2019-20 LCAP Goals and Expected Measureable Outcomes
Thompson Peak Charter

GOAL# 1 The Charters will strive to provide a broad course of study for all students from a qualified, appropriately credentialed staff working towards full implementation of the California State Standards in a safe, well-maintained environment.

This goal addresses: Priorities 1, 2, and 7

EXPECTED MEAURABLE OUTCOMES		Method for Measurement
1A	Achieve 100% of appropriately assigned and credentialed staff.	SARC
1B	Achieve a 100% level of access to standards aligned materials.	Report to Board
1C	Achieve a percentage of 85% or greater agreement in the spring 2020 survey with the statement "My school is generally clean and in good repair." Maintain at least "good" status on facility inspection tool report (FIT).	Survey; FIT Report
2A	Achieve weighted averages of 3.00 or better for standards implementation utilizing state suggested rubric for progress in providing professional learning for teaching to the adopted standards and progress in implementing academic standards.	School Staff Needs Survey
2B	Achieve weighted averages of 3.00 or better for standards implementation utilizing state suggested rubric for progress teaching to the adopted academic standards for ELD and progress in implementing policies or programs to support staff in identifying areas where they can improve delivery of instruction.	School Staff Needs Survey
7A, B & C	Achieve a 100% level of access to a broad course of study for all students.	SIS Catalog, State Self-Reflection Tool
7A	Provide access to 4 year old students meeting qualifications for early admission to Transitional Kindergarten Program.	SIS & Board Reports

GOAL#2 The charters will provide all students with a rigorous and challenging education, focused instructional assistance, and the appropriate skills necessary for college and career readiness.

This goal addresses: Priorities 4 & 8

EXPECTED MEAURABLE OUTCOMES		Method for Measurement
4A	ELA baseline established in 2018 at 54.5 points below level 3; improve scores by at least 3 points	CA School Dashboard
4A	Math baseline established in 2018 at 109.1 points below level 3; improve scores by at least 3 points.	CA School Dashboard
4A	Establish a baseline from year 1 data of science test scores for all students and all student subgroups.	CA School Dashboard
4A	2018 SWD ELA scores were 87.5 points below standard; improve scores by at least 3 points.	CA School Dashboard
4A	2018 SWD Math scores were 127.5 points below standard; improve scores by at least 3 points.	CA School Dashboard

4A	2018 Unduplicated Pupils ELA scores were 55.5 points below standard; improve scores by at least 3 points.	CA School Dashboard
4A	2018 Unduplicated Pupils Math scores were 120.4 points below standard; improve scores by at least 3 points.	CA School Dashboard
4A	2018 Hispanic Student subgroup: ELA scores were 38.3 points below level 3; improve scores by at least 3 points.	CA School Dashboard
4A	2018 Hispanic Student subgroup: Math scores were 81.5 points below level 3; improve scores by at least 3 points.	CA School Dashboard
4B	22% of all 9th-11th grade students were on track to complete courses that satisfy UC/CSU entrance requirements Maintain a rate of 20% or greater	CA School Dashboard
4B	65% of seniors were on track to completing a CTE pathway in 2018. Maintain a rate of 50% or greater. In 2018, only 8.77% of 11th and 12th grade students enrolled in core or CTE community college courses; increase the rate to at least 10% of all 11th and 12th grade students.	CA School Dashboard
4C	Establish a baseline from year 1 data of students who make progress toward English language proficiency.	CA School Dashboard
4D	Establish a baseline from year 1 data of EL reclassification rate	CA School Dashboard
4E	N/A-school does not plan to offer AP courses	N/A
4F	Establish a baseline from year 1 data of pupils participating in and demonstrating college preparedness as determined through the Early Assessment Program including all students and all student subgroups.	CAASPP Scores for 11th grade students
4G	In 2018, 25% of 11th grade students met or exceed the standard on ELA Assessment for the Early Assessment Program. Increase percentage by at least 5%. In 2018, 0% of 11th grade students met or exceed the standard on Math Assessment for the Early Assessment Program. Increase percentage by at least 5%.	CAASPP/TOMS reports
8	Career/College Indicator for high school students: due to the nature of our at-risk focused programs, determine a baseline from year one data and then seek to improve combined scores for students prepared and approaching prepared.	CA School Dashboard
8	Determine a baseline from year 1 data of students prepared to begin high school level mathematics in 9th grade	i-Ready results at start of 9th grade year greater than or equal to grade 7.0
8	Maintain weighted scores of 3.0 (out of a 4 point scale) of Expected Schoolwide Learning Results 12th grade students' self-assessment and teacher assessment.	ESLR Rubric survey
8	Establish a baseline from year 1 data of students scoring at or above grade level at the winter i-Ready diagnostic assessment.	i-Ready results
8	Refine power standards, rubrics and effective means of tracking to support mastery-based learning; baseline survey of staff on the degree of progress was established at 1.88 on a 3 point scale. Improve degree of progress to at least 2.0	Board documents & Staff survey

GOAL#3 The charters will meaningfully engage parents, students, and staff in school community that is welcoming and conducive to learning.

This goal addresses: Priorities 3, 5, & 6		
EXPECTED MEAURABLE OUTCOMES		**Method for Measurement**
3A	The baseline of parents/guardians that feel they have opportunities for involvement and input in school was 86.9% in 2019. Maintain at 85% or greater.	Parent Survey & Self-Reflection Tool
3B	Achieve a percentage from the spring 2020 survey of families with unduplicated pupils who participate in school meetings, committees, and events that is similar to the percentage of unduplicated students.	Sign-in sheets
3C	Achieve a percentage from the spring 2020 survey of families with SWD who participate in school meetings, committees, and events that is similar to the percentage of students with disabilities.	Sign-in sheets
5A	Achieve an overall attendance rate of 94% from year 1 data. Review data for all student subgroups to assure attendance rates within 3% of overall rate.	SIS
5B	Achieve a chronic absenteeism rate from year 1 data that is less than or equal to the state average. Review data for all student subgroups to assure rates within 1-2% of the overall rate.	CA School Dashboard
5C	Achieve a middle school dropout rate less than or equal to the state average from year 1 data.	CA School Dashboard
5D	Achieve a high school dropout rate less than or equal to the state average from year 1 data.	CA School Dashboard
5E	Achieve a high school graduation rate of 90% or greater. Review data for all student subgroups to assure rates within 5% of overall school rate data.	CA School Dashboard
6A	Achieve a pupil suspension rate of 3% or less from year 1 data.	CA School Dashboard
6B	Achieve a pupil expulsion rate equal to or less than the state average.	CA School Dashboard
6C	The baseline established in Spring 2019 for a sense of safety follows: Parents: 100%; K-5 Students: 93.33%; 6th-12th Grade Students: 91.1% Staff: 100%. Maintain rates of 90% or greater	Survey
6C	The baseline rate for satisfaction with school communication was established on the spring 2019 survey as follows: parents-100% and staff-92.31%. Maintain rates of 85% or greater.	Survey