

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

The Story

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

The Learning Choice Academy (TLC) is an independent study, academic program serving grades TK-12. Every TLC student enjoys the benefits of a personalized learning plan, and personalized attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Our teachers are highly committed to partnering with parents to provide every student with a personalized and rigorous academic experience.

TLC serves a unique population that has not been successful in the traditional public school system. The focus of TLC is to improve student learning, offer a safe learning environment, and prepare students for College and Career through a flexible learning environment.

Currently TLC serves approximately 568 students in grades TK-12; of which 57% White, 43% Hispanic, 9% African-American, 4% Filipino; 18% Students with Disabilities (SWD); 5% English Learners, 0.5% Foster Youth, 42% Socio-economically Disadvantaged and 8.2% Homeless Youth.

LCAP Highlights

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

The Learning Choice Academy is in the initial phase of implementing a Multi-Tiered System of Supports (MTSS).

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, 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 has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

The following LCAP was developed with the input of multiple stakeholders comprised of school staff (teachers, paraprofessionals, SPED Team, EL Interventionist), parents, and students. As a result our school has moved towards establishing a Multi-tiered System of Supports (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.

Based on our school's Fall 2018 CA School Dashboard, an analysis of multiple forms of data; WASC Action Plan, input from stakeholders, our LCAP Goals have been revised, to read as follows:

- **GOAL #1:** Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world. (Aligns with WASC Action Plan 2,3,5)

- **GOAL #2:** Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 2,3,5)

- **GOAL #3:** Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 4,5)

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

The Learning Choice Academy is proud of its “Blue” Performance Category for Chronic Absenteeism and Suspension Rate; and its “Green” Performance Category for Graduation Rate and ELA.

FALL 2018 CA DASHBOARD: TLC						
	CHRONIC ABSENTEEISM	SUSPENSION RATE	GRADUATION RATE	CCI	ELA	MATH
ALL STUDENTS	BLUE	BLUE	GREEN	YELLOW	GREEN	YELLOW
ENGLISH LEARNERS	BLUE	BLUE	--	--	YELLOW	YELLOW
HOMELESS	GREEN	BLUE	--	--	--	--
SOC. ECON DISADV.	GREEN	BLUE	GREEN	YELLOW	GREEN	YELLOW
SWD	GREEN	BLUE			YELLOW	ORANGE
AFRICAN-AMERICAN	BLUE	BLUE	--	--	--	--
FILIPINO	--	BLUE	--	--	--	--
HISPANIC	BLUE	BLUE	GREEN	YELLOW	GREEN	YELLOW
WHITE	GREEN	BLUE	--	--	YELLOW	YELLOW
2+ RACES	BLUE	BLUE	--	--	--	

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

Learning Choice Academy does not have any State Indicator with an overall performance in the “Red” or “Orange,” performance category.

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

The Learning Choice Academy does not have any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

For Math: However, our school earned an “Orange” Performance Category for Students with Disabilities (SWD) for Math; and Yellow for all student groups. The following chart provides a comparison of the Mean Scale Score between Spring 2017 and Spring 2018 by student group.

SPRING 2017 vs 2018 MATH CAASPP MEAN SS		
	2017 DFS	2018 DFS
ALL STUDENTS	-67.9	-61.1
ENGLISH LEARNERS	-97.3	-91
HOMELESS	-80.8	-88.7
SOC. ECON DISADV.	-89.4	-80.7
SWD	-143.5	-115.4
AFRICAN-AMERICAN	-95.4	-67.3
FILIPINO	+10.6	+8
HISPANIC	-86.3	-79.2
WHITE	-48.3	-43.1
2+ RACES	-56.5	-33.7

For ELA: English Learners, Students with Disabilities and White student groups earned a “Yellow” Performance level. The following chart provides a comparison of the Mean Scale Score between Spring 2017 and Spring 2018 by student group.

SPRING 2017 vs. 2018 ELA CAASPP MEAN SS		
	2017 DFS	2018 DFS
ALL STUDENTS	+3.4	+11.7
ENGLISH LEARNERS	-33.3	-23.9
HOMELESS	-16.1	-16.6
SOC. ECON DISADV.	-10'	+2.6
SWD	-77.5	-55.2
AFRICAN-AMERICAN	+13.7	-9.2
FILIPINO	+58.9	+69.5
HISPANIC	-8.1	+8.2
WHITE	+8.3	+5.6
2+ RACES	+20.4	+31.2

For CCI: All students and student groups earned a “Yellow” Performance Level.

As a result the following actions/services will take place in the 2019-20 school year:

- All Educational Partners (teachers) will receive extensive and ongoing professional development on evidence-based instructional strategies including but not limited to: CCSS Math, Accommodations & Modifications for SWD, Understanding NWEA MAP results; Using Edgenuity/Compass Learning with NWEA MAP. (Goal 1, Action 2)
- College & Career Readiness Program. TLC offers numerous opportunities to prepare every student for post-secondary education, and college & career planning. Our school offers PSAT, SAT and ACT testing; offers UC A-G approved courses, encourages student to complete College Credit Courses (formerly dual concurrent enrollment). (Goal 1, Action 3)
- Multiple types of assessments are administered in order to monitor student progress and identify whether students require additional academic support/intervention. Assessments include: NWEA MAP Reading & Math; Writing assessments, and Math assessments. (Goal 2, Action 1)
- ELD Program: The EL Coordinator will provide professional development (SDAIE, GLAD) and model lessons for teachers. (Goal 2, Action 2)
- SPED Program: SPED Coordinator will provide professional development to all general education teachers; and ensure all SWD are provided the academic support they need in ELA and Math. (Goal 2, Action 3)
- Academic Intervention: Addition of a 4 Math support course for MS & HS using Edgenuity and iXL Math; and 2-4 hour ELA intervention for MS/HS; and access to Grand Slam (Online tutoring). Goal 2, Action 4)

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

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

RFEP rates and ELPAC scores: Increase the EL re-designation rate by 2%

2017-18: Reclassification Rate 16.5% (CELDT)

2018-19: Reclassification Rate 0% (ELPAC)

2017-18: % of EL who progress in English proficiency 40.5%

Expected

Actual

CAASPP Scores/Dashboard: Student groups scoring below the LEA average will show an increase of 2% or more in Math and ELA CAASPP scores.

SPRING 2018 ELA CAASPP MEAN SS	
	DFS
ALL STUDENTS	+11.7
ENGLISH LEARNERS	-23.9
HOMELESS	-16.6
SOC. ECON DISADV.	+2.6
SWD	-55.2
AFRICAN-AMERICAN	-9.2
FILIPINO	+69.5
HISPANIC	+8.2
WHITE	+5.6
2+ RACES	+31.2

SPRING 2018 MATH CAASPP MEAN SS	
	DFS
ALL STUDENTS	-61.1
ENGLISH LEARNERS	-91
HOMELESS	-88.7
SOC. ECON DISADV.	-80.7
SWD	-115.4
AFRICAN-AMERICAN	-67.3
FILIPINO	+8
HISPANIC	-79.2
WHITE	-43.1
2+ RACES	-33.7

2017-18: 31% College Ready as measured by ELA EAP
 2017-18: 5% College Ready as measured by Math EAP

Increase the percent of students meeting the UC AG requirement by 1%; Increase the graduation rate for the class of 2019 by 1%.

2017-18: 32.7% Graduate meet UC/CSU A-G
 2017-18: % of Students that pass AP exams 0%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Offer support classes that are aligned to the ESL/ELD standards and tutoring outside of support classes for ELD and LTEL (long-term English learners) students.</p>	<p>TLC offered support classes for English learners across all grade levels. Designated ELD was provided onsite in a self-contained classroom. For students</p> <ul style="list-style-type: none"> • K-5, instruction was site-based in small group instruction • MS/HS ELD support was provided after-school, twice per week. <p>Additional language support was provided for students identified as low-performing/at-risk/LTEL based on NWEA MAP results.</p> <p>To academically support English Learners, the EL Coordinator provides training for K-8 Parents that includes: GLAD strategies, WRITE Institute, SDAIE strategies, and provides workshops on how to support their child academically.</p>	<p>\$175,000 Teacher Salaries and Benefits Travel and Conferences Object 1000's, 2000's and 3000's 5200</p>	<p>\$70,005 Base \$93,036 Title I</p> <p>Teacher Salaries and Benefits Travel and Conferences Object 1000's, 2000's and 3000's 5200</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers will identify struggling students and have office hours for tutoring in areas of need and use contact manager to track times met.</p> <p>Instructional aides in classrooms to help all students and teachers.</p> <p>Increase participation in NWEA testing and Edgenuity/Compass learning tutoring to help students who are struggling in English and Math.</p>	<p>TLC employed 27 teachers, (4) Educational Specialist, Speech Teacher, Psychologist, SPED contracted services, and tutors.</p> <p>There was a total of 8 Instructional Aides (3 FTE; 5 PTE) that provide academic support in the classroom. All students were assessed using NWEA MAP assessments in Reading and Math. Edgenuity (MyPath/EduClimber) provides students with differentiated support based on their NWEA MAP assessment results. Edgenuity provides supplemental ELA and Math courses for intervention for grades 7-12; Compass Learning provides supplement</p> <p>Instructional Assistants provide support in ELA, and Math for struggling students and Students with Disabilities (SWD), through small group instruction.</p> <p>Learning Choice Academy created an Algebra readiness assessment, which is administered at the end of the 8th grade; and for incoming 9th grades (new to TLC). Based on the student's</p>	<p>\$675,000</p> <p>Teacher Salaries and Benefits</p> <p>Materials and Supplies</p> <p>Sub agreement Services</p> <p>Professional Services</p> <p>Object 1000's, 2000's and 3000's</p> <p>4310, 5100, 5800</p>	<p>\$2,226,949 Base</p> <p>\$ 573,866 Supplemental & Concentration (Tutor salary & benefits, Principals salary & benefits, Edgenuity & Compass Learning)</p> <p>\$68,051 Title I</p> <p>\$857,394 SPED</p> <p>Teacher Salaries and Benefits</p> <p>Materials and Supplies</p> <p>Sub agreement Services</p> <p>Professional Services</p> <p>Object 1000's, 2000's and 3000's</p> <p>4310, 5100, 5800</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

performance they may be placed in one or more of the following courses to ensure they are successful:

- a. IM Readiness Class: for students not yet ready for the Integrated Math 1.
- b. Integrated Math Pathway 1-3
- c. Integrated Math Readiness's Support Class.

These support courses were developed to provide students with the appropriate intervention/support for higher level math to ensure they are successful.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Academic counselor will oversee master agreement, meet with parents, teachers and students grade 8-12 to insure students have a 4-year plan that clearly articulates courses students will complete to meet district graduation and UC A-G requirements.</p> <p>Increase the number of students taking PSAT, ACT, SAT for college and career readiness</p>	<p>TLC's counselor meets with parents, teachers and students in grades 8-12 to develop a 4-year academic plan including UC A-G required courses.</p> <p>TLC continues to make significant strides in increasing the number of students participating in the PSAT, ACT/SAT to ensure they are on track for post-secondary education. Our goal is to increase the percentage of students who enroll in a college course credit (formerly concurrent/dual enrollment), increase the percentage of students who meet UC A-G requirements upon high school graduation; increase the participation rate for PSAT/SAT; and we also offer college tours to expose student to College/Career.</p>	<p>\$60,000</p> <p>Teacher Salaries and Benefits</p> <p>Materials and Supplies</p> <p>Instructional Vendors</p> <p>Object 1000's, 2000's and 3000's</p> <p>4310</p> <p>5880</p>	<p>\$ 106,077 Base</p> <p>\$ 20,431</p> <p>Supplemental & Concentrated (Counselor Salaries & Benefits)</p> <p>Teacher & Counselor Salaries and Benefits</p> <p>Materials and Supplies</p> <p>Instructional Vendors</p> <p>Object 1000's, 2000's and 3000's</p> <p>4310</p> <p>5880</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.

The actions/services were implemented with fidelity to achieve Goal #1.

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

The academic intervention and supports provided to students have been highly effective as evidenced in the CAASPP Mean Scale Score results from Spring 2017 to Spring 2018.

SPRING 2017 vs. 2018 ELA CAASPP MEAN SS			SPRING 2017 vs 2018 MATH CAASPP MEAN SS		
	2017 DFS	2018 DFS		2017 DFS	2018 DFS
ALL STUDENTS	+3.4	+11.7	ALL STUDENTS	-67.9	-61.1
ENGLISH LEARNERS	-33.3	-23.9	ENGLISH LEARNERS	-97.3	-91
HOMELESS	-16.1	-16.6	HOMELESS	-80.8	-88.7
SOC. ECON DISADV.	-10'	+2.6	SOC. ECON DISADV.	-89.4	-80.7
SWD	-77.5	-55.2	SWD	-143.5	-115.4
AFRICAN-AMERICAN	+13.7	-9.2	AFRICAN-AMERICAN	-95.4	-67.3
FILIPINO	+58.9	+69.5	FILIPINO	+10.6	+8
HISPANIC	-8.1	+8.2	HISPANIC	-86.3	-79.2
WHITE	+8.3	+5.6	WHITE	-48.3	-43.1
2+ RACES	+20.4	+31.2	2+ RACES	-56.5	-33.7

Our school continues to prepare students for post-secondary education by providing UC A-G approved courses, PSAT, SAT/ACT workshops and testing materials, including a college counselor to assist students/families with the college application process; and field trips to colleges and universities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 2: Staff salaries not previously accounted for were now included

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.

Based on CDE requirements and guidance, a reflection on the school year, CAASPP results, feedback from stakeholders (administrators, teachers, staff, EL Specialist, SPED Department, parents, and students, Goal #1 will be changed for the 2019-20 school year, including the annual measurable outcomes in order to align to the CDE required metrics/outcomes, actions and services. The LCAP Goal will also align to TLC's educational program, mission and vision, and WASC Findings. The new Goal #1 is to: Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world. (Aligns with WASC Action Plan 3 & 5)

Goal 2

TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 7, 8

Local Priorities: 1, 6

Annual Measurable Outcomes

Expected

Actual

Maintain or decrease annual dropout rate by 1%; Decrease suspension/expulsion rates.

2017-18: HS Graduation Rate 90.4%
2017-18: HS Dropout Rate 0.9%
2017-18: MS Dropout Rate

Decrease in suspension/expulsions: Implement school wide training for teachers in Restorative Practices.

2017-18: Suspension Rate 0%
2017-18: Expulsion Rate 0%

Logs and safety plans: Facilities are in good repair and safe for all; School Safety plans – Maintain safety plans and drill logs.

2018-19: School is in good repair as verified by the TLC building checklist
2018-19: 100% students have access to standards-aligned curriculum and instructional materials
100% of students including Unduplicated Pupils and Students with Disabilities (SWD) have access to and are enrolled in a broad course of study.

Expected

Actual

% Teachers appropriately credentialed and assigned:	2018-19: 100% verified by HR																																																				
% Students with standards aligned materials:	2018-19: 100% verified by school administrator inventory log																																																				
Attendance Rates:	2017-18: 99%																																																				
Chronic absenteeism Rates:	<table border="1"> <thead> <tr> <th colspan="4">2017-18 CHRONIC ABSENTEEISM RATE</th> </tr> <tr> <th></th> <th>CUM ENROLL</th> <th>COUNT</th> <th>RATE</th> </tr> </thead> <tbody> <tr> <td>SCHOOLWIDE</td> <td>66</td> <td>0</td> <td>0%</td> </tr> <tr> <td>AFRICAN-AMERICAN</td> <td>66</td> <td>0</td> <td>0%</td> </tr> <tr> <td>ASIAN</td> <td>16</td> <td>1</td> <td>6.7%</td> </tr> <tr> <td>FILIPINO</td> <td>41</td> <td>0</td> <td>0%</td> </tr> <tr> <td>HISPANIC</td> <td>596</td> <td>0</td> <td>0%</td> </tr> <tr> <td>WHITE</td> <td>295</td> <td>3</td> <td>1.0%</td> </tr> <tr> <td>2+ RACES</td> <td>34</td> <td>0</td> <td>0%</td> </tr> <tr> <td>ENGLISH LEARNERS</td> <td>104</td> <td>0</td> <td>0%</td> </tr> <tr> <td>HOMELESS</td> <td>96</td> <td>1</td> <td>1.1%</td> </tr> <tr> <td>SOC. ECON DISADV.</td> <td>567</td> <td>4</td> <td>0.7%</td> </tr> <tr> <td>SPED</td> <td>171</td> <td>1</td> <td>0.6%</td> </tr> </tbody> </table>	2017-18 CHRONIC ABSENTEEISM RATE					CUM ENROLL	COUNT	RATE	SCHOOLWIDE	66	0	0%	AFRICAN-AMERICAN	66	0	0%	ASIAN	16	1	6.7%	FILIPINO	41	0	0%	HISPANIC	596	0	0%	WHITE	295	3	1.0%	2+ RACES	34	0	0%	ENGLISH LEARNERS	104	0	0%	HOMELESS	96	1	1.1%	SOC. ECON DISADV.	567	4	0.7%	SPED	171	1	0.6%
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% Students including UP & SWD with access to and are enrolled in a broad course of study: UC A-G courses, electives	2018-19: 100% verified by administrator through master schedule and enrollment																																																				
% Students in Grade 5 who met 6 of 6 Healthy Fitness Zone (HFZ):	2017-18: 18.8%																																																				
% Students in Grade 7 who met 6 of 6 Healthy Fitness Zone (HFZ):	2017-18: 33.3%																																																				
% Students in Grade 9 who met 6 of 6 Healthy Fitness Zone (HFZ):	2017-18: 25.8%																																																				
Increase % Students "Prepared" for College as measured by ELA EAP by 2%	2017-18: 31%																																																				

Expected

Actual

Increase % Students “Prepared” for College as measured by Math EAP by 2%

2017-18: 5%

Implementation of the Academic Content Standards will improve to “full implementation (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for EL, as measured by the Local Indicator rubric.

OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
	2018-19
ELA	5
ELD	4
MATH	5
NGSS	4
HISTORY	4
CTE	3
HEALTH	1
PHYSICAL ED.	5
VAPA	5
WORLD LANG.	5

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities are in good repair and safe for all; School Safety plans – Maintain safety plans and drill logs.	This is a required metric/outcome, not necessarily an action.	\$10,000 Professional Services 5800	\$ 23,877 Base Professional Services Janitorial Object: 5500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All Teachers will be trained in Restorative Justice and implemented school-wide to make sure that all students feel safe and welcome at school.</p>	<p>All teachers received professional development on Restorative Justice, which has been implemented schoolwide to improve school climate, emphasize accountability for all students. This training is ongoing with the goal of creating a safer learning environment for all.</p> <p>At TLC, there has been a change in Social-emotional learning since our staff struggled with students in grades 6-12 with issue of bullying. Restorative Justice was selected schoolwide and throughout the organization to emphasize accountability for all students. We work with families as partners through restorative circles.</p>	<p>\$10,000 Instructional Vendors & Consultants Travel & Conferences 5200 5880</p>	<p>\$42,952 Supplemental & Concentration (Dean of Students salary & benefits) Object 1000's, and 3000's</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide for clean and inviting schools, well-maintained and in good repair</p> <p>Assure that school safety is a priority and is monitored by school administration staff. Provide training and updates to ensure well-trained and informed staff.</p>	<p>School site is safe, clean and in good repair. Our school utilizes the TLC Building Checklist.</p> <p>The Leadership Team reviews and revises the Comprehensive School Safety Plan annually. Drills take place and are documented. The school staff is trained on the Comprehensive School Safety Plan.</p>	<p>\$30,000</p> <p>Office Supplies</p> <p>Maintenance & Repair</p> <p>Janitorial</p> <p>Professional Services</p> <p>4320, 5500, 5630,5800</p>	<p>\$1,368,070 Base</p> <p>Object 1000's, 2000's and 3000's</p> <p>Administrative Salaries and Benefits</p> <p>Facility</p> <p>Office Supplies</p> <p>Maintenance & Repair</p> <p>Professional Services</p> <p>4320, 5500, 5630,5800</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.

The actions/services were implemented with fidelity to achieve Goal #2.

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

The actions were effective in maintaining suspension rates at 0% and overall Chronic Absenteeism at 0%. The implementation of Restorative Justice has improved school climate and reduced bullying incidents schoolwide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 1: Expenses related to janitorial salary
- Action 2: Conference expenses were included in Goal 1, Action 1
- Action 3: Expenses not previously included: facility leasing costs, utilities, and repairs

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.

Based on CDE requirements and guidance, a reflection on the school year, feedback from stakeholders (administrators, teachers, staff, EL Specialist, SPED Department, parents, and students, our goal will be changed for the 2019-20 school year, including the annual measurable outcomes will align the CDE required metrics/outcomes, actions and services which will align the LCAP goal, TLC's educational program, mission and vision, and WASC Findings. The new Goal 2: Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based

intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 2,3,5)

Goal 3

Promote, foster, and develop parent connections through strong and effective communication and partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Enrollment in Parent Square and participation in surveys: Parent Square is an all school communication and all staff will be trained in how to use it. Participation in school surveys.

2018-19: Outcome Met

Documents: Provide documents in mostly Spanish

2018-19: Outcome Met

Sign-in Sheets: Provide parents multiple opportunities to attend workshops on College enrollment and FASA application.

2018-19: Outcome Met

Parent input in decision-making via SSC & ELAC:

2018-19: Outcome Met

Parental participation in programs for UP & SWD:

2018-19: Outcome Met

Participation on parent survey – sense of safety & school connectedness:

2018-19:
233 MS/HS students (Grades 6-12)

- 88% Agree/Strongly Agree they are happy to be at this school.
- 85% Agree/Strongly Agree they feel like they are part of this

Expected

Actual



school.

- 98% Agree/Strongly Agree they feel safe at this school.
- 90% Agree/Strongly Agree that this school communicates with parents about what students are expected to learn in class.
- 95% Agree/Strongly Agree that school staff takes student concerns seriously.
- 87% Agree/Strongly Agree that there is a teacher or some other adult that cares about them (student).

62 Students in Grades 4-5:

- 90% stated they are happy to be at this school most/all of the time.
- 82% stated they feel like they are part of this school most/all of the time
- 88% Agree/Strongly Agree they feel safe at this school.
- 97% stated that there is a teacher or some other adult at the school that cares about them (student).
- 87% stated that the school teaches students to care about each other and treat each other with respect, most/all of the time.
- 87% stated that teachers and other grown-ups make it clear that bullying is not allowed most/all of the time

71% stated that if they inform a teacher that they've been bullied, the teacher will do something to help, most or all of the time.

Participation on student survey – sense of safety & school connectedness:

2018-19: Of the respondents:

- 80% feel they can be honest in their communication with TLC Leadership
- 74% feel they receive timely information about policies, procedures, and plans that affect them.

Expected

Actual

- 75% stated that there has been improvement in communication over the past year.
 - 86% are satisfied with their job.
 - 23% find PLC during staff meetings very/extremely useful.
 - 98% agree adults at this school really care about every student.
 - 95% agree adults listen to what students have to say.
 - 92% agree adults feel a responsibility to improve the school.
- 95% agree adults work hard to ensure a safe and supportive learning environment

Participation on staff survey – sense of safety & school connectedness:

- 2018-19:
233 MS/HS students (Grades 6-12)
- 88% Agree/Strongly Agree they are happy to be at this school.
 - 85% Agree/Strongly Agree they feel like they are part of this school.
 - 98% Agree/Strongly Agree they feel safe at this school.
 - 90% Agree/Strongly Agree that this school communicates with parents about what students are expected to learn in class.
 - 95% Agree/Strongly Agree that school staff takes student concerns seriously.
 - 87% Agree/Strongly Agree that there is a teacher or some other adult that cares about them (student).
- 62 Students in Grades 4-5:
- 90% stated they are happy to be at this school most/all of the time.
 - 82% stated they feel like they are part of this school most/all of

Expected

Actual



the time

- 88% Agree/Strongly Agree they feel safe at this school.
- 97% stated that there is a teacher or some other adult at the school that cares about them (student).
- 87% stated that the school teaches students to care about each other and treat each other with respect, most/all of the time.
- 87% stated that teachers and other grown-ups make it clear that bullying is not allowed most/all of the time

71% stated that if they inform a teacher that they've been bullied, the teacher will do something to help, most or all of the time.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to work towards 100% families enrolled in Parent Square for school-wide information and increase the participation in all school surveys.	Our staff utilizes Parent Square to communicate with families; in addition to Class Dojo, and School Pathways , our Student Information System Parent Portal, which parents can access to view their child's learning plan.	\$20,000 Professional Services Advertising 5800, 5840	\$20,641 Base Professional Services Advertising 5800, 5840

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Will offer school communications in both English and Spanish.	Parent Square translates messages to various languages. In addition, the EL Coordinator is bilingual (Spanish speaking). Our school offers interpreter services for all schoolwide events, School Site Council, ELAC, Parent Advisory Council, and upon request.	\$10,000 Professional Services Office Supplies 5800, 4320	\$10,000 Teacher Salaries Object 1000's, 2000's and 3000's

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Meetings or workshops on college entrance requirements, financial aide and career pathways</p>	<p>Presentations are coordinated by the School counselor in the classroom. Students have received assistance with college planning and application process, applying for college scholarships, Applying for Financial Aid FAFSA/Dream Act submissions, and SAT/ACT registration.</p> <p>In addition, this year, our school offers an Engineering CTE Pathway with a Capstone; and will offer an Energy Environment CTE Pathway in the upcoming 2019-20 school year, in order to prepare all students for college/career.</p> <p>Our school is working with Grossmont College through an MOU to provide our students with increased access to college courses for credit.</p> <p>Our school is working toward increasing the percentage of students who complete the SAT/ACT and apply to a 4-year college/university.</p>	<p>\$10,000 Professional Services Travel and Conferences 5800, 5200</p>	<p>\$10,000 Teacher Salaries and Benefits Object 1000's, 2000's and 3000's</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.

The actions/services were implemented with fidelity to achieve Goal #3.

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

School staff utilize Parent Square to communicate with families and it also provides translated messages. Parent survey results reflect a high level of satisfaction with the school's program and the school's ability to keep parents informed about school activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 1: Actual expenditures for Parent Square and School Pathways SIS is less than budgeted expenditures.

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

Based on CDE requirements and guidance, a reflection on the school year, feedback from stakeholders (administrators, teachers, staff, EL Specialist, SPED Department, parents, and students, our goal will be changed for the 2019-20 school year, including the annual measurable outcomes will align the CDE required metrics/outcomes, actions and services which will align the LCAP goal, TLC's educational program, mission and vision, and WASC Findings. The new Goal 3: Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 4,5)

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?

The Learning Choice Academy 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 staff (which included teachers, SPED Team, paraprofessionals, EL Specialist), parents, students and board members 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, areas for growth, in addition maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
Aug. 23, 2018	Staff	LCAP: Student Engagement, attendance, testing outcomes from CAASPP	Staff meeting
Aug. 27-31, 2018	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
September 5, 2018	Parents & Staff	LCAP Goals	School Site Council (SSC)
Sept. 17, 2018	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
Oct. 1, 2018	Staff	LCAP: restorative practices training/Student engagement (PLC's)	Staff meeting/training
Oct. 1-5, 2018	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
Oct. 8, 2018	Staff	LCAP: restorative practices training/Student engagement (PLC's)	Staff meeting/training
Oct. 12, 2018	Parents & Staff	LCAP: EL parents want for student engagement and training.	ELAC meeting
Oct. 22, 2018	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
Nov. 5, 2018	Staff	LCAP: Goals and student engagement	Staff
Nov. 13-16, 2018	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
Nov. 30, 2018	Parents & Staff	LCAP: Student Engagement, importance of attendance	ELAC meeting
Dec. 3, 2018	Staff	LCAP: restorative practices training	Staff meeting/training
Dec. 5, 2018	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
Dec. 17, 2018	Staff	LCAP: Student Engagement (PLC's) math training	Staff meeting/training
Jan. 14, 2019	Staff	LCAP: review testing outcomes and student engagement, graduation	Staff
Jan. 14-18, 2019	Parents & Staff	LCAP: Student Engagement, Student Achievement	Parent meetings
Jan. 28, 2019	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeting
February 13, 2019	Parents & Staff	LCAP: Student Engagement & After-school program intervention	School Site Council (SSC)

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
Feb.20, 2019	Parents & Staff	LCAP: CELT scores, Student engagment, Parent input, reclassification	ELAC meeting
Feb. 25-28 and Mar 1, 2019	Parents & Staff	LCAP: Student Engagment, Student Achievement	Parent meetings
March 11, 2019	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeitng
March 18, 2019	Staff	LCAP: Student engagement (go over data), tutoring time, resources for students	Staff
March 25, 2019	Staff	LCAP: Student Engagement (PLC's) math training	Staff meeting/training
March 27, 2019	Parents & Staff	LCAP Goals, CSI Identifciation & CSI Grant Funds Needs Assessment	School Site Council (SSC)
April 8, 2019	Staff	LCAP: Student Engagement (PLC's) math training	Staff meeting/training
April 8-12, 2019	Parents & Staff	LCAP: Student Engagment, Student Achievement	Parent meetings
April 29, 2019	Staff	LCAP: Student Engagment, Student Achievement	Staff
May 20, 2019	Staff	LCAP: Student Engagment, Student Achievement, surveys from student and parents wants and needs	Staff
May 20, 2019	SPED staff	LCAP: Student Engagement (PIR)	SPED Staff meeitng
June 5, 2019	Parents & Staff	Analysis of Student Achievement & LCAP AMO's	School Site Council (SSC)
June 13, 2019	Staff, parents, stakeholders	Public meeting and vote of LCAP 2019-20	Board Meeting

Impact on LCAP and Annual Update

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

Majority of input from parents was through our survey or parent meetings with their EP. TLC has considered all feedback during the development of the LCAP. As a result we have identified the following:

- The need for additional tutoring time in Math, ELA and upper level sciences.
- English support for our EL students in math and writing.
- Students with Disabilities to help increase Math scores. Have extended the program to a 3 day for extra support in academics.
- Will be starting a lunch program next year.
- Will offer parent trainings in areas of student achievement, motivation, computers, and many more.
- Marketing and outreach to increase enrollment
- Parents like and want to continue availability and choice of instructional and supplemental materials.
- Parents want to continue tutoring of students after school or on a non-class day. Parents like the website and parent square for communication.

- Parents would like lunch to be served.
- Parents would like more training in many areas.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Goal

Goal 1

Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

(Aligns with WASC Action Plan 1, 4)

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 strengthen pedagogical strategies to address the diverse learning needs of our students who have significant learning gaps. In order to accomplish this, our school will provide all teachers with a robust evidence-based professional development program and provide ongoing coaching and support.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																
% of Teachers who are appropriately credentialed & assigned: 100%	100%	100%	100%	100%																																																
% of students with access to standards aligned instructional materials: 100%	100%	100%	100%	100%																																																
Implementation of the Academic Content Standards will improve to “full implementation (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for EL, as measured by the Local Indicator rubric.	Not Reported	Not Reported	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>CTE</td> <td>3</td> </tr> <tr> <td>HEALTH</td> <td>1</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	5	ELD	4	MATH	5	NGSS	4	HISTORY	4	CTE	3	HEALTH	1	PHYSICAL ED.	5	VAPA	5	WORLD LANG.	5	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>CTE</td> <td>3</td> </tr> <tr> <td>HEALTH</td> <td>2</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	5	ELD	4	MATH	5	NGSS	4	HISTORY	4	CTE	3	HEALTH	2	PHYSICAL ED.	5	VAPA	5	WORLD LANG.	5
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VAPA	5																																																			
WORLD LANG.	5																																																			
% Students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled in a broad course of study: 100%	100%	100%	100%	100%																																																
%of grade 5 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:	14.7%	18.8%	20%	22%																																																
%of grade 7 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:	19.6%	33.3%	35%	37%																																																
%of grade 9 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:	16.9%	25.8%	28%	30%																																																

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 students

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

STAFF TO SUPPORT SCHOOL'S PROGRAM

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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TLC will employ 13 teachers that are appropriately credentialed and assigned, an Executive Director and Assistant Director .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,174,892
Source			Base
Budget Reference			1000's-3000's Salaries and Benefits Teachers, Executive Director, Assistant Director

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 Students

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

PROFESSIONAL DEVELOPMENT

TLC will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and

2017-18 Actions/Services

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2018-19 Actions/Services

--

2019-20 Actions/Services

<p>targeted to meet the needs of our students. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • NWEA MAP • Edgenuity/Compass Learning • Discovery Education • New Social Studies adoption • ELD Standards • CCSS Math • Accommodations & Modifications for SWD • Restorative Justice <p>In addition, members of our staff will be provided with the opportunity to attend conferences, and workshops that include:</p> <ul style="list-style-type: none"> • SDCOE Workshops • ELPAC Institute • CAASPP Institute
--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$ 10,082-Title II \$ 2,290-Title II \$ 4,605-Base

Year	2017-18	2018-19	2019-20
Source			Title II Base
Budget Reference			5200 Travel and Conferences 5210 Mileage 5300 Dues and Memberships

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS:
TLC provides all students with a rigorous standards-aligned college preparatory

2017-18 Actions/Services

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2018-19 Actions/Services

--

2019-20 Actions/Services

<p>educational program. Most of our students will be first generation college students, therefore our school has implemented the following to ensure all students are college/career ready:</p> <ul style="list-style-type: none"> • All HS students will have access a College Counselor for college planning, UC A-G, and PSAT/SAT/ACT • UC A-G approved course list • HS Graduation Project: Community Service project aligned with college/career goals • Internship opportunities • College Course Credit (formerly concurrent enrollment) – off site • All students Gr 11-12 will take SAT/ACT • All students Gr. 8-11 will take the PSAT • CTE Pathway: PLTW • College Center: led by the Counselor • College Campus Tours: 3 day (Summer) • CA CareerZone – career planning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$23,970- S & C \$38,440- Base

Year	2017-18	2018-19	2019-20
Source			S & C: College Counselor Base
Budget Reference			1000's-3000's Salaries and Benefits College Counselor 4310 Instructional Materials

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

CORE CURRICULUM TO BE PURCHASED:

Every student will have access to standards-aligned curriculum. TLC will purchase the following curriculum:

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Empty box for 2017-18 Actions/Services]

[Empty box for 2018-19 Actions/Services]

- Consumables for all core subjects
- For Site based instruction: curricular purchases will be made
- Home-based instruction: Curriculum for all subjects
- Online: Time for Learning K-6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$9,610
Source			Base
Budget Reference			4310 Instructional Materials

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

New Goal

Goal 2

Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 1-4)

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6

Local Priorities:

Identified Need:

There is a need to use data to measure student progress, measure program efficacy and identify the academic, social-emotional and/or behavioral needs of our students as part of our MTSS Implementation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on ELA CAASPP Distance from Standard (DFS)	+3.4 points above DFS	+11.7 points above DFS	+14.7 points above DFS	+17.7 points above DFS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on MATH CAASPP Distance from Standard (DFS)	-67.9 points below DFS	-61.1 points below DFS	-58.1 points below DFS	-55.1 points below DFS
CA Science Test (CAST): GRADE 12: Spring 2019 CAST results will serve as a baseline	N/A	N/A	Results pending (Baseline)	Will establish annual growth targets once baseline results are reported
Increase % Students who complete UC A-G by 1%	28.4%	32.7%	33.7%	34.7%
% EL who progress in English Proficiency as measured by ELPAC (Summative)	N/A	40.5% ELPAC	41.5%	42.5%
Increase English Learner reclassification rate as measured by ELPAC (Summative)	N/A	16.5% CELDT	0% ELPAC	2% ELPAC
Increase % Students "Prepared" for College as measured by ELA EAP by 2%	35%	31%	33%	35%
Increase % Students "Prepared" for College as measured by Math EAP by 2%	4%	5%	7%	9%
Maintain Attendance Rates >95%	N/A	99%	>95%	>95%
Maintain Chronic Absenteeism rates <2%	0%	0%	<2%	<2%
Maintain MS Dropout rate <1%	N/A	0%	<1%	<1%
Maintain HS Dropout Rates <2%	7.2%	0.9%	<2%	<2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain HS Graduation Rates >90%	83.5%	90.4%	>90%	>90%
Maintain Suspension Rate: <2%	0%	0%	<2%	<2%
Maintain Expulsion Rate: <1%	0%	0%	<1%	<1%

Note: Per TLC's Charter Petition the following required metrics/outcomes do not apply:

- CTE Pathway
- AP Passage Rate

Planned Actions / Services

Action 1

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

Students to be Served:

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

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

2017-18 Actions/Services

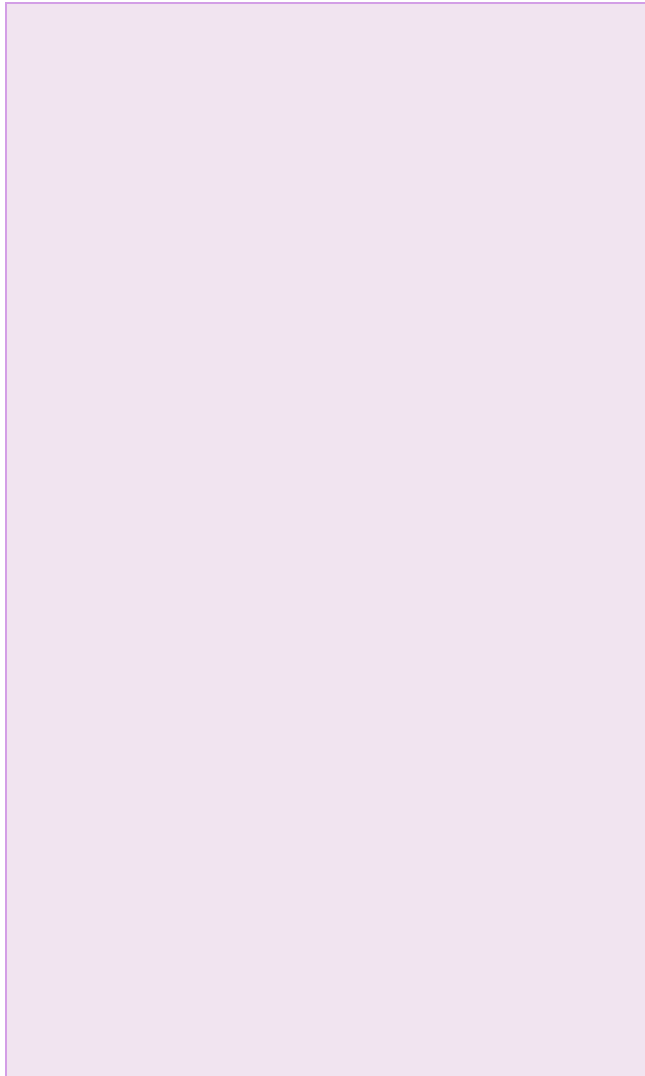
2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



TLC staff 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.

- NWEA MAP: ELA/Math Gr TK-11
- Running Records: Learning A-Z
- Kindergarten Readiness Assessment
- Math Summative Assessment
- Writing Prompts various genres: Gr 6-12
- WRITE Institute Writing Assessments Gr. K-5

In addition, our students will be administered the following state-mandated assessments:

- ELPAC: Initial & Summative for EL
- CAASPP ELA & Math: Gr. 3-8, 11
- CA Science Test: 5, 8, HS
- Physical Fitness Test: Gr. 5,7,9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$9,220 - Base \$1,752 S&C: Incentives
Source			S & C
Budget Reference			4310 Instructional Materials 4330 Student Incentives and Events

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS:

The Leadership Team will review and revise the EL Master Plan to align with the ELPAC;

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>CDE/SBE Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate and targeted designated and integrated ELD instruction across all grade levels. The EL Coordinator will provide professional development (SDAIE, GLAD) and model lessons for teachers.</p> <p>The EL Coordinator will administer the ELPAC, in charge of reclassification, provide support for Newcomers, and provide after-school support for EL. Read Naturally will be purchased for EL.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$32,450-Base \$109,562- Title I
Source			Base & Title I
Budget Reference			1000's-3000's Salaries and Benefits EL Coordinator Instructional Assistants

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):

Students with Disabilities

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

STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS:
 TLC's SELPA Provider is the El Dorado Charter SELPA. The **RSP Teacher/SPED**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



Coordinator 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.

Our RSP Teacher/SPED Coordinator and/or 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			\$185,237 \$118,269
Source			SPED
Budget Reference			1000's-3000's Salaries and Benefits Sped Staffing Resource Specialist and Admin 5100 Sub agreements and Contracts

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

MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS:

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

TLC will align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

Our students work from home on Mondays; attend classes on Tuesday – Thursday.

Teachers provide small group and one-on-one instruction on Fridays. The Instructional Assistants also provide academic support and intervention.

Math support will be provided on Wednesdays since onsite instruction takes place Tuesdays and Thursdays.

Students in MS/HS will receive 4 hours of Math instruction per week in addition to support at home.

Our students will have access to:

- Edgenuity/Compass Learning for ELA & Math Gr. K-11
- iXL Math

ELA Support for HS: will receive 4 hours of instruction weekly with support/tutoring on Fridays. For MS: students will receive 2

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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hours/week. Online tutors (Grand Slam) are also available for students in grades 5-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$9,610
Source			Base
Budget Reference			4310 Instructional Materials

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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SUPPORT/INTERVENTION:

TLC is in the planning phase of MTSS using SWIFT Tools. Our school has implemented Restorative Practices schoolwide; and provides resources to families (Mental Health America). The **Dean of Students** and **Counseling Interns** provide social-emotional counseling. Our school will contract services from a **Psychologist** when needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$38,070 \$30,969
Source			S & C
Budget Reference			1000's-3000's Salaries and Benefits Assist. Director of Student Services Psychologist

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

TLC will purchase the following technology devices that support the school's

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>educational program and model:</p> <ul style="list-style-type: none"> • Chromebooks • PC for PLTW • Ipads • Projector • Laptops for staff • Network upgrades: Wifi access • Contract IT services: Filemaker • Licenses for Microsoft Software • Website costs • Technology Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$28,176 \$14,903 \$ 5,451 \$15,352 \$500
Source			Base

Year	2017-18	2018-19	2019-20
Budget Reference			1000's-3000's Salaries and Benefits Technology Coordinator 5920 Telecom & Intercom 4400 Non-Capitalized Equipment 5800 Professional/Consulting Services 5940 IT Services

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

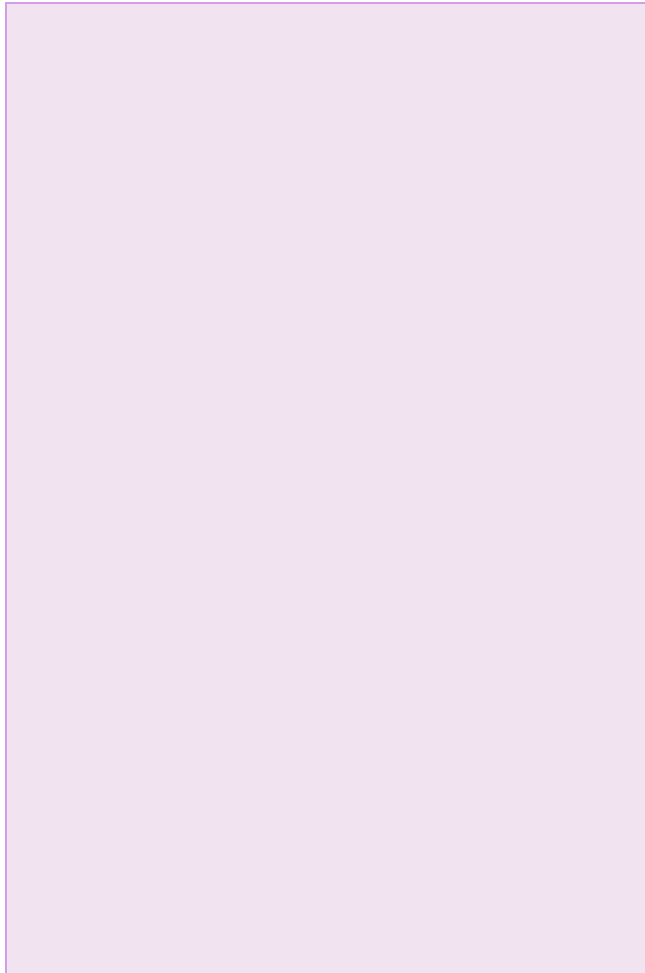
2019-20 Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



SCHOOL ENVIRONMENT:

TLC’s educational program will provide all students with an engaging learning experience, and a safe, positive school climate and learning environment through the implementation of the following:

- Students will participate Project Showcase: End of Year
- Students will participate in competitions (ex. Sea Perch ROV)
- Host Clubs/Organizations
- 6th grade Camp
- Voucher for Elective Units (can be used for enrichment)
- Provide bus passes for homeless, foster youth, low-income students
- Host schoolwide events: culture-building, anti-bullying
- Star Jaguars (Character Traits)
- East Coast Trip: MS

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount			\$79,417 \$10,000
Source			Base
Budget Reference			5880 Instructional Consultants 4310 Student Instructional Materials

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

New Goal

Goal 3

Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6

Local Priorities: 3,6

Identified Need:

There is a need to engage parents through communication and education to improve student academic outcomes, school connectedness and safety.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Administer TLC Building Checklist annually:	N/A	N/A	Good	Good
Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC): Outcome Met	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities: Outcome Met	Met	Met	Met	Met
Increase participation rate on parent survey on the sense of safety and school connectedness.	Not Reported	Not Reported	46% Participation Rate 208 Respondents	50%
Increase participation rate on student survey on the sense of safety and school connectedness.	Not Reported	Not Reported	43% Participation Rate 311 Respondents	45%
Increase participation rate on staff survey on the sense of safety and school connectedness.	Not Reported	Not Reported	19% Participation Rate 66 Respondents	50%

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)

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:
In order to promote and elicit parent input

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

in decision-making, TLC will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students.

TLC will continue to 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 and ELAC 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$3,670
Source			Base
Budget Reference			4320 Office Supplies

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

<p><u>OUTREACH:</u></p> <p>As part of TLC’s Initial implementation of MTSS our school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:</p> <ul style="list-style-type: none"> • Meeting with parents every 6 weeks • Provide Parent Workshops on various topics • Host Parent/student Orientations • Communicate with Families using Parent Square • Translator will be available at schoolwide events and upon request • Presentations on Post-secondary options • Marketing & Events Coordinator: coordinates field trips
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$64,332 \$ 3,671

Year	2017-18	2018-19	2019-20
			\$ 5,897
Source			Base S & C (Marketing Events Coordinator; Advertising)
Budget Reference			2000-3000's Salaries and Benefits Marketing Events Coordinator and Assistant Events 4320 Office Supplies 5840 Advertising

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):
All	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
		<u>FACILITIES</u> TLC strives to provide a safe, clean, and

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

<p>well-maintained school site for all students and staff. In order to accomplish this the following will take place:</p> <ul style="list-style-type: none"> • Facility leasing expenses • Facility maintenance, repairs and janitorial staff • Administer annual FIT Report

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$29,584 \$147,000 \$4,318 \$12,532 \$8,247 \$111,000 \$13,105 \$4,973 \$798
Source			Base
Budget Reference			5500's Housekeeping 5610 Rent

Year

2017-18

2018-19

2019-20



5630 Maintenance and Repair
5400 Liability Insurance
5810 Legal
5225 Business Services
5890 Fees
5910 Telephone
5930 Postage

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

\$ 195,216

9.93%

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 3: College Counselor that will monitor the academic progress of high school students, assist with college application process, assist with Community Service project aligned to college/career goals, monitoring College Course Credit, SAT/PSAT/ACT participation/fee waivers.
- Goal 2, Action 1: Student incentives and events
- Goal 2, Action 5: As part of the school's MTSS Implementation there is a need to provide social-emotional & behavioral supports: The Assistant Director of Student Services and Psychologist (GenED) students.
- Goal 3, Action 2: Marketing Events Coordinator in charge of Student recruitment throughout the community and informing the community about our educational program, and coordinates field trips. Advertising costs for outreach to families.

2018-19:

Teachers will offer on site 1 day per week supplemental tutoring services on a drop in basis and after study groups tutoring. Edgenuity and Compass Learning will continue school wide to help minimize the gaps. These activities will target the unduplicated count students and any student struggling academically. Total cost is 1 day per week of Certificated Teachers \$500,000.

Instructional aides provide tutoring and classroom support for academically students. Total costs are expected to be \$75,000

Our minimum proportionality percentage is 10.39% and the improved services provided in this LCAP year for our unduplicated pupils exceed this minimum threshold. The increased and improved services that allow us to exceed this target include but are not limited to a new Curriculum, a High

School Guidance Counselor to help facilitate college paths, non-class day tutoring in core content areas, increased participation in PSAT, SAT and ASVAB by providing payment vouchers and multiple testing sites, bus passes for transportation to and from school for unduplicated pupils. The drop in funding is due to the splitting of the schools and our Chula Vista site will have its own CDS code and LCAP for next year.

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

Developed by the California Department of Education, December 2018

Local Educational Agency (LEA) name:	Learning Choice Academy
CDS code:	37-68338-0106799
LEA contact information:	Debi Gooding, 858.536.8388 dgooding@learningchoice.org
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year		Amount
Total LCFF funds	\$	2,161,141
LCFF supplemental & concentration grants	\$	195,216
All other state funds	\$	172,892
All local funds	\$	204,690
All federal funds	\$	118,863
Total Projected Revenue	\$	2,657,586

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	2,980,431
Total Budgeted Expenditures in LCAP	\$	2,361,954
Total Budgeted Expenditures for High Needs Students in LCAP	\$	198,617
Expenditures not in the LCAP	\$	618,477

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	472,338
Estimated Actual Expenditures for High Needs Students in LCAP	\$	637,249

Required Prompt(s)

Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.

A prompt may display based on information provided in the Data Input tab.

A prompt may display based on information provided in the Data Input tab.

Response(s)

Other General Fund expenditures not included in the LCAP were but not limited to: Audit/CPA Costs \$9,500, Authorizer Oversight Fees \$51,529.

[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: Learning Choice Academy

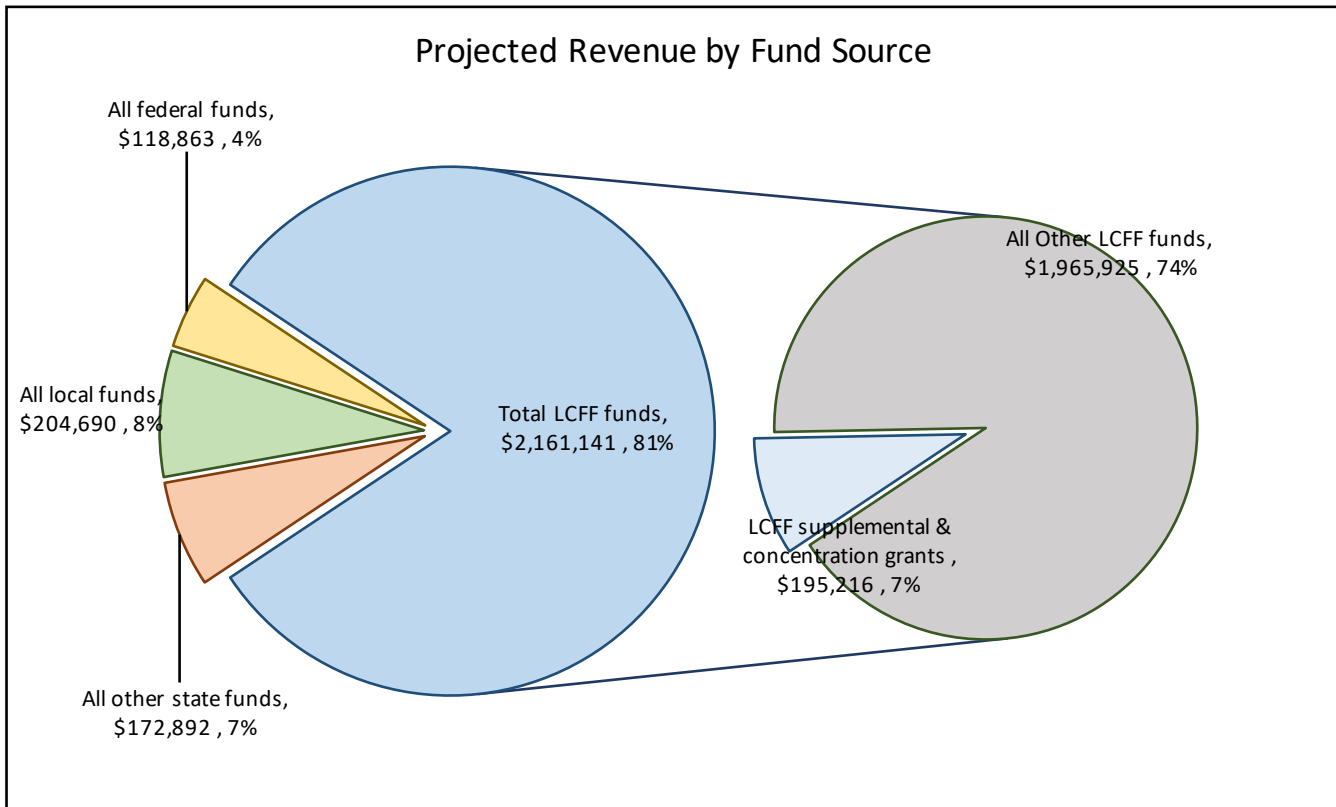
CDS Code: 37-68338-0106799

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

LEA contact information: Debi Gooding, 858.536.8388 dgooding@learningchoice.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

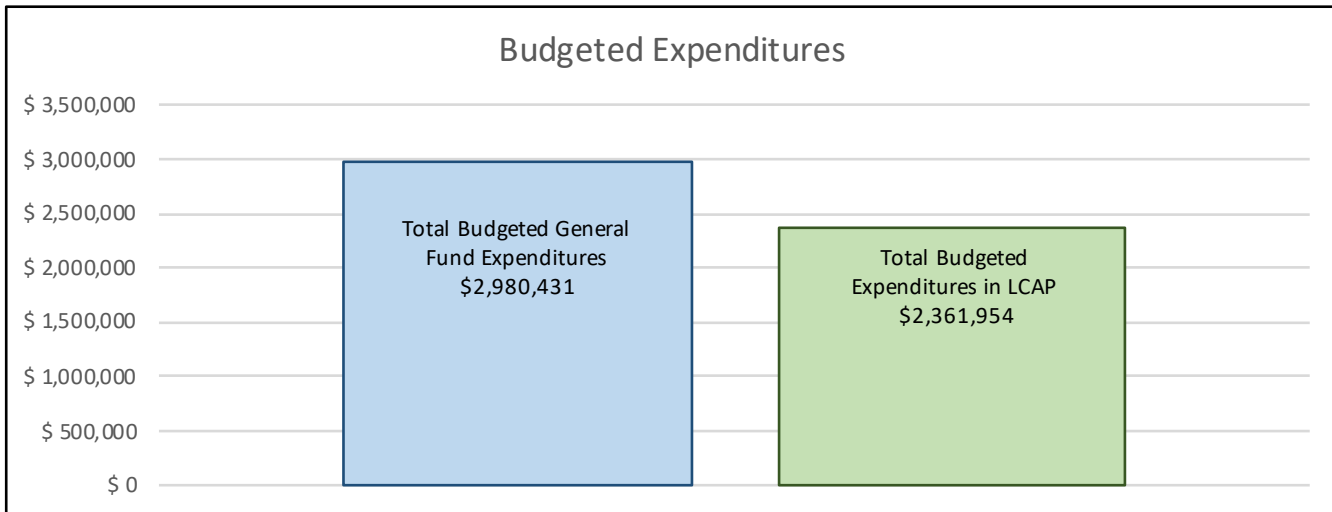


This chart shows the total general purpose revenue Learning Choice Academy expects to receive in the coming year from all sources.

The total revenue projected for Learning Choice Academy is \$2,657,586.00, of which \$2,161,141.00 is Local Control Funding Formula (LCFF), \$172,892.00 is other state funds, \$204,690.00 is local funds, and \$118,863.00 is federal funds. Of the \$2,161,141.00 in LCFF Funds, \$195,216.00 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 district 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 Learning Choice Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Learning Choice Academy plans to spend \$2,980,431.00 for the 2019-20 school year. Of that amount, \$2,361,954.00 is tied to actions/services in the LCAP and \$618,477.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

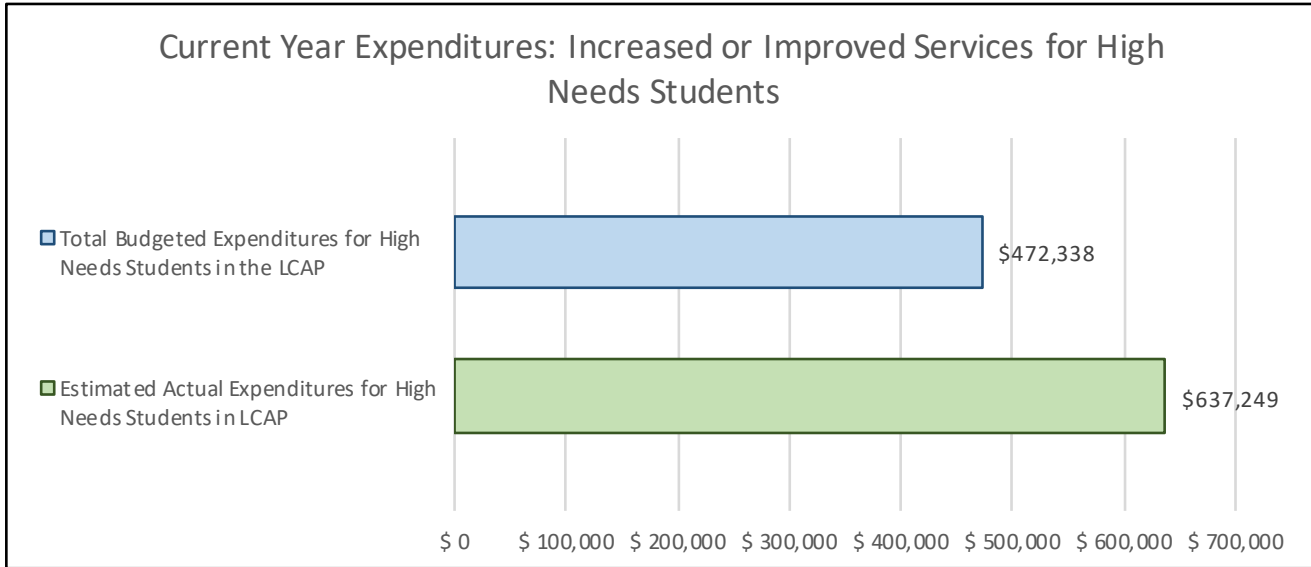
Other General Fund expenditures not included in the LCAP were but not limited to: Audit/CPA Costs \$9,500, Authorizer Oversight Fees \$51,529.

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

In 2019-20, Learning Choice Academy is projecting it will receive \$195,216.00 based on the enrollment of foster youth, English learner, and low-income students. Learning Choice Academy 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, Learning Choice Academy plans to spend \$198,617.00 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 Learning Choice Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Learning Choice Academy 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, Learning Choice Academy's LCAP budgeted \$472,338.00 for planned actions to increase or improve services for high needs students. Learning Choice Academy estimates that it will actually spend \$637,249.00 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 are 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 are 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.