 100% - Staff Survey</p> <ul style="list-style-type: none"> <li>• 92% of staff believe quality of administration is either somewhat above or well above expectations.</li> </ul>

- 91% of staff either somewhat or strongly agree the Executive Director ensures staff are well-trained.
- 83% of staff either somewhat or strongly agree the Executive Director ensures that teachers and staff have the materials they need.
- 100% of staff either somewhat or strongly agree the Executive Director supports teachers and staff to promote student achievement and progress.
- 100% of staff look forward to returning next year.

### **Note:**

\* Results Pending: TLC Charter School is in its first year of operation. The CDE Required metrics reporting “Actual” are based on CALPADS certified data. Since the school year is not currently over, and EOY CALPADS report has not yet been verified/submitted, all/most required metrics are reported as “Results Pending.”

## **Actions / Services**

### **Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b><u>STAFFING, PROGRAMS, STRATEGIES &amp; ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; ENSURE A SAFE SCHOOL:</u></b>  TLC Charter School will implement the following actions and services to ensure all students are provided with a safe,	<b><u>STAFFING, PROGRAMS, STRATEGIES &amp; ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; ENSURE A SAFE SCHOOL:</u></b>  TLC has implemented the following actions to support a safe and positive school climate and learning environment. They include:	\$3500 LCFF Base 5000	\$7593 PCSGP: \$3098 (Emergency supplies) Local Revenue: \$4495 4000, 9000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>welcoming and positive learning community.</p> <ul style="list-style-type: none"> <li>The Leadership Team will annually review and revise the <b>Comprehensive School Safety Plan</b> and train the entire staff will be trained on the School Safety Plan, and monthly drills will take place.</li> <li>Administrative Team will develop a supervision schedule that includes supervision of students' before/during and after-school by school staff.</li> <li>Morning community meetings will take place in each classroom with social skills embedded.</li> <li>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.</li> <li>Administer <b>staff and student surveys</b> to measure school safety and connectedness.</li> <li>The implementation of Ways of Council will provide a safe, nurturing and positive school climate for all</li> </ul>	<ul style="list-style-type: none"> <li>School Safety Plan was reviewed, revised by the Principal and Advisory Council and emergency drills took place schoolwide. <b>Emergency supplies and/or equipment</b> were purchased based on a needs assessment.</li> <li>Supervision schedule was developed and implemented to promote a safe learning environment for all.</li> <li>Morning community meetings took place with the TLC C.A.R.E.S focus</li> <li>Structured Yard Play was implemented and <b>Adaptive Play equipment</b> was purchased for PE and Dance.</li> <li>Staff, parent, and student survey was administered.</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students and staff.</p> <ul style="list-style-type: none"> <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>			

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>At TLC Charter School, parent input in decision-making will take place through the 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>	<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>Parent input and decision-making took place this year through the TLC Community Association; the Principal's Advisory Council (PAC), which each met monthly; and a parent who serves on the TLC Board of Directors.</p>	<p>\$500</p> <p>LCFF Base</p> <p>4000</p>	<p>\$5000</p> <p>PCSGP</p> <p>5000</p>



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li>Quarterly Coffee with the Principal to discuss schoolwide issues, and upcoming events</li> <li><b>Parent workshops</b> that may include: Effective strategies for struggling readers; Developing social skills, Social—emotional learning, Problem-solving and conflict resolution, Health &amp; Safety, The Impact of Art in Learning, etc.</li> <li>The <b>Bilingual Outreach Coordinator</b> will communicate with families of current and prospective students.</li> <li>Provide parents with access to student progress via <b>web-based programs</b> (such as Illuminate, Aeries parent portal)</li> <li>Administer annual <b>parent surveys</b></li> </ul>	<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>TLC Charter School hosted numerous events and opportunities to engage all parents including those of Unduplicated students; and Students with Disabilities, as partners in their child’s education:</p> <ul style="list-style-type: none"> <li>Monthly Coffee with the Principal</li> <li>Parent Workshop on the impact of attendance (Chronic absenteeism rates) on student academic outcomes.</li> <li><b>The Bilingual Outreach Coordinator</b> (Office Assistant) provided translation services for schoolwide events, meetings with teachers, and upon request. Materials sent home was translated. The language identified in the Home Language Survey was Spanish.</li> <li>Parents were provided with access to See Saw and Artsonia – where parents could view their child’s work.</li> <li>Hosted Mobile Food Bank Trolley for families that provided fresh food and produce for families in need.</li> <li>Volunteer opportunities (<b>live scans</b></li> </ul>	<p>\$17,500</p> <p>1. LCFF Base \$10000</p> <p>2. PCSGP \$7500</p> <p>5000</p>	<p>\$40,937</p> <p>LCFF Base \$10000</p> <p>2000, 3000</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

were performed)

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>FACILITIES</u></b></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <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>	<p><b><u>FACILITIES</u></b></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> <li>• <b>Facility Site leasing costs</b></li> <li>• FIT report</li> <li>• <b>Maintenance, repairs, utilities and janitorial expenses</b></li> </ul>	<p>\$212,159</p> <p>1. LCFF Base \$73063</p> <p>2. SB740 \$66096</p> <p>3. PCSGP \$73000</p> <p>2000, 3000, 4000, 5000</p>	<p>\$146,048</p> <p>1. LCFF Base \$93345</p> <p>2. SB740 \$52703</p> <p>4000, 5000</p>

# Analysis

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

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

All actions/services were implemented with fidelity to support Goal #3.

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

As a school in its initial year of implementation, this year served as the year to establish systems and protocols based on the needs of our students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

No changes.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Tomorrow's Leadership Collaborative has engaged and involved stakeholders in the 2018-19 LCAP Annual Update, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with school staff (including teachers, SPED Teachers, EL Specialist, Paraprofessionals, classified), parents, students and school committees to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, and where further support is needed, in addition to maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
October 17, Nov 8-13th, Dec 4, February 1, March 15, April 24, May 22, June 7	Parents & Staff	Harvest Festival, Friendsgiving, Winter Festival, Fundraising, Spring Jam, Yearbook Committee & Fundraising, End of the Year Activities	TLC Community Association (TLCCA)
October 16, 2018	Board, Parents & Staff	TLC Board of Directors Meet and Greet	TLC Board of Directors Meet & Greet
February 15th	Staff	LCAP Meetings with stakeholders	WASC & LCAP Presentation
March 15, 2019 & June 4, 2019	Parents	Truancy & Absence Awareness, CERT (Emergency Preparedness)	Parent Workshops
Daily from Aug 20th - June 14th	Staff	Daily Staff Collaboration	Staff Meeting
Every Wednesday Aug 20th - June 14th	Staff	Professional Development and co-planning	Staff Meeting
Aug 1, Sept 25, Oct 9, Nov 7 & 13, Dec 11, Jan 29, Feb 19, & 28, March 19, April 30, May 21, June 17	Board of Directors	Monthly Director Report, Budget reports	Board Meeting
May 1-10, 2019	Parents, Staff & Students	Student Social-Emotional Survey, Parent & Staff Survey	Survey
Jan 7th, March 22, May 24	Parents	Various topics, open forum	Meeting
Feb 12, March 13, April 25, May 21	Parents & Staff	School safety and planning	Principal's Advisory Council
Monthly	Parents	Monthly newsletters that summarize previous month's activities and notified families of upcoming events	TLC Newsletter
Monthly	Staff	Monthly data check-in with co-teaching teams	Observation/meeting
Daily/Weekly	Public	Social Media updates and information	Instagram/Facebook/Twitter

## Impact on LCAP and Annual Update

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

The feedback we received from stakeholders has allowed TLC to identify priorities for our instructional program and school community for the upcoming year. Families have appreciated the quality of the teaching and support staff at school, and have identified school safety and home-school communication as areas into which TLC can grow. Parents and families will continue to be included in monthly Principal's Advisory Council (PAC) meetings to continue the work of putting updated safety procedures into place, and in the 2019-2020 school TLC will offer parent workshops focused on: attendance, nutrition, positive behavior support, and literacy. Teachers and staff have indicated interest in continuing their professional learning related to co-teaching structures and routines, differentiated curriculum design to support diverse student learners, and literacy development and intervention. This interest in focusing on academics for staff aligns with parent feedback regarding interest in ensuring their students' learning and support needs are met. For the upcoming school year, this feedback has informed the professional learning plans for staff and selection of curricular and digital supports (e.g. SeeSaw app, SmartyAnts/Achieve3000).

# 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:

There is a need to further develop and implement the **Multi-tiered System of Supports (MTSS)** to address the academic, behavioral, and social-emotional needs of our student including English Learners (EL), and Students with Disabilities (SPED), in order to narrow the achievement gap.

### Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores:</b>	N/A	N/A	Spring 2019 CAASPP results are pending	Will establish annual growth targets once CAASPP results are reported.
<b>Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores:</b>	N/A	N/A	Spring 2019 CAASPP results are pending	Will establish annual growth targets once CAASPP results are reported.
<b>% of EL who progress in English Proficiency using ELPAC:</b>	N/A	N/A	Spring 2019 ELPAC results are pending	Will establish annual growth targets once ELPAC results are reported.
<b>EL Reclassification Rate:</b>	N/A	N/A	3%	4%
<b>Attendance Rates:</b>	N/A	N/A	Results are pending >95%	>95%
<b>Chronic Absenteeism Rate:</b>	N/A	N/A	Results are pending	2018-19 chronic absenteeism rates will serve as a baseline.
<b>CA Science Test (CAST): Grade 5</b>	N/A	N/A	N/A TLC served Gr. TK-4.	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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFF: For a Base Program**

**STAFF TO SUPPORT SCHOOL'S PROGRAM**

Tomorrow's Leadership Collaborative (TLC) will

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

Tomorrow's Leadership Collaborative (TLC) 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.

- **4 classroom teachers**
- **1 Executive Director/Principal**

employ a total of **5 (GenEd) teachers** that are appropriately credentialed and assigned, and **an Executive Director/Principal**.

Tomorrow's Leadership Collaborative (TLC) Charter School will provide an instructional program that includes a longer school year and longer school day and total instructional minutes that exceed the CA State requirement as outlined in the following chart below.

INSTRUCTIONAL TIME REQUIREMENTS				
	DAYS	TK/K	1-3	4-5
CA REQUIRED:	175	36,000	50,400	54,000
TLC	180	56,320	56,320	56,320
DIFFERENCE	+5	+20,320	+5,920	+2,320

Our school will offer 5 additional instructional days; that includes 20,320 additional instructional minutes for grades TK/K; 5,920 instructional minutes for grades 1-3; and 2,320 additional instructional minutes for grades 4-5.

All teachers will participate in 2-weeks of intensive professional development prior to the start of the school year; 5 non-instructional days during the academic school year; and weekly Wednesday professional development during the school year (co-

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		planning, coaching, and collaboration).

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$409,158	\$502,860
Source		LCFF Base	LCFF Base
Budget Reference		1000, 2000, 3000	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

Modified

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 be led by pairs of general education and special

### **STAFFING, SERVICES & PROGRAM TO SERVICE SWD:**

El Dorado is Tomorrow's Leadership Collaborative Charter School's SELPA Provider.

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

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 OCB E 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**

The **Executive Director/Principal (SPED Director)** will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, **staffing and contracted services**. TLC's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional Assistants and support staff.

TLC's RSP Teachers & SELPA Provider will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$290,788	\$362,759
Source		LCFF Base \$92651 SPED \$72580	LCFF Base \$294427 SPED \$68332
Budget Reference		1000, 3000, 5000	1000, 2000, 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)

### 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

Modified

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 each student's academic progress; identify their strengths and needs in order to modify

### ASSESSMENTS

TLC's staff will continue to implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

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

to modify instruction; and identify the type of academic intervention needed.

- **NWEA MAP ELA & Math: Gr. TK-5**
- 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 – Gr. 3-5
- CA Science Test: Gr 5
- Physical Fitness Test (PFT): Gr. 5

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$11,000	\$4688
Source		PCSGP	LCFF Base
Budget Reference		4000, 5000	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)

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

**MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

TLC's MTSS Program will strengthen its

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

TLC Charter School will align academic 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

academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, NWEA MAP, F&P, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

The Executive Director/Principal will conduct classroom observations, and teacher coaching (with co-planning) on evidence-based strategies, using multiple types of data.

The **Paraprofessionals (11)** will provide academic & social skills support, during the instructional day for students who are struggling academically to improve student outcomes.

Our teachers will develop Individual Instructional Plans (IIP) for students to include goal settings that will be updated each trimester.

Students will have access to the following evidence-based web-based intervention programs and supplemental programs:

- **Achieve 3000/Smarty Ants**
- **Moby Max**
- **Prodigy math**
- **Words Their Way**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>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.</p> <p>Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program:</p> <ul style="list-style-type: none"> <li>• <b>Moby Max (subscription)</b></li> <li>• <b>iLit: Grades 3+ (subscription)</b></li> <li>• <b>Classroom Libraries</b></li> <li>• <b>Illuminate Education: Data &amp; Assessment, and SIS (subscription)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom Libraries</b></li> <li>• <b>SeeSaw storytelling app</b></li> </ul>

#### Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Amount		\$145978	\$78365
Source		1. LCFF S&C \$84112 2. LCFF Base \$41866 3. PCSGP \$20000	LCFF S&C: \$43097 (Paraprofessionals) Title I: \$24063 (Paraprofessional) LCFF Base: \$5202 Lottery: \$6003
Budget Reference		2000, 3000, 4000	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)

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:**

**MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>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.</p> <p>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.</p> <p>TLC Charter School will implement Ojai's Foundation's, <b>Way of Council</b>, and <b>Responsive Classrooms</b>.</p> <p>Additionally, TLC will provide <b>individual workshops</b>: that provide enrichment, support and guidance for students based on their individual needs.</p>	<p>TLC's MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes.</p> <p>TLC will contract services for <b>Instructional coaching</b> for all support staff and paraprofessionals to develop and implement:</p> <ul style="list-style-type: none"> <li>• PBIS</li> <li>• MTSS</li> <li>• Station approach for learning (Learning Centers)</li> <li>• Social Skills Lessons through TLC CARES</li> </ul> <p>TLC will provide a <b>Mental Health Counselor</b> that will provide individual and small group counseling.</p>

### Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Amount		\$1000	\$40000
Source		LCFF Base	LCFF S&C \$20000 (MH Counselor) Local Revenue
Budget Reference		5000	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, 2,7

### Identified Need:

There is a need to further implement a comprehensive and systematic assessment system (i.e. Illuminate) where all student achievement/assessment data (local, benchmark, state mandated) is housed; so that all teachers can easily disaggregate and analyze data in 'real-time,' to inform instruction, professional development needs, intervention, that will further support a schoolwide data-driven culture.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Teachers that are appropriately credentialed and assigned:	N/A	N/A	100%	100%
% Students that have access to standard-aligned materials	N/A	N/A	100%	100%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																				
Implementation of standards-based adopted academic content & performance standards for all students including EL to access CCSS & ELD Standards:	N/A	N/A	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2018-19</th></tr><tr><td>ELA</td><td>3</td></tr><tr><td>ELD</td><td>2</td></tr><tr><td>MATH</td><td>3</td></tr><tr><td>NGSS</td><td>2</td></tr><tr><td>HISTORY</td><td>2</td></tr><tr><td>PE</td><td>2</td></tr><tr><td>VAPA</td><td>2</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	3	ELD	2	MATH	3	NGSS	2	HISTORY	2	PE	2	VAPA	2	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2019-20</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td></tr><tr><td>PE</td><td>4</td></tr><tr><td>VAPA</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	3	MATH	4	NGSS	4	HISTORY	4	PE	4	VAPA	3
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																																								
	2018-19																																							
ELA	3																																							
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ELD	3																																							
MATH	4																																							
NGSS	4																																							
HISTORY	4																																							
PE	4																																							
VAPA	3																																							
% Students with access to (including UP & Students with Disabilities) & are in enrolled in a broad course of study: Social Science, Science, PE, Art, Dance, & Music.	N/A	N/A	100%	100%																																				
% Grade 5 students meeting all 6 Fitness Areas in HFZ:	N/A	N/A	N/A TLC served Gr TK-4	Results will serve as 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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**PROFESSIONAL DEVELOPMENT/LEARNING**  
TLC Charter School will provide all teachers

**PROFESSIONAL DEVELOPMENT**  
TLC's Charter School provides all teachers

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

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
- Constructivist Approach
- Classroom Management
- PBIS

with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The focus this year will primarily include the following topics:

- CA Standards: ELA, Math, Social Studies, Science
- Universal Design for Learning (UDL): Co-teaching Model using differentiation (WISH PD)
- **Project-Based Learning: Create & Creators**
- 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
- Disability training on text supporting literacy
- **Bridge Math curriculum**
- **Readers & Writers workshop model**
- **Balanced Literacy**
- Digital Storytelling (UCI\_
- Long-term unit planning

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

Professional development for all teachers will take place during as follows:

- Summer PD: 3-week institute
- 5 Non-instructional Days: Focus -Data Days
- Weekly Wednesday PD: during the academic school year for ongoing co-planning, co-teaching, and collaboration.

- Co-teaching, Co-planning, Co-assessment
- Disability-specific learning
- Using data to drive/inform instruction

All teachers will participate in 2-weeks of intensive professional development prior to the start of the school year; 5 non-instructional days during the academic school year; and weekly Wednesday professional development during the school year (co-planning, coaching, and collaboration).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$74,869	\$13,000
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>	LCFF Base \$11625 Title II \$1375
Budget Reference		1000, 3000, 5000	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

Modified

**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 which includes but is not limited to:

- Reader & Writer's Workshop

**CORE CURRICULUM TO BE PURCHASED:**

Every student will have access to standards-aligned curriculum. TLC Charter School plans to purchase the following curriculum which includes but is not limited to:

- TCI (Science Alive, Social Studies Alive)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<ul style="list-style-type: none"> <li>• Bridges Mathematics</li> <li>• FOSS Kits</li> <li>• Responsive Schools for Social-emotional</li> <li>• Words their Way: Pearson</li> </ul>	

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$60,000	\$21003
Source		PCSGP	LCFF Base
Budget Reference		4000	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)

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

TLC Charter School will develop an EL Master

### STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

The Principal and Teachers will review and

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Plan to align with recent 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 **Lexia Core 5 EL Program** also **research effective ELD supplemental curricular and instructional materials** 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.

revise the EL Master Plan (if needed) to align with the ELPAC; CDE Reclassification Criteria guidance, in order to ensure that all ELs receive appropriate, adequate and targeted designated and integrated ELD instruction across all grade levels. Our ELA and Math curriculum has embedded supports for EL. The Principal and Teachers will administer the ELPAC. **(2) Bilingual Paraprofessionals** will provide academic support for EL's in the classroom.

EL students will have access to all interventions (outlined in Goal 1, Action 4) and will have a binder to track and monitor their progress throughout the year.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$12,000	\$40,046
Source		PCSGP	LCFF S&C
Budget Reference		4000	2000, 3000



## 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

Modified

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 assessment

### TECHNOLOGY

TLC Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

based on staff and student needs. The following list of technology devices will be purchased for the upcoming school year:

- Chromebooks
- Laptops for teachers
- Printers
- Projectors
- Scanners
- SMART Boards
- Copier

TLC Charter School will contract IT services to set-up all devices for student and testing use, including firewalls and Wi-Fi hotspots.

(GAPE). Annual purchases include but are not limited to:

- **Chromebooks:** Addition of grade 5
- **Printers**
- **Copier/scanner**
- **Projector**
- **Keyboarding without Tears subscription**

Additional expenses include **IT Support** and **Wi-Fi services**.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$80,500	\$29,950
Source		PCSGP	LCFF Base
Budget Reference		4000, 9000	4000, 5000

## Action 5

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

### Actions/Services

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### **STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT**

### **ENGAGEMENT:**

In order to provide students with relevant learning experiences outside of the classroom,

This action was eliminated and combined with Goal 3, Action 1.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>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>	

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,500	N/A
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

Modified

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

### COURSE ACCESS:

At TLC, all students including Unduplicated Pupils and Students with Disabilities will have access to and are enrolled in a broad course of

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	of study beyond core subjects that include: <b>Music, Art, and PE.</b>	study beyond core subjects (ELA, Math, Science, Social Studies): They include: <ul style="list-style-type: none"> <li>• <b>Music</b></li> <li>• Dance</li> <li>• <b>Art</b></li> <li>• Gardening</li> <li>• <b>Physical Education</b></li> </ul>

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$44,445	\$64,145
Source		1. LCFF Base \$29445 2. PCSGP \$15000	LCFF Base
Budget Reference		1000, 3000, 4000	2000, 3000

(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:

There is a need to engage parents/guardians and community through communication and education to support positive academic outcomes for all students.

### Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>participation in programs for unduplicated students and Students with Disabilities:</b>				
<b>Maintain suspension rates &lt;2%.</b>	N/A	N/A	<2% Results Pending	<2%
<b>Maintain expulsion rates &lt;1%</b>	N/A	N/A	<1% Results Pending	<1%
<b>Facilities Inspection Tool (FIT) Score: Good or Better</b>	N/A	N/A	Exemplary	Good
<b>Administer Parent Survey on sense of safety &amp; school connectedness.</b>	N/A	N/A	58% 40 parents	50 parents
<b>Administer Student Survey on sense of safety &amp; school connectedness.</b>	N/A	N/A	85% 17 students Gr. 3-4	>90% Gr. 3-5
<b>Administer Staff Survey on sense of safety &amp; school connectedness.</b>	N/A	N/A	100%	>90%



## 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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

**STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT**

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

### **CLIMATE & ENSURE A SAFE 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.
- The implementation of Ways of Council

### **ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:**

TLC Charter School will implement the following:

- Presentations/Demonstrations of Learning Fall Project Exhibition: Social Studies
- Spring Project Exhibition: Science
- Student-led conferences
- Student access to clubs/organizations & competitions that support and increase student engagement
- Host **field trips** aligned to the content standards and provide experiential learning opportunities
- Implement and revise the Comprehensive School Safety Plan including annual needs assessment for **future purchase/implementation**.
- Administer **student and staff survey** annually

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

	<p>will provide a safe, nurturing and positive school climate for all students and staff.</p> <ul style="list-style-type: none"> <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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#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$3500	\$1000
Source		LCFF Base	LCFF Base
Budget Reference		5000	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

Modified

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 following:

### METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, TLC will host and facilitate SSC, and ELAC Meetings during the school year

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

- School Site Council (SSC).
- English Language Advisory Committee (ELAC)
- TLC Parent Association
- Principal's Advisory Council (PAC)
- TLC Board of Directors

with annual elections to include parents, staff, teachers & students.

TLC will adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).

During the school year SSC, ELAC, TLC-Community Association, and Principal's Advisory Council (PAC) will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.

A TLC Parent will also serve on the TLC Board of Directors.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$500	\$0
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):

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

TLC Charter School will provide all parents

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

TLC Charter School will provide all parents

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

(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**

(including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. Methods include:

- Host Parent Education Workshops on topics that support positive outcomes for students and topics requested by parents.
- Quarterly Coffee with the Principal
- Partner with Clementine Mobile Food Bank for families in need
- Partner with Healthy Smiles Van to support families without access to dental care
- Parents will have access to **Aeries Parent Portal** to communicate with teachers, view their child's grades and attendance.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$17,500	\$51,056
Source		1. LCFF Base \$10000	LCFF Base

Year	2017-18	2018-19	2019-20
		2. PCSGP \$7500	
Budget Reference		5000	2000, 3000, 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

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:

### 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	2018-19 Actions/Services	2019-20 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>	<ul style="list-style-type: none"> <li>• <b>Facility Site leasing costs</b></li> <li>• Annual FIT report</li> <li>• <b>Maintenance, repairs, utilities and janitorial expenses</b></li> </ul>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$212,159	\$181,945
Source		1. LCFF Base \$73063 2. SB740 \$66096 3. PCSGP \$73000	LCFF Base: \$105,937 SB740: \$76,008
Budget Reference		2000, 3000, 4000, 5000	2000, 3000, 4000, 5000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 90,453	9.55%
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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).

**2019-20**

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 4: TLC’s MTSS Program will strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, NWEA MAP, F&P, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The Executive Director/Principal will conduct classroom observations, and teacher coaching (with co-planning) on evidence-based strategies, using multiple types of data.

The (11) Paraprofessionals will provide academic & social skills support, during the instructional day for students who are struggling academically to improve student outcomes.

- Goal 1, Action 5: TLC will provide a Mental Health Counselor that will provide individual and small group counseling.

-Goal 2, Action 3: EL Program Our ELA and Math curriculum has embedded supports for EL. The Principal and Teachers will administer the ELPAC. (2) Bilingual Paraprofessionals will provide academic support for EL's in the classroom. EL students will have access to all interventions (outlined in Goal 1, Action 4) and will have a binder to track and monitor their progress throughout the year.

### **2018-19**

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.

# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, December 2018

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Tomorrow's Leadership Collaborative
<b>CDS code:</b>	30-10306-0137976
<b>LEA contact information:</b>	Jessica Tunney, Director 646.284.6228. jessica.tunney@tlccharter.org
<b>Coming LCAP Year:</b>	2019-20
<b>Current LCAP Year</b>	2018-19

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

<b>Projected General Fund Revenue for the 2019-20 LCAP Year</b>		<b>Amount</b>
Total LCFF funds	\$	1,038,004
LCFF supplemental & concentration grants	\$	90,453
All other state funds	\$	103,175
All local funds	\$	692,415
All federal funds	\$	73,437
<b>Total Projected Revenue</b>	<b>\$</b>	<b>1,907,031</b>

<b>Total Budgeted Expenditures for the 2019-20 LCAP Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	1,854,464
Total Budgeted Expenditures in LCAP	\$	1,396,820
Total Budgeted Expenditures for High Needs Students in LCAP	\$	103,143
Expenditures not in the LCAP	\$	457,643

<b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	25,982
Estimated Actual Expenditures for High Needs Students in LCAP	\$	135,558

Required Prompt(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p>

Response(s)
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.
[Respond to the prompt here; if there is no prompt a response is not required.]
[Respond to the prompt here; if there is no prompt a response is not required.]



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tomorrow's Leadership Collaborative

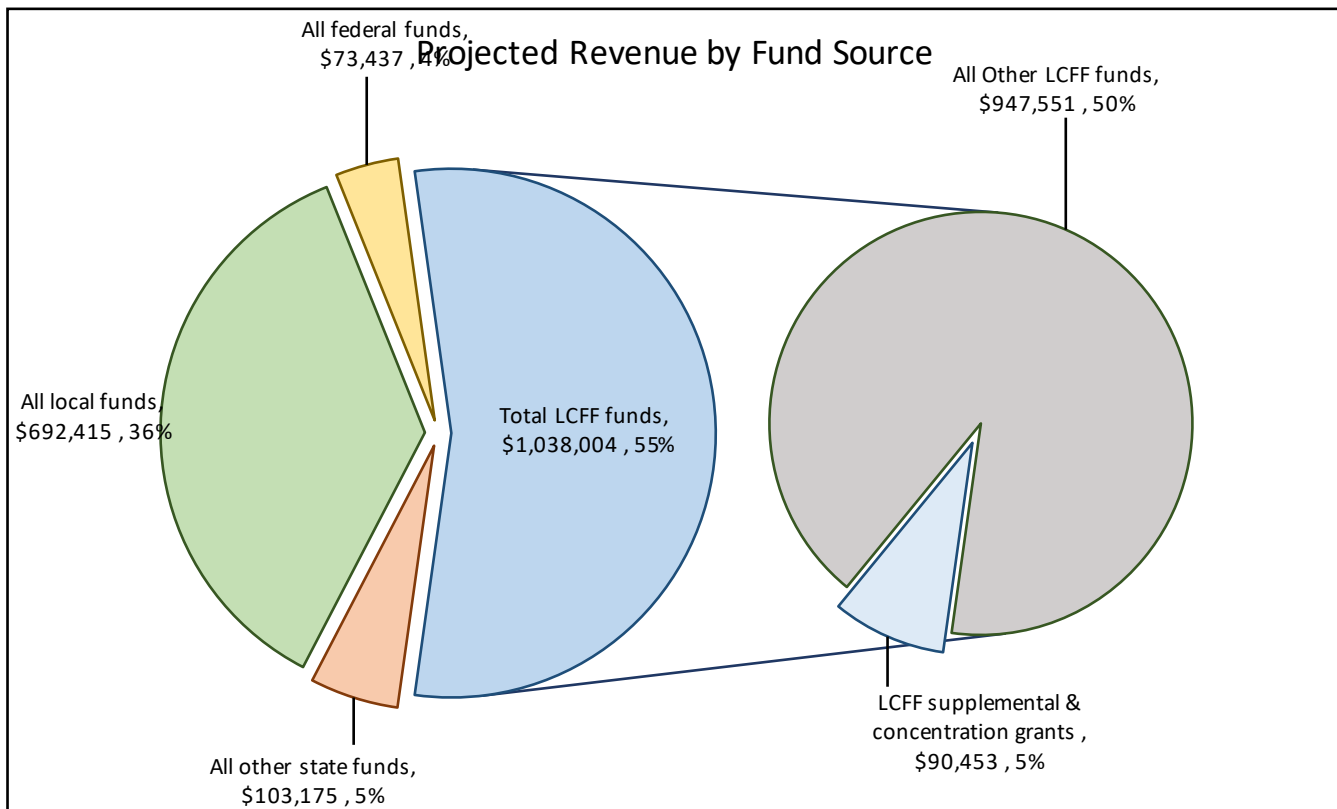
CDS Code: 30-10306-0137976

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jessica Tunney, Director 646.284.6228. [jessica.tunney@tlccharter.org](mailto:jessica.tunney@tlccharter.org)

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

## Budget Overview for the 2019-20 LCAP Year

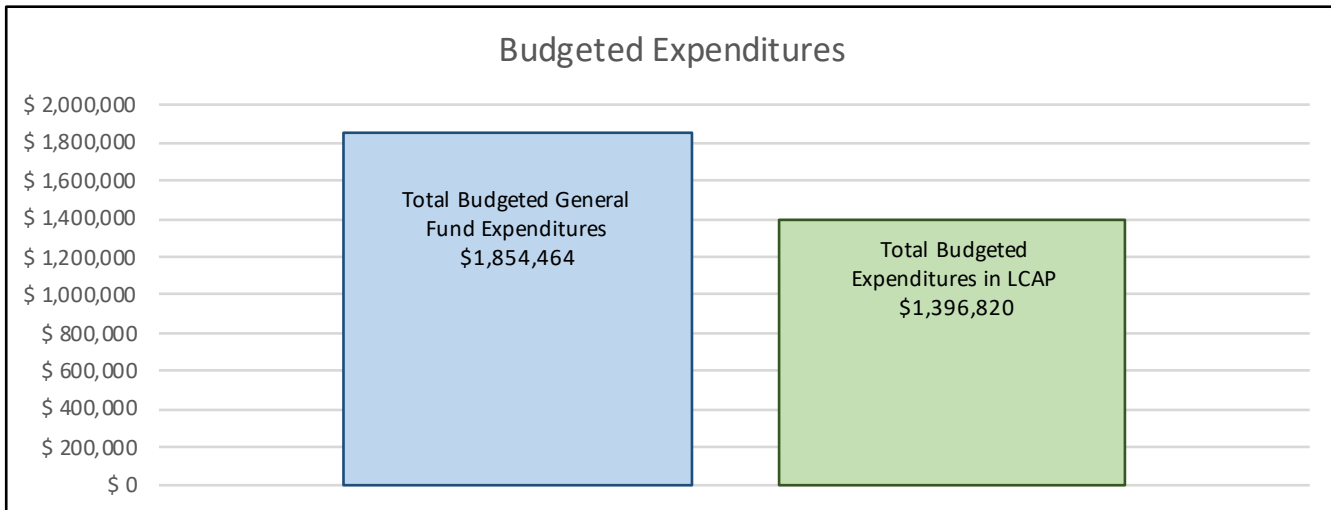


This chart shows the total general purpose revenue Tomorrow's Leadership Collaborative expects to receive the coming year from all sources.

The total revenue projected for Tomorrow's Leadership Collaborative is \$1,907,031.47, of which \$1,038,004.28 is Local Control Funding Formula (LCFF), \$103,174.95 is other state funds, \$692,415.20 is local funds, and \$73,437.04 is federal funds. Of the \$1,038,004.28 in LCFF Funds, \$90,453.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Tomorrow's Leadership Collaborative plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Tomorrow's Leadership Collaborative plans to spend \$1,854,463.76 for the 2019-20 school year. Of that amount, \$1,396,820.43 is tied to actions/services in the LCAP and \$457,643.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

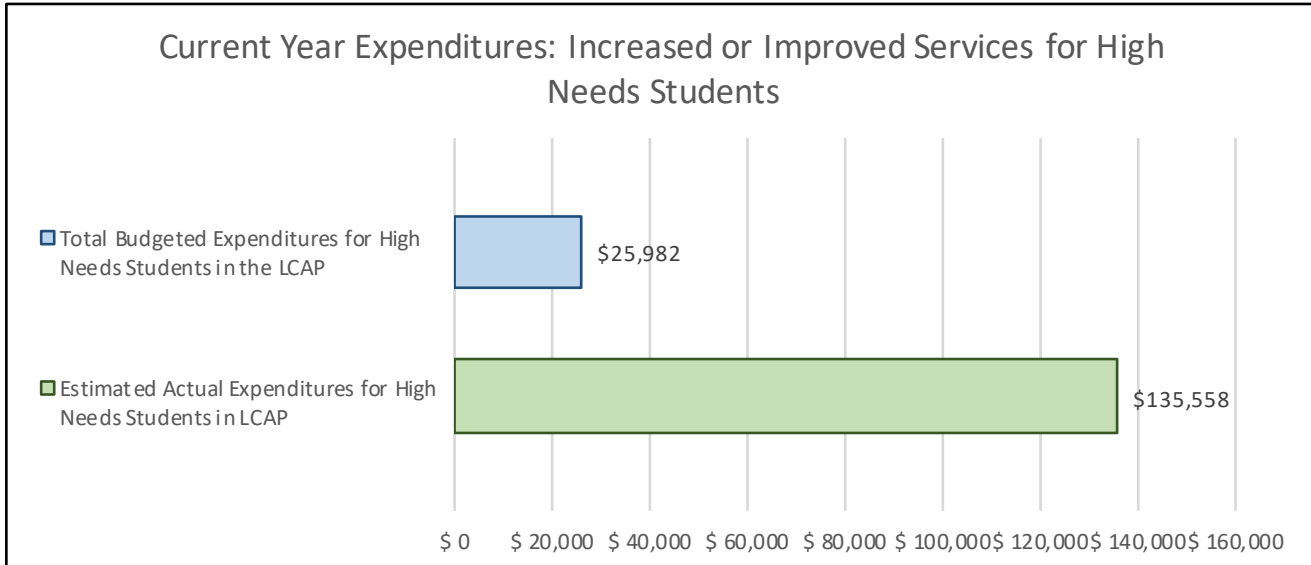
Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to the following costs associated with operating the school program: Auxiliary Staff Members, Staff Benefits, Operational Supplies, General Insurance costs, Legal/Audit Fees, Various non-instructional consultants, Administration Fees.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Tomorrow's Leadership Collaborative is projecting it will receive \$90,453.00 based on the enrollment of foster youth, English learner, and low-income students. Tomorrow's Leadership Collaborative must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Tomorrow's Leadership Collaborative plans to spend \$103,143.41 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



This chart compares what Tomorrow's Leadership Collaborative budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tomorrow's Leadership Collaborative estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Tomorrow's Leadership Collaborative's LCAP budgeted \$25,982.00 for planned actions to increase or improve services for high needs students. Tomorrow's Leadership Collaborative estimates that it will actually spend \$135,558.00 for actions to increase or improve services for high needs students in 2018-19.

# LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

## **Data Input Tab**

### **LEA Information (rows 1-3)**

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

### **Identify the Applicable LCAP Year**

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

### **Projected General Fund Revenue for the Coming LCAP Year**

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01 Column F, row A.5 (Total Revenues).

# LCFF Budget Overview for Parents Data Entry Instructions

## **Total Budgeted Expenditures for the Coming LCAP Year**

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.
- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

## **Expenditures for High Needs Students in the Current LCAP Year**

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.
- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

## **Narrative Responses Tab**

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budgeted Expenditures for the LCAP year that are not included in the LCAP.
- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the planned actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.
- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.