

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
THRIVE PUBLIC SCHOOLS	Nicole Assisi, CEO	nassisi@thriveps.org 619.839.9543

2017-20 Plan Summary

The Story

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

Thrive's three campuses are located in some of San Diego's most distressed neighborhoods. Thrive seeks to serve a student body that is representative of San Diego's diversity, and our school community encompasses children living in poverty and the children of professionals, English learners, students seeking a fresh start after past school challenges, and children from 37 different zip codes enrolled in TK through high school. Half of our students will be the first in their families to attend college.

Currently, our school serves approximately 650 students in grades TK-10, with student demographics that include: 39% Hispanic, 29% White, 18% African American, 8% 2+ Races, 4% Asian, 1% Filipino, of which 54% qualify for free or reduced-price lunch; 17% English Language Learners (ELL), 17% have learning and developmental disabilities.

Via the allocation of resources in this LEA, Thrive seeks to support high academic and socio-emotional growth for every student in order to become a tipping point for community transformation in San Diego's highest need neighborhoods. Our academic model is a unique combination of instructional practices that hone students' academic skills through personalized, blended learning and cultivate students' passions through project-based learning. Our rich academic curriculum is supported by practices such as morning meeting, restorative justice, and Council, which support socio-emotional growth. In Thrive's innovative model, our students learn to learn, learn to be, and learn to do, and every student graduates college-prepared, career-inspired, and community-minded.

LCAP Highlights

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

Thrive Public Schools has not made changes to the LCAP goals but has modified the actions/services and measurable outcomes to align to the needs of our students, based on an analysis of student achievement data; to ensure growth on the LCFF Evaluation Rubric/CA Dashboard through ongoing schoolwide improvement.

The goals are as follows:

- **GOAL #1: Thrive will use multiple measures of student/schoolwide data to: measure program efficacy in supporting high student academic and social-emotional growth; and ensure maximization of the human, material, physical (facilities), financial and community resources that support the Thrive Public Schools mission and Strategic Plan.**
- **GOAL #2: Thrive will empower and train high quality instructional leaders to provide students with a transformative education, using authentic, rigorous, standards-aligned and project-based curriculum in order to prepare all students for College and Career Readiness (CCR).**
- **GOAL #3: Thrive will engage parents and the community as partners through education, communication, and collaboration, and provide students with a safe, welcoming, inclusive, positive learning environment that exudes a culture of high expectations, in order to ensure all students are college and career ready.**

Review of Performance

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

Greatest Progress

Thrive Public School does not have any performance levels for the State Indicators but has earned a “Met” for all local indicators.

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

Greatest Needs

Currently, Thrive Public School does not have any state indicators that meet this criteria.

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

Performance Gaps

Currently, Thrive Public School does not have any state indicators that meet this criteria.

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

Increased or Improved services

The following are additional ways that Thrive Public Schools is increasing/improving services for unduplicated students. They include:

- Push-in and Pull-out small group interventions in ELA and Math
- Responsive Classroom and MTSS trainings for staff to support identified students
- Addition of the Dean to provide support and connect identified students to additional services.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$11,384,634
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$7,076,326

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

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

- Staff Members (Subs, Office staff, Aides, Classified Staff, Various Certificated Position, etc.)
- Staff Benefits (403(b), H&W)
- Supplies including; student, curriculum, books, project, office, custodial, etc.
- General Insurance costs
- Legal/Audit Fees
- Various non-instructional and instructional consultants
- Oversight Fee
- Financial Consultants

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$8,602,323

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Thrive will use multiple measures of student/schoolwide data to: measure program efficacy in supporting high student academic and social-emotional growth; and ensure maximization of the human, material, physical (facilities), financial and community resources that support the Thrive Public Schools mission and Strategic Plan.
(Aligns with SP: Instruction & Operations); WASC Action Plan #1,2)

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8: +1 DFL3	-37.2 points below DFL3 – Outcome Not Met
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8: -40 DFL3	-79.5 points below DFL3 – Outcome Not Met
Increase attendance rates: 95.5%	2016-17: 95% - Outcome Not Met
Decrease Chronic Absenteeism rates: (1% decline annually): <2%	2016-17: 15.9% - Outcome Not Met

Expected

Actual

	2016-17 CHRONIC ABSENTEEISM		
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	523	83	15.9%
AFRICAN-AMERICAN	72	16	22.2%
ASIAN	19	0	0.0%
HISPANIC	202	30	14.9%
WHITE	169	29	17.2%
2+ RACES	25	4	16.0%
ENGLISH LEARNERS	93	20	21.5%
SOC. ECON DISADV.	274	56	20.4%
SPED	76	16	21.1%

Maintain Middle School Dropout Rates: <1%	2016-17: 0% - Outcome Met
Maintain High School Dropout Rates: NA	2016-17: 0% - Outcome Met
Maintain High School Graduation Rates: NA	Not applicable: TPS serves grades TK-10
% of Grade 12 students that are CCR: UC A-G Completion rate: NA	Not applicable: TPS serves grades TK-10
% of students who pass AP Exam with score 3+: NA	Not applicable: TPS serves grades TK-10
% of students "College Ready" as measured by EAP: (ELA/Math): NA	Not applicable: TPS serves grades TK-10
Administer Facility Inspection Tool (FIT): Score Good or Better (54th Street Site)	2017-18: FIT SCORE: Good – Outcome Met

Expected

Actual

Administer Facility Inspection Tool (FIT): Score Good or Better (Juanita Street Site)

2017-18: FIT SCORE: Good – Outcome Met

Administer Facility Inspection Tool (FIT): Score Good or Better (Kroc/HS Site)

2017-18: FIT SCORE: Exemplary – Outcome Met

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>Thrive Public School will employ the following staff/positions to support the school's educational program at each of the 3 sites and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 32 Classroom Teachers that are appropriately credentialed and assigned. 2 Enrichment/Exploratory Instructors Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to: <ul style="list-style-type: none"> Chief Executive Officer Chief Academic Officer: Provides professional development for entire staff, leadership coaching, reviewing/analyzing data 	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>Thrive Public School employed the following staff/positions to support the school's educational program at each of the 3 sites and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 32 Classroom Teachers that are appropriately credentialed and assigned. Enrichment/Exploratory Instructors: <ul style="list-style-type: none"> (3) Juanita Site: TK-6: Movement & Design (2) 54th St. Site: Gr. TK-7: STEM Elective, Movement (1) Kroc: Grade 8-10 Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to: <ul style="list-style-type: none"> Chief Executive Officer 	<ol style="list-style-type: none"> \$1,680,000 \$105,000 \$756,710 \$405,539 \$582,500 \$75,000 <ol style="list-style-type: none"> \$270,000 LCFF S/C, Remainder LCFF Base LCFF Base \$80,000 LCFF S/C, Remainder LCFF Base LCFF Base SPED (State & Fed), LCFF Base SPED (State & Fed) <ol style="list-style-type: none"> 1000s 1000s 1000s 2000s 1000s, 2000s, 5000s 5000s 	<ol style="list-style-type: none"> \$1,857,280 \$96,435 \$278,513 \$283,189 \$664,103 \$0 <ol style="list-style-type: none"> LCFF Base \$96,435 LCFF S/C, remainder LCFF Base \$278,513 LCFF S/C, Remainder LCFF Base LCFF Base \$25,614 LCFF S/C, Remainder SPED & LCFF Base N/A <ol style="list-style-type: none"> 1000s, 3000s 1000s, 2000s, 3000s 1000s, 3000s 2000s, 3000s 1000s, 2000s, 3000s, 5000s

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Principal/Director (3) One per site • Dean/Assistant Director (3): One per site • Interventionist Specialist (2): For K-4, & K-7 site • College Counselor (1) for HS (gr. 8-10) <p>4. Classified staff:</p> <ul style="list-style-type: none"> • Chief Operating Officer • Director of Business and Operations: financial reporting, hiring & recruitment of staff • Director of Technology and Data: CALPADS, state testing, data analysis, school reporting, etc. • Office Manager: 3 - reports attendance, chronic absenteeism reports, etc. • Janitorial Staff: 3 - to maintain clean and safe facilities. <p>5. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 5 RSP Teachers • 4 Instructional Assistants 	<ul style="list-style-type: none"> • Chief Academic Officer: Provides professional development for entire staff, leadership coaching, reviewing/analyzing data • Principal/Director (3) One per site • Dean/Assistant Director (3): One per site • Interventionist Specialist (2): For K-4, & K-7 site • Assistant Director: HS • Dean: 54th/Juanita Sites • MTSS Team: Dean, Director, Intervention Specialist, SPED <p>4. Classified staff:</p> <ul style="list-style-type: none"> • Chief Operating Officer • Director of Business and Operations: financial reporting, hiring & recruitment of staff • Director of Technology and Data: CALPADS, state testing, data analysis, school reporting, etc. • Office Manager: 4 - reports attendance, chronic absenteeism reports, etc. • Janitorial Staff: 2 - to maintain clean and safe facilities. 		6.N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Psychologist (contracted) • 1 Speech Pathologist (contracted) • Occupational Therapist (contracted) <p>6. Contracted Services:</p> <ul style="list-style-type: none"> • Counselor: Provides social-emotional support for students 	<p>5. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP: (El Dorado County SELPA)</p> <ul style="list-style-type: none"> • 5 RSP Teachers • 4 Instructional Assistants • Psychologist (contracted) • 1.5 Speech Pathologist (contracted) • Occupational Therapist (contracted) • Other contracted services <p>6. Contracted counseling services</p> <ul style="list-style-type: none"> • OAS Center (contracted) • University of San Diego Intern Program (contracted) 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>1. Thrive Public School 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.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & MATH: 3x/year (all grades) • Continual assessments through online learning programs (all grades) • Fountas & Pinnell Leveled Literacy Intervention: (K-6) • Continual checks for understanding (all grades) • Assessment of project work at exhibitions: 2-4x/year (all grades) <p>2. In addition, Thrive Public School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 3- 	<p><u>ASSESSMENTS</u></p> <p>1. Thrive Public School staff implemented multiple types of assessments in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & MATH: 3x/year (all grades) • Continual assessments through online learning programs (all grades) • Fountas & Pinnell Leveled Literacy Intervention: (K-6) • Continual checks for understanding (all grades) • Assessment of project work at exhibitions: 2-4x/year (all grades) • Panorama Survey: social – emotional universal screener • UI Data: Used by Interventionist and Dean • Summit: Used by high school staff. 	<p>1.\$70,000 2.Staff Time: Goal 1 Action 1</p> <p>1.\$20,000 LCFF S/C, Remainder Lottery 2.Staff Time: Goal 1 Action 1</p> <p>1.4000s 2.Staff Time Goal 1 Action 1</p>	<p>1.\$12,672 2.\$228</p> <p>1.Lottery 2.LCFF Base</p> <p>1&2.4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>8</p> <ul style="list-style-type: none"> • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grades 5,7, HS • Physical Fitness Test (PFT): Grades 5,7, 9 	<p>2. In addition, Thrive Public School students participated in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 3-8 • CAA: Special Education Students • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grades 5, 7 • Physical Fitness Test (PFT): Grades 5,7,9 		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u></p> <p>Thrive Public School will align academic interventions to core instruction and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.</p> <ol style="list-style-type: none"> 1. Thrive implements a Multi-Tier System of Supports (MTSS) to respond to student needs. In addition to schoolwide assessments, personalized learning plans, and classroom-based interventions, students may be referred to the SST process to identify more intensive supports. 2. Students with Disabilities participate in a Learning Center for intervention support in addition to other academic interventions listed below. Resource teachers also support 	<p><u>ACADEMIC INTERVENTIONS</u></p> <p>Thrive Public School has aligned academic interventions to core instruction and grade level content to ensure students are on track towards grade level mastery. The following outlines how students were assessed for intervention and describe the types of intervention strategies that were implemented during classroom instruction.</p> <ol style="list-style-type: none"> 1. Thrive implemented a Multi-Tier System of Supports (MTSS) to respond to student needs. In addition to schoolwide assessments, personalized learning plans, and classroom-based interventions, students were referred to the SST process to identify more intensive supports. 2. Students with Disabilities were provided with intervention support in addition to other academic interventions listed below. Resource teachers also supported general education classrooms that serve 	<p>1-3.Staff time: Goal 1 Action 1</p> <p>1-3.Staff time: Goal 1 Action 1</p> <p>1-3.Staff time: Goal 1 Action 1</p>	<p>1,3.Staff Time: Goal 1, Action 1</p> <p>2.Special Education Costs: Goal 1, Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>general education classrooms that serve students with disabilities. Students with disabilities have access to PT/OT (based on IEP).</p> <p>3. Every student has a Personalized Learning Plan that is regularly updated with the support of a teacher advisor. During Blended Learning time, students have access to academic interventions that may include web-based programs, push-in literacy support, pull-out literacy support, leveled literacy intervention, resource teachers, speech pathologist, learning center, targeted small group instruction, and counseling.</p>	<p>students with disabilities. Students with disabilities have access to services identified based on their IEP.</p> <p>3. Every student has been provided with a Personalized Learning Plan that was regularly updated with the support of a teacher advisor. During Blended Learning time, students had access to their to academic interventions that included web-based programs, push-in literacy support, pull-out literacy support, leveled literacy intervention, resource teachers, speech pathologist, learning center, targeted small group instruction, and counseling.</p> <p>4. Co-teaching also took place between the Education Specialist and General Education teacher; and/or the Gen Ed teacher and Intervention Coordinator; and/or the Gen. Ed teacher and the Dean and supported by Academic Coaches.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • All K-8 students participate in Responsive Classroom program, including morning meetings • All high school students participate in Council in Schools program, including weekly circles • All teachers practice Positive Discipline and support students to build conflict resolution and self-regulation skills • All schools practice restorative justice and respond to discipline issues using restorative practices • Select students are referred to contracted counselors for 	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school identified the following social-emotional support system that were provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • All K-8 students participated in Responsive Classroom program, including morning meetings • All students participated in Council in Schools program, including weekly circles • All teachers practiced Positive Discipline and support students to build conflict resolution and self-regulation skills • All schools practiced restorative justice and respond to discipline issues using restorative practices • Select students were referred to contracted counselors for individual supports 	<p>\$15,000</p> <p>LCFF Base</p> <p>5000s</p>	<p>\$10,500</p> <p>Title II</p> <p>5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
individual supports	<ul style="list-style-type: none"> • Panorama Survey was used as a Universal Screener. • Provided an additional layer of SEL supports for most vulnerable students. 		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>LONG-RANGE PLANNING</u></p> <ol style="list-style-type: none"> 1. Strategic Planning team will utilize survey findings to gather input/feedback from stakeholders in addition to schoolwide data, CAASPP Results, and passing rates to identify needs. 2. Develop a structured method for measuring program efficacy: MTSS/SST, online programming effect on student achievement, rigorousness of project-based learning, impact of social-emotional learning program on school culture, effectiveness of personalized learning plans, and impact of professional development on staff success and retention/attrition rates and on student achievement. 3. Leadership Team will address monthly growth targets/benchmarks outlined in the Strategic Plan. 4. Chief Executive Officer and directors will provide the Governing Board with monthly updates on the 	<p><u>LONG-RANGE PLANNING</u></p> <ol style="list-style-type: none"> 1. Strategic Planning team will utilize survey findings to gather input/feedback from stakeholders in addition to schoolwide data, CAASPP Results, and passing rates to identify needs. 2. In the process of developing a structured method for measuring program efficacy: MTSS/SST, online programming effect on student achievement, rigorousness of project-based learning, impact of social-emotional learning program on school culture, effectiveness of personalized learning plans, and impact of professional development on staff success and retention/attrition rates and on student achievement. 3. Leadership Team addressed monthly growth targets/benchmarks outlined in the Strategic Plan. 4. Chief Executive Officer, Chief Academic Officer, Chief Operating 	<p>1-4.Staff time: Goal 1 Action 1</p> <p>1-4.Staff time: Goal 1 Action 1</p> <p>1-4.Staff time: Goal 1 Action 1</p>	<p>1-4.Staff time: Goal 1, Action 1</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Strategic Plan that includes student achievement data, LCAP metrics, etc.

Officer and directors provided the Governing Board with monthly updates on the Strategic Plan that includes student achievement data, LCAP metrics, etc.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school sites. 2. Costs for facility upgrades and/or expansion, and/or maintenance/repairs. 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required. 4. Upgrade door locks and hardware to improve security of classrooms. 	<p><u>FACILITIES</u> The following actions and services were required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for (3) school sites. 2. Facility upgrades/repairs included: <ul style="list-style-type: none"> • Juanita: HVAC, cameras/surveillance, playground installation and added a stage. • 54th St: Renovated classrooms 3. Administered a Facility Inspection Tool (FIT) report. 4. Initial door locks upgrades occurred in 2016-17 school year with newly installed doors during 2017-18 meeting this standard. 	<ol style="list-style-type: none"> 1.\$340,000 2.\$145,000 3.Personnel Time: Goal 1 4.\$5,000 <ol style="list-style-type: none"> 1.SB740 & LCFF Base 2.SB740 & LCFF Base 3.Personnel Time: Goal 1 4.LCFF Base <ol style="list-style-type: none"> 1,2,4.5000s 3.Personnel Time: Goal 1 	<ol style="list-style-type: none"> 1.\$336,392 2.\$49,204 3.Personnel accounted for in Goal 1, Action 1 4.\$1,965 <ol style="list-style-type: none"> 1.SB740, LCFF Base 2.SB740, LCFF Base 3.Personnel accounted for in Goal 1, Action 1 4.LCFF Base <ol style="list-style-type: none"> 1.5000s 2.5000s 4.4000s, 5000s

Analysis

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

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

All actions/services were implemented with fidelity.

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

The actions and services outlined in Goal 1 were effective in expanding and establishing a Multi-tiered System of Supports across all 3 school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material variances noted.

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.

Goal 1, Action 1 will be modified to disaggregate a school's base program funded under LCFF Base Funds; and staffing principally directed towards unduplicated students funded with LCFF S&C Funds. The AMO for Chronic Absenteeism will need to be revised based on the 2016-17 chronic absenteeism rates.

Goal 2

Thrive will empower and train high quality instructional leaders to provide students with a transformative education, using authentic, rigorous, standards-aligned and project-based curriculum in order to prepare all students for College and Career Readiness (CCR). (Aligns with SP: People; WASC AP #3-5)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2

Annual Measureable Outcomes

Expected

Actual

<p>% of students that will have access to standards-aligned instructional materials: 100%</p>	<p>2017-18: 100% - Outcome Met</p>																				
<p>Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.</p>	<table border="1"> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>MATH</td><td>3</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>HISTORY</td><td>3</td></tr> <tr><td>CTE</td><td>2</td></tr> <tr><td>HEALTH</td><td>3</td></tr> <tr><td>PHYS. ED.</td><td>1</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>WORLD LANG.</td><td>4</td></tr> </table>	ELA	4	ELD	3	MATH	3	NGSS	3	HISTORY	3	CTE	2	HEALTH	3	PHYS. ED.	1	VAPA	4	WORLD LANG.	4
ELA	4																				
ELD	3																				
MATH	3																				
NGSS	3																				
HISTORY	3																				
CTE	2																				
HEALTH	3																				
PHYS. ED.	1																				
VAPA	4																				
WORLD LANG.	4																				

Expected	Actual
% of teachers who are appropriately credentialed and assigned.: 100%	2017-18: 97% of teachers were appropriately credentialed and assigned – Outcome Not Met
% EL who progress in English Proficiency as measured by CELDT/ELPAC:35%	2017-18: 39%
Increase English Learner reclassification rate: 20%	2017-18: 6%
% of students with access broad course of study: Art Exploratory (K-7); Movement Exploratory (K-7); Wellness (Gr. 8-10); Drama (Gr 9-10); Art (Gr. 8-10); Intro. to Engineering Design (9-10) & UC A-G courses: 100%	2017-18: 100% - Outcome Met
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT:	2016-17: No results reported
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT:	2016-17: No results reported
Increase % of Grade 9 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT:	2016-17: No results reported

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Social-Emotional Learning (Responsive Classroom, Council, Restorative Practices) • PBL (Depth of Knowledge, rigor, beautiful work) • Targeted Literacy and Math Instruction (Data-Informed Decision Making, Problem-Based Thinking, targeted small group instruction) <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • 20 full days of PD 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year as on the following topics:</p> <ul style="list-style-type: none"> • Social-Emotional Learning (Responsive Classroom, Council, Restorative Practices, Council Training) • PBL (Depth of Knowledge, rigor, beautiful work, PBL Academy) • Targeted Literacy and Math Instruction (Data-Informed Decision Making, Problem-Based Thinking, targeted small group instruction) • Development of PLC: How to collaborate and refine protocols • SPED Instructional Practices • EL Instruction 	<p>1-3.\$40,000</p> <p>1-3.Title II, LCFF Base</p> <p>1-3.5000s</p>	<p>1.\$20,500</p> <p>2.Staff Time Goal 1, Action 1</p> <p>3.\$6,500</p> <p>4.\$8,000</p> <p>1,3.Title II</p> <p>4.LCFF Base</p> <p>1,3,4.5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Approximately 2-hour weekly PD during the Academic Year <p>3. Members of our teaching staff and/or Leadership team plan to attend conferences:</p> <ul style="list-style-type: none"> • CCSA • Responsive classroom • Big-picture learning • iNACOL • CSDC • Fountas & Pinnell/Linda Mood Bell • Deeper Learning conference 	<ul style="list-style-type: none"> • Poverty, Equity and Inclusion <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • 20 full days of PD (SUMMER) • Approximately 2-hour weekly PD during the Academic Year <p>3. Members of our teaching staff and/or Leadership team plan to attend conferences:</p> <ul style="list-style-type: none"> • CCSA • Responsive classroom • Big-picture learning • iNACOL • CSDC • Fountas & Pinnell/Linda Mood Bell • Deeper Learning conference • WASC Training • CAASPP Institute • ELPAC Institute • PDL Academy • The Learning Council <p>4. Thrive Public School also subsidizes BTSA – teacher induction program; and intern training program costs for its teachers.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u> Thrive Public School will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT coordinator will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.</p>	<p><u>ELD PROGRAM</u> Thrive Public School reviewed and revised its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated ELD instruction. The school’s Interventionist served assessed EL using CELDT and ELPAC. The principal and teachers reviewed, analyzed and closely monitored the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math. During meetings our teachers have discussed: how to better serve our EL, and improving EL Literacy instruction.</p>	<p>Staff Time: Goal 1 Action 1</p> <p>Staff Time: Goal 1 Action 1</p> <p>Staff Time: Goal 1 Action 1</p>	<p>Staff Time: Goal 1 Action 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CURRICULUM</u> Every student has access to standards-aligned curriculum. Thrive Public School will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • LLI • Eureka Math texts and workbook (1 per class. There are 16 total) • Harmony SEL kits (including books, games, manipulative (16 total) • National Geographic ELD Curriculum Reach (readers for each core--5 total) • Instructional Supplies, Manipulatives • Science kits • Responsive Classroom--First 6 Weeks of School • LIPS (SPED reading) • Authors Purpose Cards • Site Word Cards • Zones of Regulation Curriculum • Social Explorers Curriculum 	<p><u>CURRICULUM</u> Every student has access to standards-aligned curriculum. Thrive Public School will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • LLI for Intervention • Eureka Math texts and workbook (1 per class. There are 16 total) • Harmony SEL kits (including books, games, manipulative (16 total) • National Geographic ELD Curriculum Reach (readers for each core--5 total) • Instructional Supplies, Manipulatives • Science kits • Responsive Classroom--First 6 Weeks of School • LIPS (SPED reading) • Authors Purpose Cards • Site Word Cards • Zones of Regulation Curriculum • Social Explorers Curriculum 	<p>\$140,000</p> <p>\$20,000 LCFF S/C, Remainder LCFF Base</p> <p>4000s</p>	<p>\$20,000</p> <p>LCFF Base</p> <p>4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> Wilson "Just Words" Fundamentals 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> Purchase additional technology: <ul style="list-style-type: none"> Chromebooks - 250 iPads - 30 Laptops/MacBooks - 24 Wi-Fi Hotspots - 8 The Director of Operations will also develop an annual needs assessment for future purchases and upgrades. IT Support services for tech support, installation of technology devices, assess bandwidth, etc. in order to maintain a 1:1 student to device ratio. 	<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> All technology purchases for 2017-18 were made with 2016-17 budget at the end of the school year. The Director of Operations developed an annual needs assessment for future purchases and upgrades. IT Support services for tech support, installation of technology devices, assess bandwidth, etc. in order to maintain a 1:1 student to device ratio. 	<ol style="list-style-type: none"> \$193,000 Staff Time: Goal 1 Action 1 \$10,000 <ol style="list-style-type: none"> LCFF Base Staff Time: Goal 1 Action 1 <ol style="list-style-type: none"> 4000s Staff Time: Goal 1 Action 1 5000s 	<ol style="list-style-type: none"> Purchased Technology for 18-19 school year: \$85,000 Director of Operations accounted for in Goal 1, Action 1 \$3,199 <ol style="list-style-type: none"> LCFF Base LCFF Base <ol style="list-style-type: none"> 4000s 5000s

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> 1. A \$1500 yearly project budget per teacher to support authentic project work, including field trips to locations that support PBL work in each class. 2. As part of our school's college-going culture, all students will visit at least one college/university per year beginning in kindergarten 3. Provide students with leadership opportunities through Associated Student Body, a peer mediation program, after school clubs, organizations, and academic/social enrichment programs, and community service and service learning opportunities. 4. Students will participate in at least 2 Exhibitions of Learning per year. 	<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> 1. A \$1,500 yearly project budget per teacher to support authentic project work, including field trips to locations that support PBL work in each class and curriculum aligned to the content standards. 2. As part of our school's college-going culture, all students visited at least one college/university per year beginning in kindergarten 3. Provide students with leadership opportunities, including a peer mediation program, after school clubs, organizations, and academic/social enrichment programs, and community service and service learning opportunities. 4. Students will participate in at least 2 Exhibitions of Learning per year. 	<p>1.\$48,000 2.\$6,600 3,4.Staff Time Goal 1 Action 1.</p> <p>1.Lottery 2.LCFF Base 3,4.Staff Time Goal 1 Action 1</p> <p>1.4000s 2.5000s 3,4.Staff Time Goal 1 Action 1</p>	<p>1.\$43,000 2.\$1,000 3,4.Staff Time: Goal 1, Action1</p> <p>1.LCFF Base 2.LCFF Base</p> <p>1,2.5000s</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include:</p> <ul style="list-style-type: none"> • Spanish (HS) • Project Lead the Way Environmental Science (HS) • Exploratory Movement (K-7) • Exploratory Design (K-7) • Wellness (8-10) <p>High school students will also have the option to enroll in courses online or at community college to pursue specific interests.</p>	<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provided students with access to a broad course of study in various disciplines, which included:</p> <ul style="list-style-type: none"> • Project Lead the Way • Exploratory Movement (K-7) • Exploratory Design (K-7) • Wellness (5-10) • Spanish (8-10) • Art (K-10) <p>All High school students have access to UC A-G courses, and the option to enroll in courses online or at community college to pursue specific interests.</p>	<p>Staff Time: Goal 1 Action 1</p> <p>Staff Time: Goal 1 Action 1</p> <p>Staff Time: Goal 1 Action 1</p>	<p>Staff Time: Goal 1, Action1</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 and services listed in Goal #2 were implemented with fidelity.

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

All actions were highly effective in meeting Goal #. Our school is working towards strengthening the EL/ELD program across all sites. Council training provided to students and parents to support restorative practices was effective. Our students participated in PBL and exhibitions. Our school provides all students access to the following courses beyond core subjects (ELA, Math, Science and History): Art Exploratory (K-7); Movement Exploratory (K-7); Wellness (Gr. 8-10); Drama (Gr 9-10); Art (Gr. 8-10); Intro. to Engineering Design (9-10) & UC A-G courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material variances noted.

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.

Minor changes will be made to the actions/services, and annual measurable outcomes, based on stakeholder input, findings from assessment data (student results), and CDE LCAP reporting requirements. Modifications to the chronic absenteeism rate will also be made as a result of the 2016-17 chronic absenteeism rates.

Goal 3

Thrive will engage parents and the community as partners through education, communication, and collaboration, and provide students with a safe, welcoming, inclusive, positive learning environment that exudes a culture of high expectations, in order to ensure all students are college and career ready. (Aligns with SP: Operations)

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Parent involvement through input in decision-making via SSC, ELAC & FAN: Met	Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students: Met	Outcome Met
Decrease suspension rates annually by 1%: 6%	2016-17: 2.5% - Outcome Met

Expected

Actual

	2016-17 SUSPENSION		
	CUMULATIVE ENROLLEMENT	COUNT	RATE
	523	15	2.5%
ALL	72	2	2.8%
AFRICAN-AMERICAN	19	0	0.0%
ASIAN	202	10	4.0%
HISPANIC	169	2	1.2%
WHITE	25	1	4.0%
2+ RACES	93	4	2.2%
ENGLISH LEARNERS	274	11	3.3%
SOC. ECON DISADV.	76	4	2.6%
SPED			

Maintain expulsion rates: <1%	2016-17: 0% - Outcome Met
Increase student participation rate on student survey:	2017-18: 32% (Grades K-10) (Baseline)
Increase parent participation rate on parent survey:	2017-18: 18% (99 parents) (Baseline)

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> Thrive Public School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The School Site Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. Site Leadership Team will develop a supervision schedule that includes supervision of students before/during and after-school. 3. Thrive Public School will implement the following social-emotional learning programs, including: regular community meetings where the whole school gathers to celebrate community successes, and daily and weekly practice with 	<p><u>SCHOOL CLIMATE & SAFETY</u> Thrive Public School implemented the following actions and services to ensure all students were provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The School Site Leadership Team reviewed and revised the Comprehensive School Safety Plan and trained staff on the School Safety Plan, and monthly drills took place. 2. Site Leadership Team developed a supervision schedule to ensure supervision of students across all 3 sites and monitor using surveillance cameras. 3. Thrive Public School implemented the following social-emotional learning programs, including: regular community meetings where the whole school gathers to celebrate community successes, 	<p>1-3.Costs accounted for above</p> <p>1-3.Costs accounted for above</p> <p>1-3.Costs accounted for above</p>	<p>1-4. Staff Time: Goal 1, Action1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Responsive Classroom (TK-7) and Council (8-10) in which students gather to discuss community issues.</p>	<p>and daily and weekly practice with Responsive Classroom (TK-7) and Council (TK-10) in which students gather to discuss community issues.</p> <p>4. All Middle School and High School students were enrolled in an Advisory course with a focus on Social-emotional Learning for Middle School. For High school, the focus is on Council and College/Career Readiness. In high school all students are provided with a 1:1 mentor in order for students to be able to build a positive relationship with an adult.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u> At Thrive Public School, parent input in decision-making will take place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Our parent organization, the Family Action Network (FAN) 	<p><u>PARENT INPUT IN DECISION-MAKING</u> At Thrive Public School, parent input in decision-making took place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Our parent organization, the Family Action Network (FAN): Monthly meetings to educate parents on the school's educational program 	<p>Staff Time Goal 1 Action 1</p> <p>Staff Time Goal 1 Action 1</p> <p>Staff Time Goal 1 Action 1</p>	<p>No costs associated with these items</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> Thrive Public School provides the following opportunities to engage parents of unduplicated pupils as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Volunteer opportunities at schoolwide events; and/or to assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing. 2. Family Action Network committees, including event organizing, fundraising, promotion of school spirit, facilities support, staff support, family support, and data collection and analysis. 3. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Positive Discipline • Understanding CAASPP results • Restorative practices and responsive classroom 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> Thrive Public School provided the following opportunities to engage parents of unduplicated pupils as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. The Director of Partnerships and Communication collaborates with parents and site directors, and is in charge of parent volunteers, parent outreach and new student recruitment. All regular classroom volunteers undergo a background check and TB tested. 2. Family Action Network committees, including event organizing, fundraising, promotion of school spirit, facilities support, staff support, family support, school culture, community building, and data collection and analysis. 3. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically 	<p>1-6. Staff Time Goal 1 Action 1</p> <p>1-6. Staff Time Goal 1 Action 1</p> <p>1-6. Staff Time Goal 1 Action 1</p>	<p>1.\$56,000 2.No costs associated with this item 3.Positive Discipline captured above 4.Staff Time: Goal 1, Action 1 5.\$200 6.Staff Time Goal 1, Action 1 7.\$100</p> <p>1,5,7.LCFF Base</p> <p>1.2000s, 3000s 5,7.5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • LCAP workshops <ol style="list-style-type: none"> 4. A monthly coffee with school directors. 5. Administer an annual parent survey. 6. The Leadership team will ensure school website and social media is updated on a regular basis as a method to communicate with parents. 	<ul style="list-style-type: none"> • Positive Discipline • Understanding CAASPP results • Restorative practices and responsive classroom • LCAP workshops • Blended Learning • Project-based Learning • Parent Circles based on Council Practices <ol style="list-style-type: none"> 4. A monthly coffee with school director to discuss schoolwide issues. 5. Parent survey was administered twice per year. 6. The Leadership team was in charge of updating the school's website; developing and disseminating weekly newsletters. The CEO disseminates monthly newsletters; and teachers send student letters with classroom updates on a regular basis. 7. Our teachers and parents use Parent Square to communicate. 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <ol style="list-style-type: none"> Continue to develop partnerships with community based organizations and universities that support our school’s mission that also include: <ul style="list-style-type: none"> Bayside Community Center League of Extraordinary Scientists University of San Diego San Diego State UCSD The Seany Foundation Council in Schools Responsive Classrooms First Tee Golf Course Kroc Center San Diego Community College District YMCA Boys’ and Girls’ Club STAR Pals The Humane Society As teachers develop projects based on their students’ interests and course content, they continually reach out to forge project-specific 	<p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <ol style="list-style-type: none"> The Director of Partnerships and Communication’s role was to develop partnerships with community based organizations and universities that support our school’s mission included: <ul style="list-style-type: none"> Bayside Community Center League of Extraordinary Scientists University of San Diego San Diego State UCSD The Seany Foundation Circle Ways Responsive Classrooms First Tee Golf Course Kroc Center San Diego Community College District YMCA’s Boys’ and Girls’ Club STAR Pals The Humane Society San Diego Center for Children Teach for America High Tech High Graduate 	<ol style="list-style-type: none"> Staff time: Goal 1 Action 1 Project costs accounted for above <ol style="list-style-type: none"> Staff time: Goal 1 Action 1 Project costs accounted for above <ol style="list-style-type: none"> Staff time: Goal 1 Action 1 Project costs accounted for above 	<p>Director of Partnerships and Communication accounted for above.</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>partnerships with community organizations.</p>	<p>School – provides professional development for teachers.</p> <ul style="list-style-type: none"> • National University – provides Social-emotional Learning curriculum and professional development. <p>As teachers develop projects based on their students’ interests and course content, they continually reach out to forge project-specific partnerships with community organizations.</p>		

Analysis

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

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

All actions/services were implemented with fidelity.

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

The School Safety Plan is currently under revision for a complete revamp for the upcoming school year, to address overall change to perceived threats (mass shootings, etc.) Additionally, there was a change to our before/after school vendor to YMCA. Currently, our school is working to increase and expand parent involvement with the expansion to a fourth school site for the upcoming 2018-9 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material variances noted.

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.

Minor changes will be made to the actions/services, and annual measurable outcomes, based on stakeholder input, findings from assessment data (student results), and CDE LCAP reporting requirements.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

Thrive Public School consulted with the following stakeholders as part of the planning process for this LCAP/Annual Review and Analysis:

Parent Coffee's at each site: 9/6/17, 10/4, 11/1, 12/6, 2/7/18, 3/7, 4/4, 5/2, 6/6

Board Meetings: 7/25, 8/14, 9/11, 10/30, 11/27, 1/22, 3/12, 4/23, 6/18/18

Semi-Annual Parent Survey: 12/17 and 5/18

Impact on LCAP and Annual Update

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

The following is the feedback received from stakeholders for the upcoming year that will impact the LCAP for the upcoming year.

- Students would like more opportunities to participate in clubs and extra-curricular activities, which currently in the planning process.
- Staff and teachers: have requested a total compensation model to recognize increased education or specialized experience. This would be a complete revamp of compensation framework to meet the needs of staff. In addition, they would like additional drills/feedback on how they can support campus safety.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New

Goal 1

Thrive will use multiple measures of student/schoolwide data to: measure program efficacy in supporting high student academic and social-emotional growth; and ensure maximization of the human, material, physical (facilities), financial and community resources that support the Thrive Public Schools mission and Strategic Plan.

(Aligns with SP: Instruction & Operations); WASC Action Plan #1,2)

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Identified Need:

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8	-37.2 points below DFL3	-32 points below DFL3	-27 points below DFL3	-22 points below DFL3
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8	-79.5 points below DFL3	-69 points below DFL3	-59 points below DFL3	-49 points below DFL3
Maintain Attendance Rates >95 %	95%	>95%	>95%	>95%
Decrease Chronic Absenteeism rates: (1% decline annually)	15.9%	15%	14%	13%
Maintain Middle School Dropout Rates: <1 %	0%	<1%	<1%	<1%
Maintain High School Dropout Rates: <2%	NA	NA	NA	Baseline
Maintain High School Graduation Rates:	NA	NA	NA	Baseline
% of Grade 12 students that are CCR: UC A-G Completion rate	NA	NA	NA	Baseline
% of students who pass AP Exam with score 3+:	NA	NA	NA	Baseline
% of students “College Ready” as measured by EAP: (ELA/Math)	NA	NA	Baseline	Establish AMO
Administer Facility Inspection Tool (FIT): Score Good or Better (54th Site)	Good	Good	Good	Good
Administer Facility Inspection Tool (FIT): Score Good or Better (Juanita Site)	Good	Good	Good	Good
Administer Facility Inspection Tool (FIT): Score Good or Better (Comstock Site)	N/A	Exemplary	Good	Good

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Administer Facility Inspection Tool (FIT): Score Good or Better (HS Site)	Exemplary	Exemplary	Good	Good
% of students with access broad course of study: Art Exploratory (K-7); Movement Exploratory (K-7); Wellness (Gr. 8-10); Drama (Gr 9-10); Art (Gr. 8-10); Intro. to Engineering Design (9-10) & UC A-G courses.	100%	100%	100%	100%

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

Thrive Public School will employ the following staff/positions to support the school's educational program at each of

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

Thrive Public School will employ **51 appropriately credentialed teachers** and **(4) School Directors** (Juanita TK-4: 54th gr 5-8;

2019-20 Actions/Services

2017-18 Actions/Services

the 3 sites and the goals outlined throughout the LCAP.

1. 32 Classroom Teachers that are appropriately credentialed and assigned.
2. 2 Enrichment/Exploratory Instructors
3. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Chief Executive Officer
 - Chief Academic Officer: Provides professional development for entire staff, leadership coaching, reviewing/analyzing data
 - Principal/Director (3) One per site
 - Dean/Assistant Director (3): One per site
 - Interventionist Specialist (2): For K-4, & K-7 site
 - College Counselor (1) for HS (gr. 8-10)
4. Classified staff:
 - Chief Operating Officer
 - Director of Business and

2018-19 Actions/Services

Linda Vista TK-8; HS 9-11) as part of the school's base program.

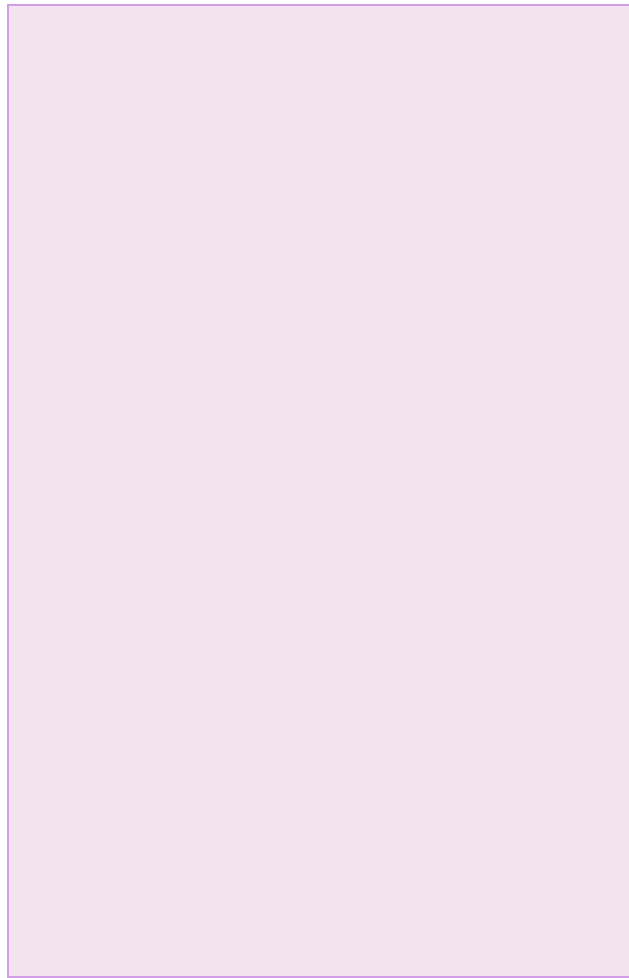
2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Operations: financial reporting, hiring & recruitment of staff
 - Director of Technology and Data: CALPADS, state testing, data analysis, school reporting, etc.
 - Office Manager: 3 - reports attendance, chronic absenteeism reports, etc.
 - Janitorial Staff: 3 - to maintain clean and safe facilities.
5. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:
- 5 RSP Teachers
 - 4 Instructional Assistants
 - Psychologist (contracted)
 - 1 Speech Pathologist (contracted)
 - Occupational Therapist (contracted)
6. Contracted Services:
- Counselor: Provides social-emotional support for students



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.\$1,680,000 2.\$105,000 3.\$756,710 4.\$405,539 5.\$582,500 6.\$75,000	\$3,178,592	
Source	1.\$270,000 LCFF S/C, Remainder LCFF Base 2.LCFF Base 3.\$80,000 LCFF S/C, Remainder LCFF Base 4.LCFF Base 5.SPED (State & Fed), LCFF Base 6.SPED (State & Fed)	LCFF Base	
Budget Reference	1.1000s 2.1000s 3.1000s 4.2000s 5.1000s, 2000s, 5000s 6.5000s	1000s, 3000s	

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

ASSESSMENTS

1. Thrive Public School 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

2018-19 Actions/Services

ASSESSMENTS

- Thrive Public School staff will continue to implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic

2019-20 Actions/Services

2017-18 Actions/Services

type of academic intervention needed.

- NWEA MAP ELA & MATH: 3x/year (all grades)
- Continual assessments through online learning programs (all grades)
- Fountas & Pinnell Leveled Literacy Intervention: (K-6)
- Continual checks for understanding (all grades)
- Assessment of project work at exhibitions: 2-4x/year (all grades)

2. In addition, Thrive Public School students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grades 3-8
- CELDT: Initial only
- ELPAC: ELL students only
- CA Science Test (CAST): Grades 5,7, HS
- Physical Fitness Test (PFT): Grades 5,7, 9

2018-19 Actions/Services

intervention needed.

- NWEA MAP ELA & Math: 3 times/year
- Fountas & Pinnell: LLI
- Student Exhibitions: 2-4 times/year

In addition, Thrive Public Schools will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math: Grades 3-8, 11
- CA Science Test: Grades 5, 8 & HS
- Physical Fitness Test (PFT): Grades 5, 7, & 9

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.\$70,000 2.Staff Time: Goal 1 Action 1	\$24,000	
Source	1.\$20,000 LCFF S/C, Remainder Lottery 2.Staff Time: Goal 1 Action 1	Lottery	
Budget Reference	1.4000s 2.Staff Time Goal 1 Action 1	4000s	

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):

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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
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Actions/Services

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ACADEMIC INTERVENTIONS

Thrive Public School will align academic interventions to core instruction and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be

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

At Thrive, we ensure students learn how to learn, how to do and how to be. Every student is empowered to direct his/her own learning through hands-on projects and

2017-18 Actions/Services

assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.

1. Thrive implements a Multi-Tier System of Supports (MTSS) to respond to student needs. In addition to schoolwide assessments, personalized learning plans, and classroom-based interventions, students may be referred to the SST process to identify more intensive supports.
2. Students with Disabilities participate in a Learning Center for intervention support in addition to other academic interventions listed below. Resource teachers also support general education classrooms that serve students with disabilities. Students with disabilities have access to PT/OT (based on IEP).
3. Every student has a Personalized Learning Plan that is regularly updated with the support of a teacher advisor. During Blended Learning time, students have access to academic interventions that may include web-based programs, push-in literacy support, pull-out literacy support, leveled literacy intervention, resource teachers, speech pathologist, learning center, targeted

2018-19 Actions/Services

personalized learning plans. Teachers facilitate student-centered projects to encourage authentic exploration, real world application and creative innovation. Meanwhile, every student has an adaptive **personalized learning plan** that is based on assessment data and provides continuous support for consistent academic growth

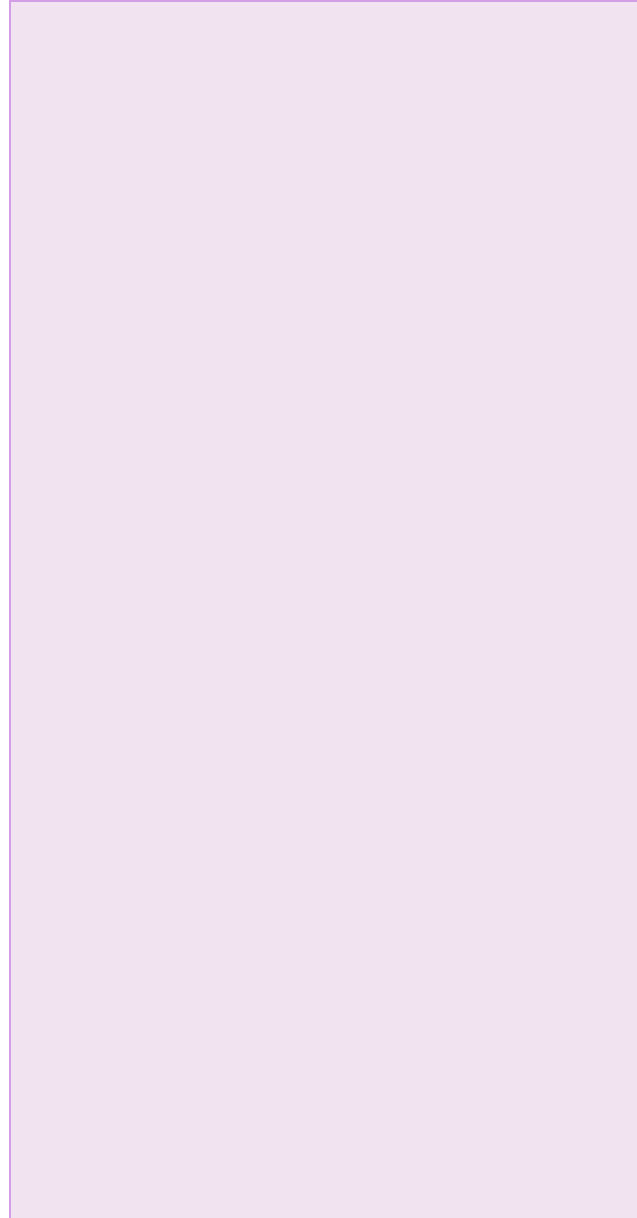
Thrive Public Schools will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.
The following staff will provide intervention services during the school day:

The **(12) Academic Coaches** will provide students with academic support during the instructional day.
A total of **(3) Interventionists** (1 per school, except high school), will provide students with academic support/intervention, push-in/pull-out, small group instruction, and will lead SST meetings at each site. .

Our school will **purchase licenses and/or subscriptions** for the following supplemental intervention programs:

- **Brain Pop/Brain Pop, Jr.**

2019-20 Actions/Services



2017-18 Actions/Services

small group instruction, and counseling.

2018-19 Actions/Services

- **Lexia Core 5**
- **Lexia Strategies**
- **Zearn**
- **ST Math**
- **Learning A-Z/Raz Kids**
- **Newsela**
- **Freckle**
- **Summit Learning (Personalized Learning Plans)**
- **Eureka**
- **Connected Mathematics**
- **College Preparatory Mathematics**

Thrive Public Schools offers **an after-school academic intervention program**, led by the Interventionist at each school site.

Credentialed teachers provides instructional support and students are identified/referred based on academic need.

The **Chief Academic Officer** provides leadership coaching including data analysis for the School Directors at each school site, throughout the year. Leadership coaching is essential in order to ensure a strong educational program, low teacher/staff attrition rates and ensure continuity across all school sites, to uphold the school's mission/vision.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-3.Staff time: Goal 1 Action 1	\$1,169,136	
Source	1-3.Staff time: Goal 1 Action 1	\$830,000 LCFF S/C, Remainder LCFF Base	
Budget Reference	1-3.Staff time: Goal 1 Action 1	1000s, 2000s, 3000s, 4000s	

Action 4

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

Students to be Served:

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

Location(s):

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

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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
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Actions/Services

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SOCIAL-EMOTIONAL SUPPORTS

Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of

ACADEMIC & SOCIAL EMOTIONAL INTERVENTIONS & SUPPORT

The foundation for a formalized MTSS program was established by our Chief Academic Officer leading data cycles of inquiry and intervention cycles that integrated multiple data points for targeted

2017-18 Actions/Services

our students.

- All K-8 students participate in Responsive Classroom program, including morning meetings
- All high school students participate in Council in Schools program, including weekly circles
- All teachers practice Positive Discipline and support students to build conflict resolution and self-regulation skills
- All schools practice restorative justice and respond to discipline issues using restorative practices
- Select students are referred to contracted counselors for individual supports

2018-19 Actions/Services

academic and social interventions and support on a trimester basis. The Panorama survey will be used as the universal screener for social-emotional support.

Thrive Public School has implemented Social Emotional Learning schoolwide. Students in K-8 participate in the Responsive Classroom Program; all students K-12 participate in Council, and 5-12 students participate in Advisory. Thrive will implement Positive Discipline schoolwide.

The **(2) Assistant Directors** provide social-emotional support for students at the high school level, and SEL professional development for all Thrive teachers. Thrive will employ an MFT **Counselor**, who will provide social-emotional and college counseling at the high school site. The **(3) Deans** will focus on school culture, student interaction, school climate and social-emotional learning at all sites (except the high school, where the AD will lead this).

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$328,380	
Source	LCFF Base	LCFF Base, LCFF S/C (\$100,000)	
Budget Reference	5000s	1000s, 3000s	

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)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: El Dorado County SELPA Provider
 SPED Team: to provide instructional and social emotional supports as outlined in the student's IEP:
 • (9) Educational Specialist (RSP)

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • (7) Instructional Assistants • Behavior Intervention • Nursing Services • Occupational Therapist • School Psychologist • Vision Therapy • Speech Pathology 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,086,637	
Source		SPED	
Budget Reference		1000s, 2000s, 3000s, 5000s	

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):

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

FACILITIES:

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

2017-18 Actions/Services

1. Annual facility leasing cost for school sites.
2. Costs for facility upgrades and/or expansion, and/or maintenance/repairs.
3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
4. Upgrade door locks and hardware to improve security of classrooms.

2018-19 Actions/Services

- Leasing costs for 4 facility sites: 54th St. (Gr.5-8), Juanita (TK-4), Comstock St. (TK-8) and High School (Gr. 9-12)
- Annual FIT Report for each site will be completed
- Upgrades, maintenance, repairs may include:
 - Reconfiguration at HS to support pull-out spaces for small group instruction
 - Miscellaneous expenses.

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.\$340,000 2.\$145,000 3.Personnel Time: Goal 1 4.\$5,000	\$1,010,111	
Source	1.SB740 & LCFF Base 2.SB740 & LCFF Base 3.Personnel Time: Goal 1 4.LCFF Base	SB740	
Budget Reference	1,2,4.5000s 3.Personnel Time: Goal 1	5000s	

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS:
 Thrive Public Schools provides all students with a rigorous standards-aligned college preparatory educational program that includes a personalized learning plan, hands-on learning opportunities, in a small school that provides a nurturing environment for all students.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- All high school courses are UC A-G approved courses
- **Electives:** Art Exploratory (K-7); Movement Exploratory (K-7); Wellness (Gr. 8-10); Drama (Gr 9-10); Art (Gr. 8-10); Intro. to Engineering Design (9-10) & UC A-G courses.
- Working to establish partnership with Mesa College to provide students with options for **Concurrent Enrollment**
- **Career Counselor:** Will be in charge of developing the internship program for HS students and provide HS students with the opportunity to explore career opportunities.
- **College Counselor:** will provide academic counseling for HS students, college planning, and ensure all HS courses are UC A-G approved.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$67,470	
Source		LCFF Base	
Budget Reference		2000s, 3000s	

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

New Goal

Goal 2

Thrive will empower and train high quality instructional leaders to provide students with a transformative education, using authentic, rigorous, standards-aligned and project-based curriculum in order to prepare all students for College and Career Readiness (CCR). (Aligns with SP; WASC AP #3-5)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2

Identified Need:

There is a need to develop a comprehensive Professional Development plan that will result in improved instructional strategies across all classrooms in order to improve student outcomes and close the achievement gap.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	ELA	4	ELA	4
		ELD	3	ELD	4
		MATH	3	MATH	3
		NGSS	3	NGSS	3
		HISTORY	3	HISTORY	3
		CTE	2	CTE	3
		HEALTH	3	HEALTH	3
		PHYS. ED.	1	PHYS. ED.	2
		VAPA	4	VAPA	4
		WORLD LANG.	4	WORLD LANG.	4
% of teachers who are appropriately credentialed and assigned.	100%	97%	100%	100%	
Increase % of EL who progress in English Proficiency as measured by CELDT/ELPAC.	33%	39%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once baseline results are released.	
Increase English Learner reclassification rate:	15%	6%	Fall 2018 RFEP rate will serve as a baseline using ELPAC.	Will establish annual growth targets once baseline RFEP rate is established.	
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT:	Not Reported	Baseline	Will establish annual growth targets once 2017-18 PFT results released	Will establish annual growth targets once 2017-18 PFT results released	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT:	Not Reported	Baseline	Will establish annual growth targets once 2017-18 PFT results released	Will establish annual growth targets once 2017-18 PFT results released
Increase % of Grade 9 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT:	Not Reported	Baseline	Will establish annual growth targets once 2017-18 PFT results released	Will establish annual growth targets once 2017-18 PFT results released

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT TO BE PROVIDED:

In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate

2019-20 Actions/Services

2017-18 Actions/Services

appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- Social-Emotional Learning (Responsive Classroom, Council, Restorative Practices)
- PBL (Depth of Knowledge, rigor, beautiful work)
- Targeted Literacy and Math Instruction (Data-Informed Decision Making, Problem-Based Thinking, targeted small group instruction)

2. Professional development for all teachers will take place during the academic year, as follows:

- 20 full days of PD
- Approximately 2-hour weekly PD during the Academic Year

3. Members of our teaching staff and/or Leadership team plan to attend conferences:

- CCSA
- Responsive classroom
- Big-picture learning
- iNACOL
- CSDC
- Fountas & Pinnell/Linda Mood Bell
- Deeper Learning conference

2018-19 Actions/Services

and targeted, research-based professional development. The focus this year will primarily include the following topics:

- Project Based Learning - Project development and tuning
- Responsive Classroom
- Social Emotional Learning
- Collegial Coaching
- Council/Circle Learning
- Online Learning Programs Deep Dives
- Balanced Literacy

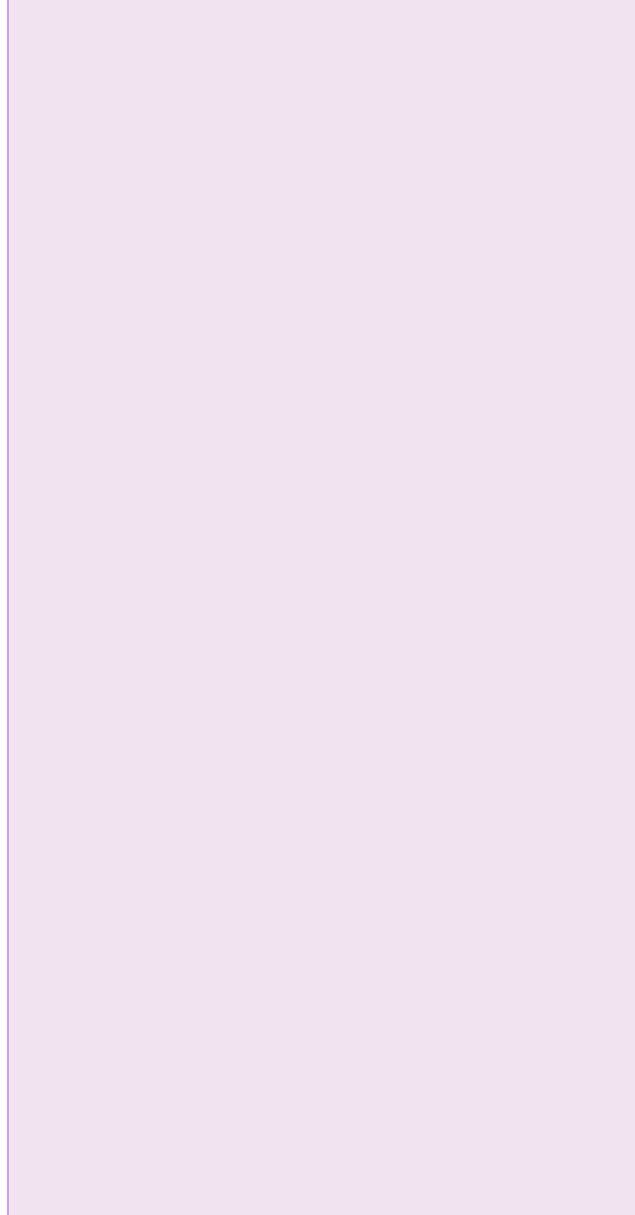
Professional development for all teachers will take place during the academic year, as follows:

- Summer Professional Development: 13 days
- 2 days: End of year
- 5 days in January
- 3 Non-instructional day during the academic year
- Weekly Professional Development

Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

- iNacol
- El Dorado Charter SELPA Leadership Academy

2019-20 Actions/Services



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • HTH Deeper Learning • CCSA Conference • Wilson Language Training • Fountas and Pinnell 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-3.\$40,000	\$35,000	
Source	1-3.Title II, LCFF Base	Title II, LFF Base	
Budget Reference	1-3.5000s	5000s	

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

ELD PROGRAM

Thrive Public School will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs

2018-19 Actions/Services

ELD PROGRAM

Thrive Public School will continue to review, revise, and strengthen its EL Master Plan to align with implementation of the ELPAC; ELD Standards, newly adopted **EL Achieve Curriculum**, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated

2019-20 Actions/Services

2017-18 Actions/Services

receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT coordinator will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

2018-19 Actions/Services

instruction. EL students will receive small group targeted designated ELD instruction, and integrated ELD will take place in the diverse classroom.

The school’s Interventionist will administer the ELPAC assessment. The School Director and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments, and student work to ensure academic growth in ELA and math.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Staff Time: Goal 1 Action 1	Staff Time: Goal 1, Action 1	
Source	Staff Time: Goal 1 Action 1	Staff Time: Goal 1, Action 1	
Budget Reference	Staff Time: Goal 1 Action 1	Staff Time: Goal 1, Action 1	

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CURRICULUM

Every student has access to standards-aligned curriculum. Thrive Public School will purchase the following additional curriculum and/or supplemental instructional materials:

- LLI

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. As a school that is expanding by one grade level annually, Thrive Public Schools will purchase curriculum as needed.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Eureka Math texts and workbook (1 per class. There are 16 total)
- Harmony SEL kits (including books, games, manipulative (16 total)
- National Geographic ELD Curriculum Reach (readers for each core--5 total)
- Instructional Supplies, Manipulatives
- Science kits
- Responsive Classroom--First 6 Weeks of School
- LIPS (SPED reading)
- Authors Purpose Cards
- Site Word Cards
- Zones of Regulation Curriculum
- Social Explorers Curriculum

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,000	\$75,000	
Source	\$20,000 LCFF S/C, Remainder LCFF Base	LCFF Base	
Budget Reference	4000s	4000s	

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media, our school will implement the following:

1. Purchase additional technology:
 - Chromebooks - 250

2018-19 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media, our school will implement the following:

- Chromebooks (implement 1:1 student to laptop ratio Grade 3 and up)

2019-20 Actions/Services

2017-18 Actions/Services

- iPads - 30
 - Laptops/MacBook - 24
 - Wi-Fi Hotspots - 8
2. The Director of Operations will also develop an annual needs assessment for future purchases and upgrades.
 3. IT Support services for tech support, installation of technology devices, assess bandwidth, etc. in order to maintain a 1:1 student to device ratio.

2018-19 Actions/Services

- iPads (implement 2:1 Gr K-2) for student use
- Laptops for teachers
- GoGuardian Chromebook Security Firewall
- Network infrastructure Upgrades

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.\$193,000 2.Staff Time: Goal 1 Action 1 3.\$10,000	\$20,000	
Source	1,3.LCFF Base 2.Staff Time: Goal 1 Action 1	LCFF Base	
Budget Reference	1.4000s 2.Staff Time: Goal 1 Action 1 3.5000s	4000s	

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

1. A \$1500 yearly project budget per

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

In order to provide students with relevant and experiential learning experiences in and out of the classroom, our school will host and/or provide the following:

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>teacher to support authentic project work, including field trips to locations that support PBL work in each class.</p> <p>2. As part of our school’s college-going culture, all students will visit at least one college/university per year beginning in kindergarten</p> <p>3. Provide students with leadership opportunities through Associated Student Body, a peer mediation program, after school clubs, organizations, and academic/social enrichment programs, and community service and service learning opportunities.</p> <p>4. Students will participate in at least 2 Exhibitions of Learning per year.</p>	<ul style="list-style-type: none"> • Host STEM Fairs, Maker Spaces • Host field trips to colleges/universities • Provide students with access to clubs and organizations that meet during lunch and/or after-school • Student exhibitions • Assemblies (recognition/awards) 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>1.\$48,000</p> <p>2.\$6,600</p> <p>3,4.Staff Time Goal 1 Action 1.</p>	<p>\$12,000</p> <p>Staff time: Goal 1, Action 1</p>	

Year	2017-18	2018-19	2019-20
Source	1.Lottery 2.LCFF Base 3,4.Staff Time Goal 1 Action 1	LCFF Base	
Budget Reference	1.4000s 2.5000s 3,4.Staff Time Goal 1 Action 1	5000s	

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

New Goal

Goal 3

Thrive will engage parents and the community as partners through education, communication, and collaboration, and provide students with a safe, welcoming, inclusive, positive learning environment that exudes a culture of high expectations, in order to ensure all students are college and career ready. (Aligns with SP: Operations)

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Identified Need:

There is a need to improve parent engagement and participation schoolwide including strategies parents can use at home to support their child academically and social-emotionally.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC & FAN.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs including parents of unduplicated students and Students with Disabilities.	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain suspension rates <2%	2.5%	<2%	<2%	<2%
Maintain expulsion rates <1%.	0%	<1%	<1%	<1%
Increase parent participation rate on parent survey:	Baseline	18% (99 parents)	25%	30%
Increase student participation rate on student survey:	Baseline	32% (Grades K-10)	40%	50%

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

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

2018-19 Actions/Services

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

Thrive Public School will implement the following actions and services to ensure all

2019-20 Actions/Services

2017-18 Actions/Services

1. The School Site Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. Site Leadership Team will develop a supervision schedule that includes supervision of students before/during and after-school.
3. Thrive Public School will implement the following social-emotional learning programs, including: regular community meetings where the whole school gathers to celebrate community successes, and daily and weekly practice with Responsive Classroom (TK-7) and Council (8-10) in which students gather to discuss community issues.

2018-19 Actions/Services

students are provided with a safe, welcoming and positive learning community.

Thrive has an Emergency Response Kit that contains our state-mandated comprehensive school safety plan in compliance with Education Code Sections 35294- 35297 that will be reviewed and revised annually. The safety plan includes disaster procedures, procedures for safe entry and exit, and incorporates our student handbook which addresses disciplinary procedures, sexual harassment, child abuse reporting, and school dress codes.

Adult supervision is provided on campus between 6:30am and 6:30pm. Students arriving to school before the start of the school day or staying after dismissal take part in our before and after school program operated by the YMCA.

All staff receive a paper copy of our Staff Handbook and receive training on relevant procedures prior to the first day of school including child-abuse reporting procedures. This preparation includes a mock emergency drill following the identified disaster preparedness plan and designated site emergency roles. All visitors

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>and volunteers must sign in at the main office.</p> <p>Annually, Thrive will administer a staff and student survey to measure school safety and connectedness.</p> <p>Thrive Public Schools will host camping trips as part of culture building, and to build a positive school climate.</p> <ul style="list-style-type: none"> • MS: Camping trips • HS: Surf Camp (leadership/collaboration, and skill building) 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-3.Costs accounted for above	\$5,000 + Staff Time	
Source	1-3.Costs accounted for above	LCFF Base	
Budget Reference	1-3.Costs accounted for above	5000s	

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Thrive Public School, parent input in decision-making will take place through the following venues:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Thrive Public School, parent input in decision-making will take place through the following venues:

- School Site Council (SSC)
- English Language Advisory

2019-20 Actions/Services

2017-18 Actions/Services

- Our parent organization, the Family Action Network (FAN)

2018-19 Actions/Services

- Committee (ELAC)
- Our parent organization, the Family Action Network (FAN)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Staff Time Goal 1 Action 1	Staff time: Goal 1, Action 1	
Source	Staff Time Goal 1 Action 1		
Budget Reference	Staff Time Goal 1 Action 1		

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

Thrive Public School provides the following opportunities to engage parents of unduplicated pupils as partners in their child’s education. They include:

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Thrive works with families in authentic, mutually beneficial ways; we value parents as partners in the educational process and provide families with tools and resources to

2017-18 Actions/Services

1. Volunteer opportunities at schoolwide events; and/or to assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing.
2. Family Action Network committees, including event organizing, fundraising, promotion of school spirit, facilities support, staff support, family support, and data collection and analysis.
3. Parent workshops on the following topics as requested by parents:
 - How to support my child academically
 - Positive Discipline
 - Understanding CAASPP results
 - Restorative practices and responsive classroom
 - LCAP workshops
4. A monthly coffee with school directors.
5. Administer an annual parent survey.
6. The Leadership team will ensure school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

facilitate learning opportunities outside of school. Thrive utilizes various methods to communicate with staff, students, and parents including, but not limited to: our website; newsletters; email; social media; correspondence sent home with students; parent conferences; YouTube videos; student presentations of learning; outreach events; and other family meetings. Each of these media or meeting opportunities provides a platform for Thrive to further communicate the school’s purpose and methodology to stakeholders and members of the community, and for parents to contribute their voice to our school community.

Thrive Public School will employ a **Director of Outreach & Enrollment**, to coordinate recruitment of new students, continuing students and their families, serve as a liaison to parents, recruit/retain parent volunteers and coordinate the Parent Ambassador Program.

The School Directors will also plan and facilitate parent workshop: on SEL, PBL, and How to support your child?

Thrive staff and teachers will implement Parent Square to communicate with parents. Tea with the Team will take place monthly with parents to discuss: LCAP

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>Goals, parent input, and schoolwide issues. In order to gather data on parent input and feedback, our school will administer a parent survey annually.</p> <p>The school's website is currently being revised in order to be more user-friendly and accessible.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-6. Staff Time Goal 1 Action 1	\$65,000	
Source	1-6. Staff Time Goal 1 Action 1	LCFF Base	
Budget Reference	1-6. Staff Time Goal 1 Action 1	2000s, 3000s, 5000s	

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS

- Continue to develop partnerships with community based organizations and universities that support our school's mission that also include:
 - Bayside Community Center
 - League of Extraordinary Scientists

2018-19 Actions/Services

PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS

- Thrive will continue to develop partnerships with community based organizations and universities that support our school's mission that also include:
- Bayside Community Center
 - League of Extraordinary Scientists

2019-20 Actions/Services

2017-18 Actions/Services

- University of San Diego
- San Diego State
- UCSD
- The Seany Foundation
- Council in Schools
- Responsive Classrooms
- First Tee Golf Course
- Kroc Center
- San Diego Community College District
- YMCA
- Boys' and Girls' Club
- STAR Pals
- The Humane Society

2. As teachers develop projects based on their students' interests and course content, they continually reach out to forge project-specific partnerships with community organizations.

2018-19 Actions/Services

- University of San Diego
- San Diego State
- UCSD
- National University
- Teach for America
- Mesa College
- The Seany Foundation
- Council in Schools
- Responsive Classrooms
- First Tee Golf Course
- Kroc Center
- San Diego Community College District
- YMCA
- Boys' and Girls' Club
- STAR Pals
- The Humane Society

2019-20 Actions/Services

(This area is currently blank in the document.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. Staff time: Goal 1 Action 1 2. Project costs accounted for above	Director of Outreach accounted for above.	

Year	2017-18	2018-19	2019-20
Source	1. Staff time: Goal 1 Action 1 2. Project costs accounted for above		
Budget Reference	1. Staff time: Goal 1 Action 1 2. Project costs accounted for above		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$907,318

Percentage to Increase or Improve Services

11.79%

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).

2018-19

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

- Goal 1, Action 3: Academic Interventions

Thrive Public Schools will continue to 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.

The following staff will provide intervention services during the school day:

The (12) Academic Coaches will provide students with academic support during the instructional day.

A total of (3) Interventionists (1 per school, except high school), will provide students with academic support/intervention, push-in/pull-out, small group instruction, and will lead SST meetings at each site. .

Our school will purchase licenses and/or subscriptions for the following supplemental intervention programs: Brain Pop/Brain Pop, Jr., Lexia Core 5, Lexia Strategies, Zearn, ST Math, Freckle, Learning A-Z/Raz Kids, and Summit Learning (for Personalized Learning Plans).

Thrive Public Schools also offers an after-school academic intervention program, led by the Interventionist at each school site. Credentialed teachers provides instructional support and students are identified/referred based on academic need.

- Goal 1, Action 4: Social-emotional, and behavioral Interventions:

Thrive Public School has implemented Social Emotional Learning schoolwide. Students in K-8 participate in the Responsive Classroom Program; and High School students participate in Council. Thrive will implement Positive Discipline schoolwide.

The (2) Assistant Directors provide social-emotional support for students at the high school level, and SEL professional development for all Thrive teachers. Thrive will employ an MFT Counselor, who will provide social-emotional and college counseling.

2017-18

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Professional Development for certificated staff on teaching strategies for Response Classroom Program, Blended Learning Model, Project-based learning, developing Personalized Learning Plans, and differentiation.
- Goal 1, Action 1: Thrive will provide (2) interventionists to work with unduplicated students to provide academic intervention and support.
- (Goal 1, Action 3) Every student has a Personalized Learning Plan that is regularly updated with the support of a teacher advisor. During Blended Learning time, students have access to academic interventions that may include web-based programs, push-in literacy support, pullout literacy support, leveled literacy intervention, resource teachers, speech pathologist, learning center, targeted small group instruction, and counseling.