

**Introduction:**

Thrive Public School (Thrive or TPS) opened in September 2014. Now, in our second year of operations, Thrive recently sought and was granted a Material Revision to add Grades 9-12 to our charter, allowing us to offer our nationally recognized 21st century model of education to a full TK/K-12 grade span.

Like many in education reform, we believe that models of education developed during the industrial age and still in effect today are outdated and impractical for our ever-changing, rapidly developing global economy. We believe education is not simply about drilling students to learn concrete facts and skills found in standardized tests, but rather that a 21st century education, in order to be truly successful for both students and our nation's future, must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention. While these aptitudes necessarily depend on a foundational knowledge base that is detailed in content standards, we believe the strongest value in education is learning *how* to learn. Thus, our overarching goal is to ensure that as each student masters the new Common Core standards across each discipline, we also develop each individual student's confidence and passion for learning.

Assessing whether or not the school has achieved its goals is critical to determining the overall effectiveness of the program's design. Frequent and varied assessments, including pre- and post-assessments of student achievement, provides valuable information to teachers when planning instruction and serves as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes also allow interested parties outside of the school to evaluate the academic success of Thrive.

Thrive administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs. Additional internal assessments, such as teacher-created, publisher and online assessment tools, are analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data is analyzed among the school faculty during pupil-free professional development days.

Students participate in several formal assessments each year, including the DRA2 and MAP diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources such as ST Math and Lexia, Zern and others play a major role in teachers' determination of student achievement of standards mastery. Yet more informal assessment techniques also play a major role. In kindergarten, for example, in order to find out how children are progressing, the teachers observe the children engaged in a variety of events: children working on math manipulatives; using a pointer, children are reading from poetry charts; the teacher sitting at a table with a small group of children presenting a mini-lesson or conferencing; and so on. Teachers observe children as they are engaged in classroom activities and record their behaviors in an anecdotal record. These observations, along with student work samples over a period of time gathered in a portfolio, guide the instruction.

As students become increasingly able to produce independent work samples such as journal entries, written reports, project work and presentations, these products also be evaluated by teachers. By the end of the third grade we expect that most students perform at the proficient level or above in reading, writing and speaking according to the school's identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists provide the teacher, parent and student with feedback on student achievement and progress. As students progress into and through middle grades and high school, student evaluation

becomes more formal, including student-produced book projects, final draft writing, science experiments and presentations of research. Portfolios, public Presentations of Learning, and project Exhibits are used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students are assessed in a summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

### **Measure of Success**

#### **Outcomes for tomorrow today:**

- Prep for Next Level (on grade level)
- Measure of Academic Progress NWEA/CC
- Dra/f&p/ STEP
- CAASP

#### **Ambitious and multidimensional teaching and learning:**

Presentations of Learning

Exhibitions

#### **Engaging and Supporting Families:**

- Parent Satisfaction
- Partnership with local agencies
- Membership and involvement
- Self-Efficacy of families and staff

#### **Supportive environment:**

- Observations /Class Dojo
- Schoolwide Positive Behavior Support
- Habits of Mind
- Social Emotional Growth
- Minimal Behavior referrals

#### **Collaborative and engaged staff:**

- Staff Engagement in Learning Community
- Leadership Team
- Cognitive Coaching
- Staff Satisfaction Survey
- Credentials / Ed Level
- Bi-yearly Evaluation

- Retention of employees

**Effective Leaders and Operations:**

- Community Engagement
- Budget and Reserves
- Ratios of staff, budget items
- Class size
- Student teacher ratio

At Thrive, we believe that learning is a life-long process that includes far more than the acquisition of knowledge. We are committed to supporting each student in continual growth of essential and 21st century skills, as well as habits of heart and mind. We know that this comprehensive focus supports and empower our students as they develop and share their own individual gifts. Tracking each student's growth in a holistic way is accomplished through a combination of the following:

- *Progress reports* that capture teacher, student and family reflections on development in both skills and habits of heart and mind
- *Adaptive assessment tool* (see "MAP" section below) that is geared more towards measuring growth in skills, versus a one-time snapshot of proficiency provided by standardized tests
- *Student Presentations of Learning and Portfolios of Work* provide tangible evidence of each student's growth over time in a way that honors each student for the unique individual that they are
- *Ongoing observation and communication* between students, teachers and families

**LEA:** Thrive Public

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**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

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

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

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

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

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

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

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

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

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

#### **C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
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Thrive Public Schools (TPS) is a direct-funded charter school that opened in Fall 2014, serving 197 students in grades TK-Kindergarten and 8 within the City Height Community. Thrive will expand to serve grades TK-9 starting Fall 2016, with the intention to grow one grade level per year until we serve TK-12.

Thrive has hosted numerous meetings with stakeholders throughout the year as part of the involvement process to inform stakeholders of the 2015 LCAP goals and progress toward each measurable outcome.

Meetings have taken place with the following:

- Parent Meetings
- Board Meetings
- Teacher Meetings
- Student Focus Groups & Events
- Advisory Council

As a small school, staff is able to communicate with stakeholders rather quickly. The involvement of these stakeholders has supported improved outcomes for students including unduplicated counts. Through small and large group conversations, Thrive has built a strong community and culture in just its first two years of operation.

**Annual Update:**

Thrive has engaged all stakeholders in developing, reviewing and supporting implementation of the LCAP through the following activities/events:

- Parent Meetings:
  - Back to School Night
  - Parent Social
  - Advisory Group
- Board Meetings:
  - Budget, Curriculum
- Teacher Meetings:
  - New teacher meetings: ELD Instruction, small group instruction, behavior support, Special Education
  - Symposium: New Teacher Selection & Training
  - Wednesday Staff meetings
- Student Focus Groups & Events:
  - Student Led Conferences
  - Student Meetings
  - New Teacher Hiring
  - Student Behavior
  - Curriculum
- Advisory Council
  - HS Design

Stakeholders have been involved and informed via newsletters, parent meetings, surveys, parent orientation and the school’s websites. Thrive has administered 2 surveys during the 2015-16 school year to obtain feedback and input from parents. Results are shared with parents during schoolwide events, board meetings and advisory council meetings. During these meetings the following quantitative and qualitative data was made available to stakeholders:

- Data Dashboard
- MAP Results
- Lexile Results
- Attendance Rates
- Suspension rates
- Truancy Rates

**Annual Update:**

The LCAP process has been an ongoing effort throughout the school year with stakeholders. The feedback from stakeholders and ongoing analysis of student data has resulted in the revised LCAP Goals, measurable outcomes, and actions/services outlined for 2016-19.

Thrive Public School will expand to serve grades K-9, starting Fall 2016, as such the goals support this expansion.

The stakeholder engagement process was significantly improved in 2015-16, our second year of operation and the review and revision process was transparent and ongoing with the sharing of “real-time” data.

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the

applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

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

<b>GOAL:</b>	All students will receive a 21st century education that includes access to highly qualified teachers, standards aligned materials and facilities maintained in good repair.	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: N/A
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<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• HQT Teachers</li> <li>• Access to Common Core aligned instructional materials</li> </ul>			
<b>Goal Applies to:</b>	<b>Schools:</b>	Thrive Public Schols		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be appropriately credentialed and assigned.</li> <li>2. 100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>3. Ensure facilities are in good repair as documented in annual FIT Report</li> <li>4. Student access to technology – Student to Computer ratio: 1:1</li> </ol>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<ol style="list-style-type: none"> <li>1. Costs associated with BTSA Program for 6 teachers.</li> <li>2. Director of Operations will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee's personnel file.</li> <li>3. Acquire, develop and retain 33 highly qualified teachers: and 1 Resource Specialist to provide a rigorous academic program and attend ongoing Professional Development</li> <li>4. a)Costs for employing Leadership Team: Chief Executive Officer: Duties include maintaining budget, developing partnerships, fundraising, collection/disaggregation of student data, etc.; Principal: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development; Director of Operations: Develops policies &amp; procedures, budgeting/finance &amp; Human Resources). b) Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, instructional program and the actions/services outlined in this LCAP.</li> <li>5. Provide Professional development opportunities for members of the Leadership Team as part of their Capacity Building and supporting their roles at the school.</li> <li>6. Cost for teachers/Leadership Team to attend Workshops, symposiums and/or conferences.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.\$6,000, Object 5000s, LCFF Base</p> <p>2.Salary included in action 4 below, Object 2000s</p> <p>3.\$1,670,000, Object 1000s, LCFF Base</p> <p>\$200,000, Object 1000s, LCFF S/C</p> <p>4a.\$156,400, Object 1000s, LCFF Base</p> <p>\$30,000, Object 1000s, LCFF S/C</p> <p>4b.\$62,000, Object 2000s, LCFF Base</p> <p>5.\$3,500, Object 5000s, LCFF Base</p> <p>6.\$7,500, Object 5000s, LCFF Base</p>
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<ol style="list-style-type: none"> <li>1. Costs for IT Consultant to install all technology devices, provide maintenance and technical support to ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. In addition,</li> <li>2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.)</li> <li>3. Purchase the following technology devices: 150 Chromebooks; 8 Chromebook Carts; 15 iPads; 5 TV's for classroom; Laptops for additional teachers; Additional Wi-Fi access points</li> <li>4. Provide full-time janitorial services to maintain a clean and safe school site. Costs for facility upgrade of bathrooms, playground equipment, paint school building, and campus beautification.</li> <li>5. Complete an annual Facilities Inspection (FIT) report.</li> <li>6. Costs for expanding security system to include additional classrooms and school entrance/exit.</li> </ol>	<p>Thrive Public Schools -- Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$20,000, Object 1000s, LCFF Base</p> <p>2.\$37,500, Object 4000s, LCFF Base</p> <p>3.\$50,000, Object 4000s, LCFF Base</p> <p>4.\$30,000, Object 2000s, LCFF Base</p> <p>\$15,000, Object 5000s, LCFF Base</p> <p>5.\$0</p> <p>6.\$1,000, Object 5000s, LCFF Base</p>
<ol style="list-style-type: none"> <li>1. Costs for the purchase of Common Core Aligned curricular and digital curricular materials: <ul style="list-style-type: none"> <li>• ST Math</li> <li>• Lexia Learning</li> <li>• Reading Plus</li> <li>• Think Through Math</li> <li>• Brain Pop</li> <li>• REACH ELD Curriculum</li> <li>• Eureka Math</li> <li>• Raz Kids</li> <li>• For Art, Robotics &amp; Engineering courses</li> </ul> </li> <li>2. Costs for instructional classroom materials.</li> </ol>	<p>Thrive Public Schools -- Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$22,500, Object 5000s, LCFF Base</p> <p>2.\$29,000, Object 4000s, Lottery</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be appropriately credentialed and assigned.</li> <li>2. 100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>3. Ensure facilities are in good repair as documented in annual FIT Report</li> <li>4. Student access to technology – Student to Computer ratio: 1:1, Grades 3-9</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<ol style="list-style-type: none"> <li>1. Costs associated with BTSA Program for 6 teachers.</li> <li>2. Director of Operations will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee's personnel file.</li> <li>3. Acquire, develop and retain 55 highly qualified teachers: and 1 Resource Specialist to provide a rigorous academic program and attend ongoing Professional Development</li> <li>4. a)Costs for employing Leadership Team: Chief Executive Officer: Duties include maintaining budget, developing partnerships, fundraising, collection/disaggregation of student data, etc.; Principals: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development; Director of Operations: Develops policies &amp; procedures, budgeting/finance &amp; Human Resources). b) Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, instructional program and the actions/services outlined in this LCAP.</li> <li>5. Provide Professional development opportunities for members of the Leadership Team as part of their Capacity Building and supporting their roles at the school.</li> <li>6. Cost for teachers/Leadership Team to attend Workshops, symposiums and/or conferences.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$6,000, Object 5000s, LCFF Base</p> <p>2.Salary included in action 4 below, Object 2000s</p> <p>3.\$2,825,000, Object 1000s, LCFF Base</p> <p>\$200,000, Object 1000s, LCFF S/C</p> <p>4a.\$156,400, Object 1000s, LCFF Base</p> <p>\$30,000, Object 1000s, LCFF S/C</p> <p>4b.\$62,000, Object 2000s, LCFF Base</p> <p>5.\$3,500, Object 5000s, LCFF Base</p> <p>6.\$7,500, Object 5000s, LCFF Base</p>
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<ol style="list-style-type: none"> <li>1. Costs for IT Consultant to install all technology devices, provide maintenance and technical support to ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. In addition,</li> <li>2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.)</li> <li>3. Purchase the following technology devices: 150 Chromebooks; 7 Chromebook Carts; 15 iPads; 5 TV's for classroom; Laptops for additional teachers; Additional Wi-Fi access points</li> <li>4. Provide full-time janitorial services to maintain a clean and safe school site. Costs for facility upgrade of bathrooms, playground equipment, paint school building, and campus beautification.</li> <li>5. Complete an annual Facilities Inspection (FIT) report.</li> <li>6. Costs for expanding security system to include additional classrooms and school entrance/exit.</li> </ol>	<p>Thrive Public Schools -- Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$20,000, Object 1000s, LCFF Base</p> <p>2.\$37,500, Object 4000s, LCFF Base</p> <p>3.\$50,000, Object 4000s, LCFF Base</p> <p>4.\$30,000, Object 2000s, LCFF Base</p> <p>\$15,000, Object 5000s, LCFF Base</p> <p>5.\$0</p> <p>6.\$1,000, Object 5000s, LCFF Base</p>
<ol style="list-style-type: none"> <li>1. Costs for the purchase of Common Core Aligned curricular and digital curricular materials: <ul style="list-style-type: none"> <li>• ST Math</li> <li>• Lexia Learning</li> <li>• Reading Plus</li> <li>• Think Through Math</li> <li>• Brain Pop</li> <li>• REACH ELD Curriculum</li> <li>• Eureka Math</li> <li>• Raz Kids</li> <li>• For Art, Robotics &amp; Engineering courses</li> </ul> </li> <li>2. Costs for instructional classroom materials.</li> </ol>	<p>Thrive Public Schools -- Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$22,500, Object 5000s, LCFF Base</p> <p>2.\$29,000, Object 4000s, Lottery</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be appropriately credentialed and assigned.</li> <li>2. 100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>3. Ensure facilities are in good repair as documented in annual FIT Report</li> <li>4. Student access to technology – Student to Computer ratio: 1:1, Grades 3-11</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<ol style="list-style-type: none"> <li>1. Costs associated with BTSA Program for 6 teachers.</li> <li>2. Director of Operations will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee's personnel file.</li> <li>3. Acquire, develop and retain 60 highly qualified teachers: and 1 Resource Specialist to provide a rigorous academic program and attend ongoing Professional Development</li> <li>4. a)Costs for employing Leadership Team: Chief Executive Officer: Duties include maintaining budget, developing partnerships, fundraising, collection/disaggregation of student data, etc.; Principals: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development; Director of Operations: Develops policies &amp; procedures, budgeting/finance &amp; Human Resources). b) Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, instructional program and the actions/services outlined in this LCAP.</li> <li>5. Provide Professional development opportunities for members of the Leadership Team as part of their Capacity Building and supporting their roles at the school.</li> <li>6. Cost for teachers/Leadership Team to attend Workshops, symposiums and/or conferences.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$6,000, Object 5000s, LCFF Base</p> <p>2.Salary included in action 4 below, Object 2000s</p> <p>3.\$2,825,000, Object 1000s, LCFF Base</p> <p>\$200,000, Object 1000s, LCFF S/C</p> <p>4a.\$156,400, Object 1000s, LCFF Base</p> <p>\$30,000, Object 1000s, LCFF S/C</p> <p>4b.\$62,000, Object 2000s, LCFF Base</p> <p>5.\$3,500, Object 5000s, LCFF Base</p> <p>6.\$7,500, Object 5000s, LCFF Base</p>
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<ol style="list-style-type: none"> <li>1. Costs for IT Consultant to install all technology devices, provide maintenance and technical support to ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. In addition,</li> <li>2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.)</li> <li>3. Purchase the following technology devices: 150 Chromebooks; 7 Chromebook Carts; 15 iPads; 5 TV's for classroom; Laptops for additional teachers; Additional Wi-Fi access points</li> <li>4. Provide full-time janitorial services to maintain a clean and safe school site. Costs for facility upgrade of bathrooms, playground equipment, paint school building, and campus beautification.</li> <li>5. Complete an annual Facilities Inspection (FIT) report.</li> <li>6. Costs for expanding security system to include additional classrooms and school entrance/exit.</li> </ol>	<p>Thrive Public Schools -- Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$20,000, Object 1000s, LCFF Base</p> <p>2.\$37,500, Object 4000s, LCFF Base</p> <p>3.\$50,000, Object 4000s, LCFF Base</p> <p>4.\$30,000, Object 2000s, LCFF Base</p> <p>\$15,000, Object 5000s, LCFF Base</p> <p>5.\$0</p> <p>6.\$1,000, Object 5000s, LCFF Base</p>
<ol style="list-style-type: none"> <li>1. Costs for the purchase of Common Core Aligned curricular and digital curricular materials: <ul style="list-style-type: none"> <li>• ST Math</li> <li>• Lexia Learning</li> <li>• Reading Plus</li> <li>• Think Through Math</li> <li>• Brain Pop</li> <li>• REACH ELD Curriculum</li> <li>• Eureka Math</li> <li>• Raz Kids</li> <li>• For Art, Robotics &amp; Engineering courses</li> </ul> </li> <li>2. Costs for instructional classroom materials.</li> </ol>	<p>Thrive Public Schools -- Schoolwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.\$22,500, Object 5000s, LCFF Base</p> <p>2.\$29,000, Object 4000s, Lottery</p>

<b>GOAL:</b>	Students will be engaged through the use of effective pedagogical strategies including behavioral supports and interventions.			Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• ELL Proficiency Rate</li> <li>• Reclassification rate</li> <li>• Chronic Absenteeism</li> <li>• Professional Development on CCSS</li> </ul>			
<b>Goal Applies to:</b>	<b>Schools:</b>	Thrive Public Schools		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math &amp; NGSS</li> <li>2. 100% of teachers will receive Professional Development on multiple, research-based strategies</li> <li>3. Establish English Proficiency growth targets for continuously enrolled ELL's using CELDT upon release of 2016 SBAC results</li> <li>4. Establish reclassification rates for students in Early Advance/Advanced upon release of 2016 SBAC results</li> <li>5. Maintain suspension rates below 3%</li> <li>6. Maintain expulsion rates below 1%</li> <li>7. Decrease chronic absenteeism from 14.6% to 10% by 2017-18</li> <li>8. Maintain MS dropout rate below 1%</li> <li>9. Increase ADA from 95% to 96% by 2017-18 (0.33% increase annually)</li> <li>10. Course Access: All students have access to Engineering, Art, and Robotics</li> <li>11. Thrive Public School will expand to serve K-9 next fall, therefore the following CDE measurable outcomes do not yet apply: <ul style="list-style-type: none"> <li>• HS Dropout Rate</li> <li>• HS Graduation Rate</li> </ul> </li> </ol>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Thrive Public School will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards (CCSS): ELA/ELD Frameworks</li> <li>• CCSS Math</li> <li>• NGSS</li> <li>• Project Based Learning</li> <li>• Personal Learning Plans</li> <li>• School Culture</li> <li>• Student Character</li> <li>• Responsive Classroom</li> </ul> <ol style="list-style-type: none"> <li>1. Provide 3-weeks of Summer Professional Development for all teachers.</li> <li>2. Provide all teachers with 8 non-instructional days of Professional Development that will focus on Student Achievement/Data Analysis and Curriculum Training</li> <li>3. Provide weekly Professional Development/staff collaboration time to discuss the following topics: Data, School Culture and Student Progress.</li> <li>4. Provide learning opportunities for teachers and Leadership Team through Conferences such as CCSA and as requested that align with the Common Core State Standards.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-4. Staff time accounted for in goal 1, Object 1000s</p>
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<ol style="list-style-type: none"> <li>1. Dean of Curriculum and Instruction will administer CELDT assessments annually for all ELL students.</li> <li>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress and routinely and use data to: <ul style="list-style-type: none"> <li>◦ Monitor the progress of ELL, Long Term English Learner (LTEL) and Reclassified Students.</li> <li>◦ Determine the short and long-term needs of ELL students</li> <li>◦ Determine specific actions designed to accelerate language acquisition and learning for ELL students</li> </ul> </li> <li>3. Dean of Curriculum &amp; Instruction will reclassify students annually based on school's reclassification criteria.</li> <li>4. Implement REACH &amp; Inside ELD Curriculum, in addition to Lexia Learning, ST Math and Raz Kids.</li> <li>5. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction.</li> <li>6. All teachers will provide Integrated ELD (academic language development across all disciplines), SIOP, SDAIE strategies; through push-in/pull-out and small group instruction.</li> <li>7. Implement ELL/LTEL supports that focus on the following: <ul style="list-style-type: none"> <li>• Increased reclassification rates</li> <li>• Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets</li> </ul> </li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1-7. Included in salaries in goal 1, Object 1000s</p>
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<ol style="list-style-type: none"> <li>1. Implement a Character Education Program (Meet Up, Buddy Up, Everyday Practice,” (Sanford Center) that includes Positive Discipline for all students that is embedded in daily practice at the school and reinforces the school’s core values and expectations.</li> <li>2. Thrive will partner with the Harmony Project.</li> <li>3. Teachers will implement “Responsive Classroom” to maintain a positive school culture.</li> <li>4. Assemblies will take place in the form of student awards; and daily morning meetings.</li> <li>5. Review &amp; revise Comprehensive School Safety Plan, implement and document drills.</li> <li>6. Implement SARB Process for students with chronic absenteeism.</li> <li>7. The Coordination of Services Team (COST)/SST meetings will be used to monitor student progress.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-7. Salaries accounted for in goal 1, Object 1000s</p>
<ol style="list-style-type: none"> <li>1. Students will participate in Student-led conferences: 2-3 times per year.</li> <li>2. Students will participate in 3-4 exhibitions annually.</li> <li>3. Students will participate in an array of learning through Exploratory; PBL Science/Humanities and PBL/Social Studies; ELA &amp; Math rotation; and Flex Time.</li> <li>4. Thrive will provide all students with access to before/after school tutoring.</li> <li>5. All students will be provided with a Personalized Learning Plan (PLP).</li> <li>6. Students will have access to Illuminate, Student Information System to access their PLP’s and academic progress.</li> <li>7. All students will participate in “Day of Service,” a community service project.</li> <li>8. Students will have access to After-school clubs and organizations daily, as part of the academic and social enrichment program.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-8. Salaries accounted for in goal 1, Object 1000s</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math &amp; NGSS</li> <li>2. 100% of teachers will receive Professional Development on multiple, research-based strategies</li> <li>3. Establish English Proficiency growth targets for continuously enrolled ELL's using CELDT upon release of 2017 SBAC results</li> <li>4. Establish reclassification rates for students in Early Advance/Advanced upon release of 2017 SBAC results</li> <li>5. Maintain suspension rates below 3%</li> <li>6. Maintain expulsion rates below 1%</li> <li>7. Maintain chronic absenteeism below 10%</li> <li>8. Maintain MS and HS dropout rates below 1%</li> <li>9. Maintain ADA at 96% or higher</li> <li>10. Course Access: All students have access to Engineering, Art, and Robotics</li> <li>11. Thrive Public School will expand to serve K-10 next fall, therefore the following CDE measurable outcomes do not yet apply:             <ul style="list-style-type: none"> <li>• HS Graduation Rate</li> </ul> </li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Thrive Public School will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards (CCSS): ELA/ELD Frameworks</li> <li>• CCSS Math</li> <li>• NGSS</li> <li>• Project Based Learning</li> <li>• Personal Learning Plans</li> <li>• School Culture</li> <li>• Student Character</li> <li>• Responsive Classroom</li> </ul> <ol style="list-style-type: none"> <li>1. Provide 3-weeks of Summer Professional Development for all teachers.</li> <li>2. Provide all teachers with 8 non-instructional days of Professional Development that will focus on Student Achievement/Data Analysis and Curriculum Training</li> <li>3. Provide weekly Professional Development/staff collaboration time to discuss the following topics: Data, School Culture and Student Progress.</li> <li>4. Provide learning opportunities for teachers and Leadership Team through Conferences such as CCSA and as requested that align with the Common Core State Standards.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-4. Staff time accounted for in goal 1, Object 1000s</p>
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<ol style="list-style-type: none"> <li>1. Dean of Curriculum and Instruction will administer CELDT assessments annually for all ELL students.</li> <li>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress and routinely and use data to:             <ul style="list-style-type: none"> <li>◦ Monitor the progress of ELL, Long Term English Learner (LTEL) and Reclassified Students.</li> <li>◦ Determine the short and long-term needs of ELL students</li> <li>◦ Determine specific actions designed to accelerate language acquisition and learning for ELL students</li> </ul> </li> <li>3. Dean of Curriculum &amp; Instruction will reclassify students annually based on school's reclassification criteria.</li> <li>4. Implement REACH &amp; Inside ELD Curriculum, in addition to Lexia Learning, ST Math and Raz Kids.</li> <li>5. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction.</li> <li>6. All teachers will provide Integrated ELD (academic language development across all disciplines), SIOP, SDAIE strategies; through push-in/pull-out and small group instruction.</li> <li>7. Implement ELL/LTEL supports that focus on the following:             <ul style="list-style-type: none"> <li>• Increased reclassification rates</li> <li>• Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets</li> </ul> </li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1-7. Included in salaries in goal 1, Object 1000s</p>
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<ol style="list-style-type: none"> <li>1. Implement a Character Education Program (Meet Up, Buddy Up, Everyday Practice,” (Sanford Center) that includes Positive Discipline for all students that is embedded in daily practice at the school and reinforces the school’s core values and expectations.</li> <li>2. Thrive will partner with the Harmony Project.</li> <li>3. Teachers will implement “Responsive Classroom” to maintain a positive school culture.</li> <li>4. Assemblies will take place in the form of student awards; and daily morning meetings.</li> <li>5. Review &amp; revise Comprehensive School Safety Plan, implement and document drills.</li> <li>6. Implement SARB Process for students with chronic absenteeism.</li> <li>7. The Coordination of Services Team (COST)/SST meetings will be used to monitor student progress.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-7. Salaries accounted for in goal 1, Object 1000s</p>
<ol style="list-style-type: none"> <li>1. Students will participate in Student-led conferences: 2-3 times per year.</li> <li>2. Students will participate in 3-4 exhibitions annually.</li> <li>3. Students will participate in an array of learning through Exploratory; PBL Science/Humanities and PBL/Social Studies; ELA &amp; Math rotation; and Flex Time.</li> <li>4. Thrive will provide all students with access to before/after school tutoring.</li> <li>5. All students will be provided with a Personalized Learning Plan (PLP).</li> <li>6. Students will have access to Illuminate, Student Information System to access their PLP’s and academic progress.</li> <li>7. All students will participate in “Day of Service,” a community service project.</li> <li>8. Students will have access to After-school clubs and organizations daily, as part of the academic and social enrichment program.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-8. Salaries accounted for in goal 1, Object 1000s</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math &amp; NGSS</li> <li>2. 100% of teachers will receive Professional Development on multiple, research-based strategies</li> <li>3. Establish English Proficiency growth targets for continuously enrolled ELL's using CELDT upon release of 2018 SBAC results</li> <li>4. Establish reclassification rates for students in Early Advance/Advanced upon release of 2018 SBAC results</li> <li>5. Maintain suspension rates below 3%</li> <li>6. Maintain expulsion rates below 1%</li> <li>7. Maintain chronic absenteeism below 10%</li> <li>8. Maintain MS and HS dropout rates below 1%</li> <li>9. Maintain ADA at 96% or higher</li> <li>10. Course Access: All students have access to Engineering, Art, and Robotics</li> <li>11. Thrive Public School will expand to serve K-10 next fall, therefore the following CDE measurable outcomes do not yet apply:             <ul style="list-style-type: none"> <li>• HS Graduation Rate</li> </ul> </li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Thrive Public School will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards (CCSS): ELA/ELD Frameworks</li> <li>• CCSS Math</li> <li>• NGSS</li> <li>• Project Based Learning</li> <li>• Personal Learning Plans</li> <li>• School Culture</li> <li>• Student Character</li> <li>• Responsive Classroom</li> </ul> <ol style="list-style-type: none"> <li>1. Provide 3-weeks of Summer Professional Development for all teachers.</li> <li>2. Provide all teachers with 8 non-instructional days of Professional Development that will focus on Student Achievement/Data Analysis and Curriculum Training</li> <li>3. Provide weekly Professional Development/staff collaboration time to discuss the following topics: Data, School Culture and Student Progress.</li> <li>4. Provide learning opportunities for teachers and Leadership Team through Conferences such as CCSA and as requested that align with the Common Core State Standards.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-4. Staff time accounted for in goal 1, Object 1000s</p>
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<ol style="list-style-type: none"> <li>1. Dean of Curriculum and Instruction will administer CELDT assessments annually for all ELL students.</li> <li>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress and routinely and use data to:             <ul style="list-style-type: none"> <li>◦ Monitor the progress of ELL, Long Term English Learner (LTEL) and Reclassified Students.</li> <li>◦ Determine the short and long-term needs of ELL students</li> <li>◦ Determine specific actions designed to accelerate language acquisition and learning for ELL students</li> </ul> </li> <li>3. Dean of Curriculum &amp; Instruction will reclassify students annually based on school's reclassification criteria.</li> <li>4. Implement REACH &amp; Inside ELD Curriculum, in addition to Lexia Learning, ST Math and Raz Kids.</li> <li>5. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction.</li> <li>6. All teachers will provide Integrated ELD (academic language development across all disciplines), SIOP, SDAIE strategies; through push-in/pull-out and small group instruction.</li> <li>7. Implement ELL/LTEL supports that focus on the following:             <ul style="list-style-type: none"> <li>• Increased reclassification rates</li> <li>• Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets</li> </ul> </li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1-7. Included in salaries in goal 1, Object 1000s</p>
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<ol style="list-style-type: none"> <li>1. Implement a Character Education Program (Meet Up, Buddy Up, Everyday Practice,” (Sanford Center) that includes Positive Discipline for all students that is embedded in daily practice at the school and reinforces the school’s core values and expectations.</li> <li>2. Thrive will partner with the Harmony Project.</li> <li>3. Teachers will implement “Responsive Classroom” to maintain a positive school culture.</li> <li>4. Assemblies will take place in the form of student awards; and daily morning meetings.</li> <li>5. Review &amp; revise Comprehensive School Safety Plan, implement and document drills.</li> <li>6. Implement SARB Process for students with chronic absenteeism.</li> <li>7. The Coordination of Services Team (COST)/SST meetings will be used to monitor student progress.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-7. Salaries accounted for in goal 1, Object 1000s</p>
<ol style="list-style-type: none"> <li>1. Students will participate in Student-led conferences: 2-3 times per year.</li> <li>2. Students will participate in 3-4 exhibitions annually.</li> <li>3. Students will participate in an array of learning through Exploratory; PBL Science/Humanities and PBL/Social Studies; ELA &amp; Math rotation; and Flex Time.</li> <li>4. Thrive will provide all students with access to before/after school tutoring.</li> <li>5. All students will be provided with a Personalized Learning Plan (PLP).</li> <li>6. Students will have access to Illuminate, Student Information System to access their PLP’s and academic progress.</li> <li>7. All students will participate in “Day of Service,” a community service project.</li> <li>8. Students will have access to After-school clubs and organizations daily, as part of the academic and social enrichment program.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-8. Salaries accounted for in goal 1, Object 1000s</p>

<b>GOAL:</b>	Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local: N/A	
<b>Identified Need:</b>	Monitor student progress by grade level and subgroup using Common Core aligned assessments in ELA & Math.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Thrive Public Schools		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics upon release of SBAC/CAASPP Results</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math upon release of SBAC/CAASPP Results</li> <li>3. 2016 API will serve as a baseline, if API is available.</li> </ol>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<ol style="list-style-type: none"> <li>1. Administer Dibels Reading Assessment: 3 times/year</li> <li>2. Administer NWEA MAP Assessment in ELA &amp; Math: 3 times/year</li> <li>3. Administer Illuminate Common Core aligned assessments.</li> <li>4. All students will participate in Projects &amp; Exhibitions: 4 times/year.</li> <li>5. Administer state-mandated assessments, at required grade levels:             <ul style="list-style-type: none"> <li>• CELDT for ELL Students</li> <li>• SBAC/CAASPP</li> <li>• CST Science</li> <li>• Physical Fitness Test</li> </ul> </li> <li>6. Leadership &amp; Teachers will review student achievement data on an ongoing basis using Illuminate. Costs for purchasing Illuminate data management system.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1-6. Salaries accounted for in goal 1, Object 1000s</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics upon release of SBAC/CAASPP Results</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math upon release of SBAC/CAASPP Results</li> <li>3. 2016 API will serve as a baseline, if API is available.</li> </ol>		
<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>

<ol style="list-style-type: none"> <li>1. Administer Dibels Reading Assessment: 3 times/year</li> <li>2. Administer NWEA MAP Assessment in ELA &amp; Math: 3 times/year</li> <li>3. Administer Illuminate Common Core aligned assessments.</li> <li>4. All students will participate in Projects &amp; Exhibitions: 4 times/year.</li> <li>5. Administer state-mandated assessments, at required grade levels:             <ul style="list-style-type: none"> <li>• CELDT for ELL Students</li> <li>• SBAC/CAASPP</li> <li>• CST Science</li> <li>• Physical Fitness Test</li> </ul> </li> <li>6. Leadership &amp; Teachers will review student achievement data on an ongoing basis using Illuminate. Costs for purchasing Illuminate data management system.</li> </ol>	Thrive Public Schools -- Charterwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1-6. Salaries accounted for in goal 1, Object 1000s
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**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics upon release of SBAC/CAASPP Results</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math upon release of SBAC/CAASPP Results</li> <li>3. 2016 API will serve as a baseline, if API is available.</li> <li>4. Established baseline ACT score for 11th grade students.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<ol style="list-style-type: none"> <li>1. Administer Dibels Reading Assessment: 3 times/year</li> <li>2. Administer NWEA MAP Assessment in ELA &amp; Math: 3 times/year</li> <li>3. Administer Illuminate Common Core aligned assessments.</li> <li>4. All students will participate in Projects &amp; Exhibitions: 4 times/year.</li> <li>5. Ensure all 11th graders are registered for and take the ACT.</li> <li>6. Administer state-mandated assessments, at required grade levels:             <ul style="list-style-type: none"> <li>• CELDT for ELL Students</li> <li>• SBAC/CAASPP</li> <li>• CST Science</li> <li>• Physical Fitness Test</li> </ul> </li> </ol> <p>6. Leadership &amp; Teachers will review student achievement data on an ongoing basis using Illuminate. Costs for purchasing Illuminate data management system.</p>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1-7. Salaries accounted for in goal 1, Object 1000s</p>
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<b>GOAL:</b>	Engage parents as partners through education, communication, and collaboration to promote student academic success & engagement.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• Parent participation in schoolwide events</li> <li>• Parent participation in decision-making input</li> </ul>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Thrive Public Schools -- Charterwide	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Provide parents with opportunities for decision-making input in the school's program.</li> <li>2. Increase parent participation in schoolwide programs/events.</li> <li>3. Administer annual parent surveys to obtain feedback/input.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

<ol style="list-style-type: none"> <li>1. Thrive provides parents with newsletters that convey important details about upcoming school events, and news, celebrate student successes, and provides tips and strategies for parents</li> <li>2. Parent participation will include schoolwide events such as Campus Beautification, Student Led Conferences, Exhibitions, and various others.</li> <li>3. Host an annual Parent/Student Orientation to meet families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school.</li> <li>4. Provide parent volunteer program that includes assisting with outreach, planning family events, volunteering in the classrooms reading with children, etc.</li> <li>5. Host monthly Coffee with the Director, an informal setting to answer questions from parents.</li> <li>6. Parent/student/teacher conferences take place twice per year. Parents will have access to illuminate parent portal.</li> <li>7. Administer annual parent surveys in order to obtain input and feedback.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-4. \$0</p> <p>5-7. Amounts accounted for in salaries in goal 1, Object 1000s</p>
<p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> <li>1. School Site Council (SSC): to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>2. English Language Advisory Committee (ELAC): to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</li> <li>3. Thrive's Family Action Network (FAN) parent group provides parents/families the opportunities to participate in local and statewide advocacy, communicate about schoolwide events.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1,3. \$0</p> <p>2.Salaries accounted for in goal 1, Object 1000s</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Provide parents with opportunities for decision-making input in the school's program.</li> <li>2. Increase parent participation in schoolwide programs/events.</li> <li>3. Administer annual parent surveys to obtain feedback/input.</li> </ol>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Thrive provides parents with newsletters that convey important details about upcoming school events, and news, celebrate student successes, and provides tips and strategies for parents</li> <li>2. Parent participation will include schoolwide events such as Campus Beautification, Student Led Conferences, Exhibitions, and various others.</li> <li>3. Host an annual Parent/Student Orientation to meet families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school.</li> <li>4. Provide parent volunteer program that includes assisting with outreach, planning family events, volunteering in the classrooms reading with children, etc.</li> <li>5. Host monthly Coffee with the Director, an informal setting to answer questions from parents.</li> <li>6. Parent/student/teacher conferences take place twice per year. Parents will have access to illuminate parent portal.</li> <li>7. Administer annual parent surveys in order to obtain input and feedback.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-4. \$0</p> <p>5-7. Amounts accounted for in salaries in goal 1, Object 1000s</p>
<p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> <li>1. School Site Council (SSC): to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>2. English Language Advisory Committee (ELAC): to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</li> <li>3. Thrive's Family Action Network (FAN) parent group provides parents/families the opportunities to participate in local and statewide advocacy, communicate about schoolwide events.</li> </ol>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1,3. \$0</p> <p>2.Salaries accounted for in goal 1, Object 1000s</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Provide parents with opportunities for decision-making input in the school's program.</li> <li>2. Increase parent participation in schoolwide programs/events.</li> <li>3. Administer annual parent surveys to obtain feedback/input.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<ol style="list-style-type: none"> <li>1. Thrive provides parents with newsletters that convey important details about upcoming school events, and news, celebrate student successes, and provides tips and strategies for parents</li> <li>2. Parent participation will include schoolwide events such as Campus Beautification, Student Led Conferences, Exhibitions, and various others.</li> <li>3. Host an annual Parent/Student Orientation to meet families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school.</li> <li>4. Provide parent volunteer program that includes assisting with outreach, planning family events, volunteering in the classrooms reading with children, etc.</li> <li>5. Host monthly Coffee with the Director, an informal setting to answer questions from parents.</li> <li>6. Parent/student/teacher conferences take place twice per year. Parents will have access to illuminate parent portal.</li> <li>7. Administer annual parent surveys in order to obtain input and feedback.</li> </ol>	Thrive Public Schools -- Charterwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1-4. \$0  5-7. Amounts accounted for in salaries in goal 1, Object 1000s

<p>Parent decision-making input will take place through:</p> <ol style="list-style-type: none"> <li>1. School Site Council (SSC): to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>2. English Language Advisory Committee (ELAC): to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</li> <li>3. Thrive's Family Action Network (FAN) parent group provides parents/families the opportunities to participate in local and statewide advocacy, communicate about schoolwide events.</li> </ol>	<p>Thrive Public Schools -- Charterwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1,3. \$0 2.Salaries accounted for in goal 1, Object 1000s</p>
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## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	All students will receive a 21st century education that includes access to highly qualified teachers, standards aligned materials and facilities maintained in good repair.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Thrive Public Schools -- Charterwide	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>100% of teachers will be appropriately credentialed and assigned.</li> <li>100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>Ensure facilities are in good repair as documented in annual FIT Report</li> <li>Student access to technology – Student to Computer ratio: 1:1</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>100% of teachers will be appropriately credentialed and assigned.</li> <li>100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>Ensure facilities are in good repair as documented in annual FIT Report</li> <li>Student access to technology – Student to Computer ratio: 1:1</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>Costs associated with BTSA Program for 4 teachers.</li> <li>Director of Operations will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee’s personnel file.</li> <li>Acquire, develop and retain 12 highly qualified teachers: and 1 Resource Specialist to provide a rigorous academic program and attend ongoing Professional Development.</li> <li>Costs for employing (Leadership Team):                             <ul style="list-style-type: none"> <li>Chief Executive Officer: Duties include maintaining budget, developing partnerships, fundraising, collection/disaggregation of student data, etc.</li> <li>Principal: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development</li> <li>Director of Operations: Develops policies &amp; procedures, budgeting/finance &amp; Human Resources.</li> </ul> </li> </ol> <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school’s mission, instructional program and the actions/services outlined in this LCAP.</p> <ol style="list-style-type: none"> <li>Provide Professional development opportunities for</li> </ol>	<ol style="list-style-type: none"> <li>\$4,000, Object 5000s, LCFF Base</li> <li>Salary included in action 4 below, Object 2000s</li> <li>\$520,000, Object 1000s, LCFF Base</li> <li>\$80,000, Object 1000s, LCFF S/C</li> <li>\$156,400, Object 1000s, LCFF Base</li> <li>\$30,000, Object 1000s, LCFF S/C</li> </ol>	<ol style="list-style-type: none"> <li>Costs associated with BTSA Program for 4 teachers.</li> <li>Director of Operations will verify teacher credentials, CLAD certifications and ensure live scans are completed and documented in employee’s personnel file.</li> <li>Acquire, develop and retain 12 highly qualified teachers: and 1 Resource Specialist to provide a rigorous academic program and attend ongoing Professional Development.</li> <li>Costs for employing (Leadership Team):                             <ul style="list-style-type: none"> <li>Chief Executive Officer: Duties include maintaining budget, developing partnerships, fundraising, collection/disaggregation of student data, etc.</li> <li>Principal: In charge of curriculum, instruction, Assessment, Hiring of teachers and facilitate professional development</li> <li>Director of Operations: Develops policies &amp; procedures, budgeting/finance &amp; Human Resources.</li> <li>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school’s mission, instructional program and the actions/services outlined in this LCAP.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>\$0</li> <li>Costs for leadership team accounted for below</li> <li>\$601,671, Object 1000s, \$80,000 LCFF S/C Remainder LCFF Base</li> <li>\$248,400, Object 1000s &amp; 2000s, \$5,000 LCFF S/C Remainder LCFF Base</li> <li>Leadership</li> </ol>

<p>members of the Leadership Team as part of their Capacity Building and supporting their roles at the school.</p> <p>6. Cost for teachers/Leadership Team to attend Workshops, symposiums and/or conferences.</p>	<p>4b.\$62,000, Object 2000s, LCFF Base</p> <p>5.\$3,500, Object 5000s, LCFF Base</p> <p>6.\$7,500, Object 5000s, LCFF Base</p>	<p>5. Provide Professional development opportunities for members of the Leadership Team as part of their Capacity Building and supporting their roles at the school.</p> <p>6. Cost for teachers/Leadership Team to attend Workshops, symposiums and/or conferences.</p>	<p>ip team attended CCSA (account ed for in goals below) as well as professio nal develop ment with teaching staff (account ed for below.</p> <p>6. Leadersh ip team attended CCSA (account ed for in goals below) as well as professio nal develop ment with teaching staff (account ed for below.</p>		
<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charterwide</p>		<p><b>Scope of service:</b></p>	<p>1. No teachers needed BTSA this year. We have registered with EDCOE to</p>	

Grades: All

2. School leadership has pre-screened all of our candidates prior to interviews to ensure that all potential candidates already meet the credentialing requirements for the job they are applying to. Personnel files are updated with documented livescan as well. We have enrolled teachers with out-of-state credentials in CTEL to assure full certification. Thrive is now registered with the county to house our own livescan records as well.
3. We have relationships with the TEP programs at National University and High Tech High, as well as with Teach for America, and maximize these relationships so that we are recruiting among qualified educators. All of our teachers are currently appropriately credentialed and assigned. All of our teachers who camped with out-of-state credentials are actively working on their EL certifications. We also offer competitive teacher salaries that attract highly qualified teachers.
4. We now employ a CEO, Director of Operations, two School Directors (Principals), and one Assistant Director (AP). Two

		<p>of these positions were opened this spring in anticipation of opening the high school this fall.</p> <p>5. &amp; 6 PD and conferences attended for LT this year has included (among others):          Next Gen Learning Symposium, CCSA, New Schools Venture Fund Summit, Summit Basecamp (to take place this summer) and school visits.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<ol style="list-style-type: none"> <li>1. Costs for IT Consultant to install all technology devices, provide maintenance and technical support to ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. In addition,</li> <li>2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.)</li> <li>3. Purchase the following technology devices: <ul style="list-style-type: none"> <li>• 130 Chromebooks</li> <li>• 7 Chromebook Carts</li> <li>• 20 iPads</li> <li>• 20 Laptops for teachers</li> <li>• 5 TV's for classroom</li> </ul> </li> <li>4. Provide full-time janitorial services to maintain a clean and safe school site. Costs for facility upgrade of bathrooms, playground equipment, paint school building, and campus beautification.</li> <li>5. Complete an annual Facilities Inspection (FIT) report.</li> <li>6. Costs for expanding security system to include all classrooms and school entrance/exit.</li> <li>7. Costs for real estate agent/consulting firm to search for facility site for 2016-17 school year that meets the school's projected annual growth in student enrollment.</li> </ol>	<ol style="list-style-type: none"> <li>1.\$20,000, Object 1000s, LCFF Base</li> <li>2.\$37,500, Object 4000s, PCSGP</li> <li>3.\$40,000, Object 4000s, PCSGP</li> <li>4.\$30,000, Object 2000s, LCFF Base</li> <li>\$15,000, Object 5000s, LCFF Base</li> <li>5.\$0</li> <li>6.\$1,000, Object 5000s, LCFF Base</li> <li>7.\$1,000, Object 5000s, LCFF Base</li> </ol>	<ol style="list-style-type: none"> <li>1. Costs for IT Consultant to install all technology devices, provide maintenance and technical support to ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. In addition,</li> <li>2. Purchase classroom furniture (desks, tables, chairs, book cases, etc.)</li> <li>3. Purchase the following technology devices: <ul style="list-style-type: none"> <li>• 130 Chromebooks</li> <li>• 7 Chromebook Carts</li> <li>• 20 iPads</li> <li>• 20 Laptops for teachers</li> <li>• 5 TV's for classroom</li> </ul> </li> <li>4. Provide full-time janitorial services to maintain a clean and safe school site. Costs for facility upgrade of bathrooms, playground equipment, paint school building, and campus beautification.</li> <li>5. Complete an annual Facilities Inspection (FIT) report.</li> <li>6. Costs for expanding security system to include all classrooms and school entrance/exit.</li> <li>7. Costs for real estate agent/consulting firm to search for facility site for 2016-17 school year that meets the school's projected annual growth in student enrollment.</li> </ol>	<ol style="list-style-type: none"> <li>1. \$4,791, Object 5000s, \$3,946.25 PCSGP, Remainder LCFF Base</li> <li>2. \$229, Object 4000s, PCSGP. Additional furniture purchased in prior year</li> <li>3. \$50,000, Object 4000s, PCSGP</li> <li>4. \$25,000, Object 2000s, LCFF Base</li> <li>5. Personnel time accounted for above.</li> <li>6. \$1,505, Object 5000s, SB740</li> <li>7. \$14,240, Object 5000s, LCFF Base</li> </ol>		
<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charter Wide</p>		<p><b>Scope of service:</b></p>	<p>1. We hired an IT Coordinator this spring, and he has</p>	

Grades: All

- begun the work described in the goal. Up to his start point, IT tasks have been shared by school leadership and consultants. We purchased enough computers (and equipment such as computer carts) to ensure that even with small variations in enrollment we will always have a 1:1 ratio. We have secured IT infrastructure to support sufficient wireless hotspots throughout our school in order to make the 1:1 ratio useful for students. Purchases have included: routers, wireless access points, cabling, laptops and iPads
2. We have purchased necessary furniture.
  3. We purchased the described technology.
  4. We have hired a full time janitorial/maintenance staff that regularly checks our campus for safety compliance and addresses potential issues immediately. We have trained our janitorial staff on how to use an evaluation tool to evaluate school safety and have scheduled follow-up meetings for accountability purposes. We have had risk management site inspections conducted by a property and liability center to ensure we are a safe facility.

			<p>5. We completed our FIT and received a rating of GOOD. We have corrected any and all potential safety hazards. More than this, our parents, students and faculty have worked together to host two campus beautification events that have resulted in an improved, more functional physical space at the school.</p> <p>6. We are still updating our security system.</p> <p>7. We have contracted with a firm and have actively searched for a permanent site. We are also working with an architect to develop blueprints for school design. We have found temporary locations for the 2016-2017 school year as we work toward opening our permanent site in 2017-2018.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>1. Costs for the purchase of Common Core Aligned curricular and digital curricular materials:</p> <ul style="list-style-type: none"> <li>• ST Math</li> <li>• Lexia Learning</li> <li>• Reading Plus</li> <li>• Think Through Math</li> <li>• Brain Pop</li> <li>• REACH ELD Curriculum</li> <li>• Eureka Math</li> <li>• Raz Kids</li> <li>• For Art, Robotics &amp; Engineering courses</li> </ul> <p>2. Costs for instructional classroom materials.</p>	<p>1. \$3,000, Object 5000s, LCFF Base</p> <p>\$19,500, Object 4000s, PCSGP</p> <p>2. \$23,000, Object 4000s, PCSGP</p> <p>\$6,000, Object 4000s, Lottery</p>	<p>1. Costs for the purchase of Common Core Aligned curricular and digital curricular materials:</p> <ul style="list-style-type: none"> <li>• ST Math</li> <li>• Lexia Learning</li> <li>• Reading Plus</li> <li>• Think Through Math</li> <li>• Brain Pop</li> <li>• REACH ELD Curriculum</li> <li>• Eureka Math</li> <li>• Raz Kids</li> <li>• For Art, Robotics &amp; Engineering courses</li> </ul> <p>2. Costs for instructional classroom materials.</p>	<p>1. \$10,406, Object 4000s, PCSGP</p> <p>2. \$23,287, Object 4000s, LCFF Base, SPED, PCSGP</p>	
<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Schoolwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Through the support of a full time Intervention Specialist and a full time Inclusion Specialist, all Tier 2 RTI, EL, SPED and other subgroup students receive personalized push-in and pull-out services. Further, all students have a personalized learning plan and receive adapted support through online tools. Another essential practice we have to ensure universal access to our curriculum is the use of Personalized Learning Plans. All students, regardless of their subgroup designation, have a plan that they can (and do) use to track their progress toward goal in ELD, ELA, Math and social-emotional growth. All of our teachers hold a CLAD/BCLAD credential or EL authorization.</p>	
<p>1. &amp;2. We have spent a lot of time this year evaluating our</p>				

instructional curriculum choices, and to what extent they provide a rigorous CCSS-aligned instructional program for our students. A pre-requisite of all programs that we use is that they are inherently set up for differentiated, personalized instruction. This ensures that every student, in every subgroup, is receiving instruction that is specific to his/her particular learning needs. We have purchased the following CCSS-aligned instructional materials, and our teachers are using these materials in their classes: for ELA, Lexia Learning; Raz Kids, and Reading Plus; for mathematics, Think through Math and ST math; for ELD, REACH and National Geographic. Each individual teacher also has the agency to supplement their core curriculum with other Online Learning Programs that round out student skills practice. Supplemental curriculum has included Duolingo for ELD support and Zern for math fluency. We have also purchased manipulatives and other investigative materials for hands-on exploration of core content. It is a priority for us that our EL's access a rigorous, CCSS-aligned curriculum.

Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, servivces, and expenditures</b></p>	<ul style="list-style-type: none"> <li>• Increased LT to support growing school size</li> <li>• We are registered to house livescan records</li> <li>• We made ome adjustment in TK-8 curricular choices</li> <li>• We are evaluating HS curricular needs and TK-2 computer needs.</li> </ul>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Students will be engaged through the use of effective pedagogical strategies including behavioral supports and interventions.</p>		<p>Related State and/or Local Priorities:  <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>5 <input checked="" type="checkbox"/>6 <input checked="" type="checkbox"/>7 <input type="checkbox"/>8                      Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Thrive Public Schools -- Charterwide</p>	
		<p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math &amp; NGSS</li> <li>2. 100% of teachers will receive Professional Development on multiple, research-based strategies</li> <li>3. Establish English Proficiency growth targets for continuously enrolled ELL's using CELDT upon release of 2015 SBAC results</li> <li>4. Establish reclassification rates for students in Early Advance/Advanced upon release of 2015 SBAC results</li> <li>5. Maintain suspension rates below 3%</li> <li>6. Maintain expulsion rates below 1%</li> <li>7. Decrease chronic absenteeism from 14.6% to 10% by 2017-18</li> <li>8. 2015-16 MS dropout rate will serve as a baseline.</li> <li>9. Increase ADA from 95% to 96% by 2017-18 (0.33% increase annually)</li> <li>10. Course Access: All students have access to Engineering, Art, and Robotics</li> <li>11. Thrive Public School will expand to serve K-8, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> <li>• HS Dropout Rate</li> <li>• HS Graduation Rate</li> </ul> </li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math &amp; NGSS</li> <li>2. 100% of teachers will receive Professional Development on multiple, research-based strategies</li> <li>3. Establish English Proficiency growth targets for continuously enrolled ELL's using CELDT upon release of 2015 SBAC results</li> <li>4. Establish reclassification rates for students in Early Advance/Advanced upon release of 2015 SBAC results</li> <li>5. Maintain suspension rates below 3%</li> <li>6. Maintain expulsion rates below 1%</li> <li>7. Decrease chronic absenteeism from 14.6% to 10% by 2017-18</li> <li>8. 2015-16 MS dropout rate will serve as a baseline.</li> <li>9. Increase ADA from 95% to 96% by 2017-18 (0.33% increase annually)</li> <li>10. Course Access: All students have access to Engineering, Art, and Robotics</li> <li>11. Thrive Public School will expand to serve K-8, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> <li>• HS Dropout Rate</li> <li>• HS Graduation Rate</li> </ul> </li> </ol>
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Thrive Public School will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards (CCSS): ELA/ELD Frameworks</li> <li>• CCSS Math</li> <li>• NGSS</li> <li>• Project Based Learning</li> <li>• Personal Learning Plans</li> <li>• School Culture</li> <li>• Student Character</li> <li>• Responsive Classroom</li> </ul> <ol style="list-style-type: none"> <li>1. Provide 3-weeks of Summer Professional Development for all teachers.</li> <li>2. Provide all teachers with 8 non-instructional days of Professional Development that will focus on:                             <ul style="list-style-type: none"> <li>• Student Achievement/Data Analysis</li> <li>• Curriculum Training</li> </ul> </li> <li>3. Provide weekly Professional Development/staff collaboration time to discuss the following topics:                             <ul style="list-style-type: none"> <li>• Data</li> <li>• School Culture</li> <li>• Student progress</li> </ul> </li> <li>4. Provide learning opportunities for teachers and Leadership Team through Conferences such as CCSA and as requested that align with the Common Core State Standards.</li> </ol>	<p>1-4. Staff time accounted for in goal 1, Object 1000s</p>	<p>Thrive Public School will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards (CCSS): ELA/ELD Frameworks</li> <li>• CCSS Math</li> <li>• NGSS</li> <li>• Project Based Learning</li> <li>• Personal Learning Plans</li> <li>• School Culture</li> <li>• Student Character</li> <li>• Responsive Classroom</li> </ul> <ol style="list-style-type: none"> <li>1. Provide 3-weeks of Summer Professional Development for all teachers.</li> <li>2. Provide all teachers with 8 non-instructional days of Professional Development that will focus on:                             <ul style="list-style-type: none"> <li>• Student Achievement/Data Analysis</li> <li>• Curriculum Training</li> </ul> </li> <li>3. Provide weekly Professional Development/staff collaboration time to discuss the following topics:                             <ul style="list-style-type: none"> <li>• Data</li> <li>• School Culture</li> <li>• Student progress</li> </ul> </li> <li>4. Provide learning opportunities for teachers and Leadership Team through Conferences such as CCSA and as requested that align with the Common Core State Standards.</li> </ol>	<p>\$11,637, Object 5000s, PCSGP \$1,950, Title II: \$950, Remainder: LCFF Base</p> <ol style="list-style-type: none"> <li>1. Personnel time accounted for in goal #1</li> <li>2. Personnel time accounted for in goal #1</li> <li>3. Personnel time accounted for in goal #1</li> <li>4. Personnel time accounted for in goal #1</li> </ol>

<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>In addition to the PD for ELD support that was described separately, all teachers have received PD that explicitly unpacked the CCSS ELA/ELD and Math frameworks and PD to improve their capacity for providing targeted support to subgroup students, including students with special needs. Topics included: social emotional learning; defining a framework for content mastery; creating safe learning environments; planning for and executing project based learning; planning for and implementing blended learning rotations.</p> <ol style="list-style-type: none"> <li>1. We provided this PD. To further our ability to provide high-quality, <i>targeted</i>, CCSS-aligned curriculum, our middle and high school teachers will receive professional development this summer that is provided by Summit Public Schools. This program, called Summit Basecamp, will orient our teachers to a rigorous, blended vertically aligned core curriculum and an electronic personalized learning plan.</li> <li>2. These days were provided.</li> <li>3. These PD topics were covered and weekly time was provided.</li> <li>4. Thrive attended CCSA and other conferences as described in Goal 1.</li> </ol> <p>Grades: All</p>	
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<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<ol style="list-style-type: none"> <li>1. Dean of Curriculum and Instruction will administer CELDT assessments annually for all ELL students.</li> <li>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress and routinely use data to:             <ul style="list-style-type: none"> <li>• Monitor the progress of ELL, Long Term English Learner (LTEL) and Reclassified Students.</li> <li>• Determine the short and long-term needs of ELL students</li> <li>• Determine specific actions designed to accelerate language acquisition and learning for ELL students</li> </ul> </li> <li>3. Dean of Curriculum &amp; Instruction will reclassify students annually based on school’s reclassification criteria.</li> <li>4. Implement REACH &amp; Inside ELD Curriculum, in addition to Lexia Learning, ST Math and Raz Kids.</li> <li>5. Provide a program to support “new arrivals” that includes daily, dedicated and integrated ELD instruction.</li> <li>6. All teachers will provide Integrated ELD (academic language development across all disciplines), SIOP, SDAIE strategies; through push-in/pull-out and small group instruction.</li> <li>7. Implement ELL/LTEL supports that focus on the following:             <ul style="list-style-type: none"> <li>• Increased reclassification rates</li> <li>• Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets</li> </ul> </li> </ol>	<p>1-7. Included in salaries in goal 1, Object 1000s</p>	<ol style="list-style-type: none"> <li>1. Dean of Curriculum and Instruction will administer CELDT assessments annually for all ELL students.</li> <li>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress and routinely use data to:             <ul style="list-style-type: none"> <li>• Monitor the progress of ELL, Long Term English Learner (LTEL) and Reclassified Students.</li> <li>• Determine the short and long-term needs of ELL students</li> <li>• Determine specific actions designed to accelerate language acquisition and learning for ELL students</li> </ul> </li> <li>3. Dean of Curriculum &amp; Instruction will reclassify students annually based on school’s reclassification criteria.</li> <li>4. Implement REACH &amp; Inside ELD Curriculum, in addition to Lexia Learning, ST Math and Raz Kids.</li> <li>5. Provide a program to support “new arrivals” that includes daily, dedicated and integrated ELD instruction.</li> <li>6. All teachers will provide Integrated ELD (academic language development across all disciplines), SIOP, SDAIE strategies; through push-in/pull-out and small group instruction.</li> <li>7. Implement ELL/LTEL supports that focus on the following:             <ul style="list-style-type: none"> <li>• Increased reclassification rates</li> <li>• Increase English Proficiency as measured through AMAO 1/AMAO 2 growth targets</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel time accounted for in goal #1</li> <li>2. Personnel time accounted for in goal #1</li> <li>3. Personnel time accounted for in goal #1</li> <li>4. Curriculum accounted for above</li> <li>5. Personnel time accounted for in goal #1</li> <li>6. Personnel time accounted for in goal #1</li> <li>7. Personnel time accounted for in goal #1</li> </ol>		
<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<ol style="list-style-type: none"> <li>1. All ELL’s were CELDT’ed</li> <li>2. Data reviews were conducted quarterly and further as needed.</li> <li>3. School director reclassified students meeting RFEP</li> </ol>	

			<p>criteria.</p> <ol style="list-style-type: none"><li>4. ELD curriculum was implemented as described.</li><li>5. To further support our EL Learners (including new arrivals), our Dean of Students was assigned to push into classrooms to support EL students in the general education setting.. We have also been proactive about implementing our English Learner Plan.</li><li>6. &amp;7. ELD PD is designed to help teachers scaffold texts in ways EL's can access them and to help teachers increase student talk time. Actions we've taken to this end include the use of six key SDAIE strategies for teaching EL's (vocabulary and language development; collaborative learning; metacognition and authentic assessment; explicit instruction; meaning-based context and universal themes; modeling, graphical organizers and use of visuals). The school director's review of lesson plans and classroom observations confirm the implementation of CCSS-aligned curriculum and SDAIE strategies.</li></ol>	
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Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>
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<ol style="list-style-type: none"> <li>1. Implement a Character Education Program (Meet Up, Buddy Up, Everyday Practice,” (Sanford Center) that includes Positive Discipline for all students that is embedded in daily practice at the school and reinforces the school’s core values and expectations.</li> <li>2. Thrive will partner with the Harmony Project.</li> <li>3. Teachers will implement “Responsive Classroom” to maintain a positive school culture.</li> <li>4. Assemblies will take place in the form of student awards; and daily morning meetings.</li> <li>5. Review &amp; revise Comprehensive School Safety Plan, implement and document drills.</li> <li>6. Implement SARB Process for students with chronic absenteeism.</li> <li>7. The Coordination of Services Team (COST)/SST meetings will be used to monitor student progress.</li> </ol>		<p>1-7. Salaries accounted for in goal 1, Object 1000s</p>	<ol style="list-style-type: none"> <li>1. Implement a Character Education Program (Meet Up, Buddy Up, Everyday Practice,” (Sanford Center) that includes Positive Discipline for all students that is embedded in daily practice at the school and reinforces the school’s core values and expectations.</li> <li>2. Thrive will partner with the Harmony Project.</li> <li>3. Teachers will implement “Responsive Classroom” to maintain a positive school culture.</li> <li>4. Assemblies will take place in the form of student awards; and daily morning meetings.</li> <li>5. Review &amp; revise Comprehensive School Safety Plan, implement and document drills.</li> <li>6. Implement SARB Process for students with chronic absenteeism.</li> <li>7. The Coordination of Services Team (COST)/SST meetings will be used to monitor student progress.</li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel time accounted for in goal #1</li> <li>2. No cost associated with the Harmony Project</li> <li>3. Personnel time accounted for in goal #1</li> <li>4. Personnel time accounted for in goal #1</li> <li>5. Personnel time accounted for in goal #1</li> <li>6. Personnel time accounted for in goal #1</li> <li>7. Personnel time accounted for in goal #1</li> </ol>
<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charterwide Grades: All</p>		<p><b>Scope of service:</b></p> <ol style="list-style-type: none"> <li>1. To create a sense of safety and community, our teachers have been trained in Habits of Heart and Mind and to hold morning meetings in their classrooms. We also work</li> </ol>	

- individual basis to set socio-emotional goals that help increase their sense of security and belonging.
2. We did partner with the Harmony Project.
  3. Teachers implemented Responsive Classroom with mixed success. Further PD on this and other Restorative Practices is needed. To improve our suspension rate, we will be focusing on alternatives to suspension, especially when the offense is related to disruption and defiance. We will be working with the offending student and his/her family to build lost trust in the community rather than missing school days.
  4. We had several assemblies recognizing student and school success and morning meetings are held regularly. At the high school level, we will be introducing an Advisory program as well.
  5. We conducted required drills according to our Safety Plan.
  6. We are well on our way toward our decreased percentage for chronic absenteeism, at 12.7%. To this end our office team closely monitors the daily absentee list and parents of absent and tardy/truant students are contacted immediately. We have also begun our SARB process, holding meetings and

			<p>placing students on attendance contracts. We anticipate our absenteeism continuing to drop. We are looking at setting up an independent studies program for our school so that when students are absent for week-long trips or illnesses, the school work they already do during this time can be counted toward ADA. To support our efforts in reducing chronic absenteeism we will implement home visits starting in the 2016-2017 school year.</p> <p>7. Under the direction of the School Director, SST's have been conducted this year. Our Student led conferences and Personalized Learning Plans have made the need for SST's minimal.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<ol style="list-style-type: none"> <li>1. Students will participate in Student-led conferences: 2-3 times per year.</li> <li>2. Students will participate in 3-4 exhibitions annually.</li> <li>3. Students will participate in an array of learning through Exploratory; PBL Science/Humanities and PBL/Social Studies; ELA &amp; Math rotation; and Flex Time.</li> <li>4. Thrive will provide all students with access to before/after school tutoring.</li> <li>5. All students will be provided with a Personalized Learning Plan (PLP).</li> <li>6. Students will have access to Illuminate, Student Information System to access their PLP's and academic progress.</li> <li>7. All students will participate in "Day of Service," a community service project.</li> <li>8. Students will have access to After-school clubs and organizations daily, as part of the academic and social enrichment program.</li> </ol>	<p>1-8. Salaries accounted for in goal 1, Object 1000s</p>	<ol style="list-style-type: none"> <li>1. Students will participate in Student-led conferences: 2-3 times per year.</li> <li>2. Students will participate in 3-4 exhibitions annually.</li> <li>3. Students will participate in an array of learning through Exploratory; PBL Science/Humanities and PBL/Social Studies; ELA &amp; Math rotation; and Flex Time.</li> <li>4. Thrive will provide all students with access to before/after school tutoring.</li> <li>5. All students will be provided with a Personalized Learning Plan (PLP).</li> <li>6. Students will have access to Illuminate, Student Information System to access their PLP's and academic progress.</li> <li>7. All students will participate in "Day of Service," a community service project.</li> <li>8. Students will have access to After-school clubs and organizations daily, as part of the academic and social enrichment program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel time accounted for in goal #1</li> <li>2. Personnel time accounted for in goal #1</li> <li>3. Personnel time accounted for in goal #1</li> <li>4. Personnel time accounted for in goal #1</li> <li>5. Personnel time accounted for in goal #1</li> <li>6. \$11,250, Object 4000s, PCSGP</li> <li>7. Personnel time accounted for in goal #1</li> <li>8. \$15,000, Object 2000s, ASES</li> </ol>	
<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charterwide Grades: All</p>	<p><b>Scope of service:</b></p>	<ol style="list-style-type: none"> <li>1. All students attended at least 2 SLC's if they were enrolled at school for at least two grading periods.</li> <li>2. All students attended 3</li> </ol>	

exhibitions, if they were enrolled at school long enough for 3 exhibitions to be offered.

3. As a Project Based Learning and Next Gen Learning school, Thrive is committed to offering an education rich in real-life, hands-on learning experiences. During the school day, our students take classes in robotics and tinkering and learn skills like African dancing and sewing (depending on the project they are engaged in). Math and ELA are taught through blended learning rotations. We are also working out how to include PBL in a strategic way at the HS level so that it supports, rather than competes with, our A-G program.
4. We currently run a before and after school program that is funded by ASES grant for students in grades TK-6. This includes tutoring. Teachers also offer scheduled after school tutoring hours.
5. All students have and use PLP's.
6. Students have access to their data through Illuminate, though this access is under-utilized.
7. We used MLK Day as a whole-school day of service. Other service projects were conducted on a per-class

				<p>basis.</p> <p>8. After school programming includes learning opportunities for enrichment. We have a partnership with Pro Kids Golf, Young Audiences and a farm and gardening project that includes the care of live animals. We are looking to expand our after school program to our new high school.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p><b>What changes in actions, servivces, and expenditures</b></p>		<ul style="list-style-type: none"> <li>• We will provide an additional 1-time summer PD for MS &amp; HS teachers</li> <li>• The school director performed reclassifications</li> <li>• We are planning for increased PD on various restorative practices: advisory in HS; investigating use of independent studies and home visits</li> <li>• We are adapting our learning program and after school program to the HS</li> </ul>			

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Develop an infrastructure for ongoing analysis of student achievement &amp; performance data to ensure efficacy of program services and maximized use of resources.</p>		<p>Related State and/or Local Priorities: <input type="checkbox"/>_1 <input type="checkbox"/>_2 <input type="checkbox"/>_3 <input checked="" type="checkbox"/>_4 <input type="checkbox"/>_5 <input type="checkbox"/>_6 <input type="checkbox"/>_7 <input type="checkbox"/>_8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p> <p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics upon release of SBAC/CAASPP Results</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math upon release of SBAC/CAASPP Results</li> <li>3. 2016 API will serve as a baseline</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics upon release of SBAC/CAASPP Results</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math upon release of SBAC/CAASPP Results</li> <li>3. 2016 API will serve as a baseline</li> </ol>
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. Administer Dibels Reading Assessment: 3 times/year.</li> <li>2. Administer NWEA MAP Assessment in ELA &amp; Math: 3 times/year</li> <li>3. Administer Illuminate Common Core aligned assessments.</li> <li>4. All students will participate in Projects &amp; Exhibitions: 4 times/year.</li> <li>5. Administer state-mandated assessments: <ul style="list-style-type: none"> <li>• CELDT for ELL Students</li> <li>• SBAC/CAASPP: Grade 3-8</li> <li>• CST Science (Grade 5 &amp; 8)</li> <li>• Physical Fitness Test (Grade 5 &amp; 7)</li> </ul> </li> <li>6. Leadership &amp; Teachers will review student achievement data on an ongoing basis using Illuminate. Costs for purchasing Illuminate data management system.</li> </ol>	<p>1-6. Salaries accounted for in goal 1, Object 1000s</p>	<ol style="list-style-type: none"> <li>1. Administer Dibels Reading Assessment: 3 times/year.</li> <li>2. Administer NWEA MAP Assessment in ELA &amp; Math: 3 times/year</li> <li>3. Administer Illuminate Common Core aligned assessments.</li> <li>4. All students will participate in Projects &amp; Exhibitions: 4 times/year.</li> <li>5. Administer state-mandated assessments: <ul style="list-style-type: none"> <li>• CELDT for ELL Students</li> <li>• SBAC/CAASPP: Grade 3-8</li> <li>• CST Science (Grade 5 &amp; 8)</li> <li>• Physical Fitness Test (Grade 5 &amp; 7)</li> </ul> </li> <li>6. Leadership &amp; Teachers will review student achievement data on an ongoing basis using Illuminate. Costs for purchasing Illuminate data management system.</li> </ol>	<ol style="list-style-type: none"> <li>1. \$88, Object 4000s, LCFF Base</li> <li>2. \$804, Object 4000s, PCSGP</li> <li>3. Personnel time accounted for in goal #1</li> <li>4. Personnel time accounted for in goal #1</li> <li>5. Personnel time accounted for in goal #1</li> <li>6. Illuminate accounted for above.</li> </ol>

<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<ol style="list-style-type: none"> <li>1. Dibels has been administered three times a year.</li> <li>2. MAP has been administered three times a year.</li> <li>3. We have been using assessments that are available in our OLP's (online curriculum) rather than ones uploaded to illuminate.</li> <li>4. All students that have been enrolled at Thrive for the entire school year have participated in at least 4 projects and have attended assigned exhibitions.</li> <li>5. All state mandated tests were administered.</li> <li>6. Leadership regularly reviews school data for strategic planning purposes.            Teachers review their data in two ways: in an ongoing basis for Online Learning Programs and after each major assessment as a staff.            We also now have a Data/Tech Coordinator who will be working to streamline data access and improve data visualization for more ready analysis.</li> </ol> <p>Grades: All</p>	
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X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
<b>What changes in actions, services, and expenditures</b>	<ul style="list-style-type: none"> <li>We have emphasized Online Learnign Program assessments over those in Illuminate</li> <li>We have hired Data/Tech coordinator for improved data access and visualization</li> </ul>	

<b>Original Goal from prior year LCAP:</b>	Engage parents as partners through education, communication, and collaboration to promote student academic success & engagement		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Thrive Public Schools -- Charterwide	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. Provide parents with opportunities for decision-making input in the school's program. 2. Increase parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input.		Actual Annual Measurable Outcomes:
			1. Provide parents with opportunities for decision-making input in the school's program. 2. Increase parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. Thrive provides parents with newsletters that convey important details about upcoming school events, and news, celebrate student successes, and provides tips and strategies for parents.</li> <li>2. Parent participation will include schoolwide events such as Campus Beautification, Student Led Conferences, Exhibitions, and various others.</li> <li>3. Host an annual Parent/Student Orientation to meet families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school.</li> <li>4. Provide parent volunteer program that includes assisting with outreach, planning family events, volunteering in the classrooms reading with children, etc.</li> <li>5. Host monthly Coffee with the Director, an informal setting to answer questions from parents.</li> <li>6. Parent/student/teacher conferences take place twice per year. Parents will have access to illuminate parent portal.</li> <li>7. Administer annual parent surveys in order to obtain input and feedback.</li> </ol>	<p>1-4. \$0</p> <p>5-7. Amounts accounted for in salaries in goal 1, Object 1000s</p>	<ol style="list-style-type: none"> <li>1. Thrive provides parents with newsletters that convey important details about upcoming school events, and news, celebrate student successes, and provides tips and strategies for parents.</li> <li>2. Parent participation will include schoolwide events such as Campus Beautification, Student Led Conferences, Exhibitions, and various others.</li> <li>3. Host an annual Parent/Student Orientation to meet families, discuss school's educational program, policies and procedures schoolwide expectations, and tour the school.</li> <li>4. Provide parent volunteer program that includes assisting with outreach, planning family events, volunteering in the classrooms reading with children, etc.</li> <li>5. Host monthly Coffee with the Director, an informal setting to answer questions from parents.</li> <li>6. Parent/student/teacher conferences take place twice per year. Parents will have access to illuminate parent portal.</li> <li>7. Administer annual parent surveys in order to obtain input and feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel time accounted for in goal #1</li> <li>2. Personnel time accounted for in goal #1</li> <li>3. Personnel time accounted for in goal #1</li> <li>4. Personnel time accounted for in goal #1</li> <li>5. Personnel time accounted for in goal #1</li> <li>6. Personnel time accounted for in goal #1</li> <li>7. Personnel time accounted for in goal #1</li> </ol>
<b>Scope of</b>		<b>Scope of</b>	1. We send quarterly

<p><b>service:</b></p>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>		<p><b>service:</b></p>	<p>newsletters as well as newsletters that focus on especial events. We also have set up a parent list serve that allows parents, and staff to communicate on an as-needed basis regarding ongoing school events, and needs.</p> <ol style="list-style-type: none"> <li>2. This year we have magnified our parent engagement in school events. In fact, every Thrive parent has attended at least one school event this year. They have volunteered their time for campus beautification, attended student led conferences and exhibitions; chaperoned field trips and help recruit high school students. We have also been intentional about including parents in our hiring committees for new teachers and leaders.</li> <li>3. We have hosted multiple orientations for parents, most recently for parents of our new high school students.</li> <li>4. Parent volunteering is now a major strand in FAN, the Family Action Network, our version of a Parent-Teacher Organization.</li> <li>5. We have held our monthly Coffees.</li> <li>6. We have held conferences at each grading period and parents have access to Illuminate (though their use is underutilized).</li> </ol>	
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		<p>7. We are constantly taking parent feedback into consideration as we plan for each successive year. In the 2014-2015 parent survey, parents indicated a desire for increased opportunities for involvement in FAN. In response, this year, we have added additional school events, field trips, fundraising opportunities and advocacy opportunities for FAN parents. We will soon have the analysis from this year's final survey and will be action planning around that data as well.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<ol style="list-style-type: none"> <li>1. School Site Council (SSC): to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>2. English Language Advisory Committee (ELAC): to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning</li> <li>3. Thrive's Family Action Network (FAN) parent group provides parents/families the opportunities to participate in local and statewide advocacy, communicate about schoolwide events.</li> </ol>	<p>1,3. \$0</p> <p>2.Salaries accounted for in goal 1, Object 1000s</p>	<ol style="list-style-type: none"> <li>1. School Site Council (SSC): to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>2. English Language Advisory Committee (ELAC): to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</li> <li>3. Thrive's Family Action Network (FAN) parent group provides parents/families the opportunities to participate in local and statewide advocacy, communicate about schoolwide events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel time accounted for in goal #1</li> <li>2. Personnel time accounted for in goal #1</li> <li>3. Personnel time accounted for in goal #1</li> </ol>	
<p><b>Scope of service:</b></p>	<p>Thrive Public Schools -- Charterwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <ol style="list-style-type: none"> <li>1. At the School Site Council, we discuss issues around the school's Title I program and student academics</li> <li>2. At the English Language Advisory Committee, we discuss the school's Title III program and address supports that will directly support our English Language Learners.</li> <li>3. FAN also allows parents to opportunities for participating in local and statewide advocacy as well as schoolwide events, is in its very successful second year. FAN coordinates family involvement in the following areas: schoolwide events; fundraising; school spirit; facilities; data analysis; family support; and staff support.</li> </ol> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	None.
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### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	0
<p>The revisions made to 2016-17 LCAP is a reflection of stakeholder input in combination with an analysis of student achievement data, the SSD Plan and the school's mission and educational program outlined in its charter petition. Thrive Public School has committed these funds _____ to support the academic and social emotional needs of English Language Learners, Low Income and Foster Youth. Thrive will use these funds in the 2016-17 school year as follows:</p> <ul style="list-style-type: none"> <li>• Purchase of ELD Curriculum, RAZ Kids, Lexia Learning, ST Math</li> <li>• Professional Development including creating Personal Learning Plans</li> <li>• Character Education Program</li> <li>• Implementation of the SARB Process</li> <li>• Full Time Dean of Curriculum &amp; Instruction that includes the ELD Program, CELDT testing, and reclassification</li> </ul> <p>Implementation of the Coordination of Services Team (COST)</p>	

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

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

0.00	%
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The services in the LCAP far exceed the \_\_\_\_\_% increased or improved services for unduplicated students as compared to the services provided the prior year. In order to ensure equity, we recognize the need to improve and expand services for our students in need. Consistent with our core vision, goals and SSD Plan, the actions and services outlined and described in Sections 2, 3A and 3B are designed to ameliorate academic achievement for ELL, Low-income and Foster Youth.

- Quantitatively: The expenditures of LCFF S&C funds for additional personnel, materials or services targeted primarily to unduplicated students as detailed in Section 3A, provides services above and beyond those provided for all students
- Qualitatively: the services outlined in 3A will be provided for unduplicated students

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

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

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

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

- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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