

**Introduction:**

**LEA:** Twin Ridges Home Study Charter **Contact (Name, Title, Email, Phone Number):** Jaynie Aydin, Director, jaynie@trhs.us, (530) 478-1815 **LCAP Year:** 2016-17

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

*Twin Ridges Home Study Charter School has led the home schooling movement in Nevada County for over thirty years. TRHS has a long, successful history providing independent study options to home schooling families. In a typical public school Independent Study format, TRHS parents agree to supervise twenty hours or more of student learning each week. Teachers plan and assign work, recommend curriculum, evaluate work done, fit alternative educational experiences into the state standards, and plan enrichment classes and fieldtrips. The parents give the direct supervision in the education of their children. The school provides support to the staff, the students and the parents who team together to provide excellence in this public school K-8 alternative program. As one of California's first K-8 independent study charter schools, TRHS supports an innovative approach to meeting state standards. Many of our families have embraced the unifying principles of core long before it was mandated.*

*TRHS is a non-classroom based program with over 80% of instruction taking place off site. In other words there are no TRHS classrooms and all academic instruction occurs at home with parent teachers.*

*The dynamic nature of the school centers on themes of environmental and cultural sustainability. TRHS students gain exposure to global and local perspectives by participating in workshops with field experts, community artisans, visiting lecturers and performers. Award-winning TRHS teachers are well known for their flexibility and a generous student budget supports families as they design their own home school model. Frequent field trips, diverse social and cultural events and a resourceful staff provide TRHS students and families with the opportunity to broaden the boundaries of their entire education experience. TRHS students develop the tools to become critical thinkers, creative problem solvers and active participants in their own education.*

*By working individually and in teams, children strengthen in confidence, self-worth and leadership abilities. TRHS alumni have achieved success in conservatories, professional athletics, artistic performance, agricultural studies and vocational programs as well as within traditional high schools and colleges. TRHS Team Dragonfly are the 2016 recipients of Nevada County Superintendent of School prestigious Brain Busters academic competition. The Golden Brain Trophy resides at the New Mohawk site for one year.*

*Twin Ridges Home Study Charter School serves students in Nevada, Placer, Sierra and Yuba Counties. TRHS learning centers are located in Nevada City, Truckee and Wheatland. Each site boasts an extensive resource collection, stimulating enrichment classes. For more information call 530.478.1815 or visit our website at [www.trhs.us](http://www.trhs.us)*

*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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>TRHS has sponsored activities for the purpose eliciting feedback for the TRHS 2016-17 LCAP. TRHS has feedback meetings at Main Site in Nevada City and satellite sites in Truckee and in Wheatland.</p> <p>TRHS Stakeholder Engagement Meetings held on:</p> <ul style="list-style-type: none"> <li>• September 1, 2015: TRHS OPEN HOUSE/ BACK TO SCHOOL TRUCKEE Director discusses and elicits feedback related to the standards aligned</li> </ul>	<p>Stakeholder input provided the LEA with several identified areas of focus that promote student success and parent teaching success including measuring academic success, safety at school and environmental awareness among the TRHS school community. Current LCAP goals reviewed.</p> <p>Possible revisions and possible additions to future LCAP goals discussed and reviewed by Stakeholders including TRHS Board, Teachers, Parents and Students. Planned and reviewed previous revisions and potential additions for</p>

textbooks and instructional materials / TRHS Home Schooling Curricula with TRHS Stakeholders. The public meeting included parents, teachers and staff as well as Nevada County community members. School safety and expectations for pupil outcomes.

- September 2, 2015: TRHS OPEN HOUSE/ BACK TO SCHOOL NEVADA CITY Director discusses and elicits feedback related to the standards aligned textbooks and instructional materials / TRHS Home Schooling Curricula with TRHS Stakeholders. The public meeting included parents, teachers and staff as well as Nevada County community members. School safety and expectations for pupil outcomes
- September 2, 2015: TRHS Vendor FAIRE TRHS Teachers and parents give input on the program goals to support student achievement. Local community specialists invited to demonstrate classes at TRHS. Public invited to attend through website, social media and chamber of commerce.
- September 9, 2015: TRHS Stakeholder Feedback Meeting The TRHS Stakeholders were given the opportunity to review a survey designed to elicit specific feedback. Audience/Stakeholders also given a chance to offer verbal and written feedback to give input on the program goals to support student achievement.
- September 17, 2015: TRHS OPEN HOUSE/ BACK TO SCHOOL WHEATLAND: Director discusses and elicits feedback related to the standards aligned textbooks and instructional materials / TRHS Home Schooling Curricula with TRHS Stakeholders. The public meeting included parents, teachers and staff as well as Nevada County community members. School safety and expectations for pupil outcomes
- October 7, 2015: TRHS Stakeholder Feedback Meeting The TRHS Stakeholders were given the opportunity to review a survey designed to elicit specific feedback. Audience/Stakeholders also given a chance to offer verbal and written feedback to give input on the program goals to support student achievement.
- October 22, 2015: October 7, 2014: TRHS Round Table Meeting /

current year and for years 2016-2017, 2017-2018, 2018-2019

Assurance that all Teachers have access to professional development. Stakeholders express interest in what enrichment courses should be offered in 2016-17.

Discussed how goals are measured, how metric measurements and state testing .

School technology needs reviewed.

Stakeholder feedback identifies each student learns at their own pace at TRHS. Challenges associated with of metric measurements for children at the the 3-8th grade level reviewed. AYP scores reviewed.

Goals discussed and parent, teachers staff and students review LCAP goals and review how stakeholder feedback was executed the current and future TRHS LCAP.

TRHS LCAP. Parents show high degree of participation with organized enrichment offerings.

Safety goals and implementations reviewed parents, students and teachers are in support of the addition of enrichment aides to school programming. Review of main school site and field sites policies and safety procedures indicated that safety measures and measures to ensure safety goals are adequate.

Testing strategies and testing methods discussed. Parents reviewed the methods of testing. Students voice their experiences with state testing. TRHS participation rates in state assessments discussed.

TRHS parents resist state testing, feedback given that testing scores not the most important measure of student success

Discussed growth of school and staffing strategies for safety and ensuring teachers maintain the the 1:25 teaching ratio

Stakeholder input provided the LEA with several identified areas of focus that

<p>Stakeholder Feedback Meeting</p> <p>The TRHS Stakeholders were given the opportunity to review a survey designed to elicit specific feedback. Audience/Stakeholders also given a chance to offer verbal and written feedback to give input on the program goals to support student achievement.</p> <ul style="list-style-type: none"> <li>October 29, 2015: Doggie Costume Contest &amp; Halloween Carnival at New Mohawk. Pre-event provided the opportunity to allow Teachers and parents give input on the program goals to support student achievement.</li> <li>November 4, 2015. Truckee Round table meeting provided the opportunity for the TRHS Truckee stakeholders to give LCAP feedback, receive information about achieving LCAP goals and discuss relevant issues related to the School community and the School’s accountability.</li> <li>-November 5, 2015: Wheatland / Beale AFB TRHS School Round table Meeting. Two sessions at 10am and 12pm. Round table meetings provide the opportunity for the TRHS stakeholders to give LCAP feedback, receive information about achieving LCAP goals and discuss relevant issues related to the School community and the School’s accountability.</li> <li>November 12, 2015: Truckee TRHS School Round table Meeting. Two sessions at 10am and 12pm. Round table meetings provide the opportunity for the TRHS stakeholders to give LCAP feedback, receive information about achieving LCAP goals and discuss relevant issues related to the School community and the School’s accountability.</li> <li>November 24, 2015: TRHS Strategic Planning Board Meeting.</li> <li>December 2, 2015: TRHS community planning meeting with students and parents invited to discuss school stakeholder engagements and offer feedback at TRHS community event.</li> <li>December 16, 2015: Holiday Craft Making at Nevada City site. Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2014-15 LCAP Goals.</li> <li>December 17, 2015: Holiday Craft Making at Wheatland site.</li> </ul>	<p>promote student success, parent teaching success and a thriving the TRHS home school community. Feedback included deeper discussion of how to measure student success.</p> <p>Discussed grant opportunities and fundraising</p> <p>Reviewed school wide programs including field trips and workshops</p> <p>Internal rubrics suggested as a measurement for success. Teacher stakeholders review metrics.</p> <p>In response to the 2015-16 Stakeholder feedback TRHS reviewed LCAP goals and leave goals unchanged for the 2016-2017. The population in which school wide goals were targeted for were reduced from K-8 to 3-8 to mirror age of state testing.</p> <p>2015-16 LCAP Goal 1: All 3-8th graders will improve math and English proficiency scores</p> <p>2015-16 LCAP Goal 2: All TRHS students will increase performance and achievement in environmental science and globally sustainable practices .</p> <p>2015-16 LCAP Goal 3: TRHS students will have safe and improved school facilities and a safe school environment</p>
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Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2014-15 LCAP Goals.

- January 5, 2016: Back to School feedback after school event. All students and parents invited to discuss school stakeholder engagements and offer feedback. Hard copies of surveys passed out.
- January 12, 2016: TRHS Henna Party. All students and parents invited to discuss school stakeholder engagements and offer feedback at TRHS community event. Hard copies of surveys passed out.
- January 21, 2016: Stakeholder surveys e-mailed to ALL TRHS parents and survey posted on TRHS Website (<http://www.twinridgeshomestudy.org/?p=5660>). TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.
- -February 11, 2016: Wheatland Culture Day. TRHS stakeholders including students engage in an after cultural event round table style discussion. TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.
- March 4, 2016: TRHS Open School Friday. TRHS stakeholders including students engage in round table style discussion. TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.
- March 10, 2016: TRHS Truckee Spring Round table / Meet and Greet. TRHS stakeholders from the Truckee site including offered the chance to review and discuss goals from 2015-2016 LCAP. TRHS 2016-2017 LCAP discussion followed the event during punch and cookies portion of the event. Stakeholders offered surveys and comments and suggestions.
- March 11, 2016: TRHS Beale AFB High Altitude Field Trip  
TRHS stakeholders from the Wheatland site including students field trip to Beale Air Force Base U-2 Squadron. TRHS LCAP discussion followed the event during punch and cookies portion of the event. Stakeholders offered surveys and comments and suggestions.

- April 5, 2016: TRHS Open House/ Kindergarten round-up. TRHS stakeholders including students engage in round table style discussion following a rodeo themed round up. Stakeholders given opportunities to tour school, review curricula and offer constructive feedback through available surveys. New parent community members invited to study and offer feedback to TRHS 2015-2016 LCAP.
- April 6, 2016: TRHS Open House Truckee. TRHS stakeholders including students engage in round table style discussion.. Stakeholders given opportunities to tour school, review curricula and offer constructive feedback through available surveys. New parent community members invited to study and offer feedback to TRHS 2015-2016 LCAP.
- April 15, 2016: TRHS Talent Show at New Mohawk. Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2014-15 LCAP Goals at the before show BBQ.
- TRHS comments and suggestions boxes available at all TRHS Sites.
- TRHS offers parents monthly newsletters that outline school programming and the eight state and student priorities. Monthly Newsletters focusing on the 8 State priorities are sent out the first week of every month beginning in August and ending through June.
- The School has added a feedback tab on the home page of the TRHS website in which the TRHS community can offer responses, comments, suggestions and express concerns at any time throughout the school year and not solely at feedback meetings. Monthly reminders are sent out via School Messenger to invite Stakeholders to use the Feedback tab on the TRHS website. Monthly reminders are sent out the first week of every month beginning in August and ending in June.
- Binders with Feedback Surveys and Board meeting agendas and minutes are kept at the main site and are made available to any TRHS Stakeholder who makes an inquiry. Monthly reminders are sent out via School Messenger to invite Stakeholders to engage with Stakeholder input.

- Board announcements and agendas are posted on the TRHS website and posted at each of the school sites at least three days prior to the meetings. At each TRHS Board Meeting presentations are given in order to give the latest overview of the state funding model (LCFF) and review of the current student goals in the TRHS Charter. TRHS Stakeholders are actively encouraged to attend TRHS Board of Directors Meetings through monthly School Messaging.

The TRHS Board includes the TRHS Parent Advisory Group

The TRHS Board of Directors meetings were held on:

- August 18, 2015
- September 22, 2015
- October 20, 2015
- November 24, 2015
- December 15, 2015
- January 19, 2016
- February 22, 2016
- March 15, 2015
- April 12, 2016
- May 24, 2016

The TRHS Teacher Staff Stakeholder meeting were held following the TRHS Board meetings on the following dates:

- August 18, 2015
- September 22, 2015
- October 20, 2015
- November 24, 2015
- December 15, 2015
- January 19, 2016
- February 22, 2016
- March 15, 2015
- April 12, 2016
- May 24, 2016

LCAP Draft submitted to Parent Advisory Group on April 12th, 2016.  
LCAP Draft reviewed at Public Hearing / TRHS Board Meeting on April 12th, 2016

<p>LCAP Approved on May 24th, 2016.          No Director response necessary.          All of the above mentioned stakeholder engagement posted on TRHS Website at <a href="http://www.trhs.us">www.trhs.us</a></p> <p>In all of these ways the entire School community has participated in the manner in which TRHS LCAP is developed and executed.</p>	
<p><b>Annual Update:</b>          TRHS has sponsored activities for the purpose designing the TRHS 2016-17 LCAP based on feedback meetings at Main Site in Nevada City and satellite sites in Truckee and in Wheatland.</p> <p>TRHS Stakeholder Engagement Meetings held on:</p> <ul style="list-style-type: none"> <li>• September 1, 2015: TRHS OPEN HOUSE/ BACK TO SCHOOL TRUCKEE              Director discusses and elicits feedback related to the standards aligned textbooks and instructional materials / TRHS Home Schooling Curricula with TRHS Stakeholders. The public meeting included parents, teachers and staff as well as Nevada County community members. School safety and expectations for pupil outcomes.</li> <li>• September 2, 2015: TRHS OPEN HOUSE/ BACK TO SCHOOL NEVADA CITY              Director discusses and elicits feedback related to the standards aligned textbooks and instructional materials / TRHS Home Schooling Curricula with TRHS Stakeholders. The public meeting included parents, teachers and staff as well as Nevada County community members. School safety and expectations for pupil outcomes</li> <li>• September 2, 2015: TRHS Vendor FAIRE              TRHS Teachers and parents give input on the program goals to support student achievement. Local community specialists invited to demonstrate classes at TRHS. Public invited to attend through website, social media and chamber of commerce.</li> <li>• September 9, 2015: TRHS Stakeholder Feedback Meeting</li> </ul>	<p><b>Annual Update:</b>          In response to the 2015-2016 Stakeholder feedback TRHS has ensured the following for the 2016-2017:</p> <ul style="list-style-type: none"> <li>• Ensuring all Teachers are properly certificated (State Priority 1)</li> <li>• Ensuring all Teacher are at 1:25 teacher to student ratio by hiring two certificated teachers</li> <li>• Ensuring all Teachers have access to professional development / School sponsored professional development workshops on 8/18/15, 9/14/2015, 9/15/15, 9/16/15, 1/13/16 - 3/4/16, 3/7/16, 3/22/16, 4/25/2016, 4/26/2016, 4/27/2016, 5/31/2016. Development including but not limited to STEAM, First Aid/ CPR, Art and computer technology.              (State Priority 1, 2, 4, 7, 8)</li> <li>• Staff Salary Step Increases (State Priority 1)</li> <li>• One time Staff Appreciation Stipend (State Priority 1)</li> <li>• Staff Training and development (Priority 1)</li> <li>• Parent teaching workshops (Priority 1)</li> <li>• Purchasing State Standards aligned materials purchased for all students at TRHS to use (State Priority 1, 2, 3, 4, 7, 8 )</li> <li>• Purchased gardening equipment, curriculum and tools for teaching</li> </ul>

The TRHS Stakeholders were given the opportunity to review a survey designed to elicit specific feedback. Audience/Stakeholders also given a chance to offer verbal and written feedback to give input on the program goals to support student achievement.

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students about environmental science (State Priority 1, 2, 3, 4, 7, 8 )

- Offering curriculum and tools for teaching students about environmental science (State Priority 1, 2, 3, 4, 7, 8 )
- Partnering with Sierra Harvest teaching students about environmental science (State Priority 1, 2, 3, 4, 7, 8 )
- Safety Staffing for students on Wednesday and Thursday enrichment at New Mohawk site (State Priority 1, 6)
- Continued purchase of IXL online assessment program and Moving Beyond the Page (State Priority 1, 2, 3, 4, 5, 7, 8)
- Increasing Student Budget (Independent Study Budget) by 100.00 per student (State Priority 1, 2, 3, 4, 5, 8)
- Increasing Student Programming by offering school wide field trips, enrichment opportunities, cultural workshops and Outdoor Education (State Priority 1, 2, 3, 4, 5, 8)
- Improved School Safety by:
- Increasing safety funds to satellite sites (Priority 1, 6)
- Renewing the New Mohawk outdoor play area for Safety and security (Priority 1, 6)
- Increasing Instructional Aide time (Priority 1,6)
- Offering safety workshops and first aid courses for students and Parents

In response to the 2015-16 Stakeholder feedback TRHS reviewed LCAP goals and leave goals unchanged for the 2016-2017. The population in which school wide goals were targeted for were reduced from K-8 to 3-8 to mirror age of state testing.

TRHS to continue State wide assessments and access more technology to boost participation at all school sites

2015-16 LCAP Goal 1: All 3-8th graders will improve math and English

to the School community and the School's accountability.

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- January 21, 2016: Stakeholder surveys e-mailed to ALL TRHS parents and survey posted on TRHS Website (<http://www.twinridgeshomestudy.org/?p=5660>). TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.
- -February 11, 2016: Wheatland Culture Day. TRHS stakeholders including students engage in an after cultural event round table style discussion.

proficiency scores

2015-16 LCAP Goal 2: All TRHS students will increase performance and achievement in environmental science and globally sustainable practices

2015-16 LCAP Goal 3: TRHS students will have safe and improved school facilities and a safe school environment

In Addition, TRHS Stakeholders requested changes in the metric measurements of student success to include Renaissance Testing and other online assessment programs including IXL and Let's go Learn. Teacher stakeholders continue to work on internal metric measurements to reflect success in a non-classroom based program in relation to goals 1 and 2 in the 2016-2017 LCAP

Establishing additional Baseline metrics for measuring success in TRHS 2016-17 LCAP

TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.

- March 4, 2016: TRHS Open School Friday. TRHS stakeholders including students engage in round table style discussion. TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.
- March 10, 2016: TRHS Truckee Spring Round table / Meet and Greet. TRHS stakeholders from the Truckee site including offered the chance to review and discuss goals from 2015-2016 LCAP. TRHS 2016-2017 LCAP discussion followed the event during punch and cookies portion of the event. Stakeholders offered surveys and comments and suggestions.
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TRHS stakeholders from the Wheatland site including students field trip to Beale Air Force Base U-2 Squadron. TRHS LCAP discussion followed the event during punch and cookies portion of the event. Stakeholders offered surveys and comments and suggestions.
- April 5, 2016: TRHS Open House/ Kindergarten round-up. TRHS stakeholders including students engage in round table style discussion following a rodeo themed round up. Stakeholders given opportunities to tour school, review curricula and offer constructive feedback through available surveys. New parent community members invited to study and offer feedback to TRHS 2015-2016 LCAP.
- April 6, 2016: TRHS Open House Truckee. TRHS stakeholders including students engage in round table style discussion.. Stakeholders given opportunities to tour school, review curricula and offer constructive feedback through available surveys. New parent community members invited to study and offer feedback to TRHS 2015-2016 LCAP.
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- TRHS comments and suggestions boxes available at all TRHS Sites.

- TRHS offers parents monthly newsletters that outline school programming and the eight state and student priorities. Monthly Newsletters focusing on the 8 State priorities are sent out the first week of every month beginning in August and ending through June.
- The School has added a feedback tab on the home page of the TRHS website in which the TRHS community can offer responses, comments, suggestions and express concerns at any time throughout the school year and not solely at feedback meetings. Monthly reminders are sent out via School Messenger to invite Stakeholders to use the Feedback tab on the TRHS website. Monthly reminders are sent out the first week of every month beginning in August and ending in June.
- Binders with Feedback Surveys and Board meeting agendas and minutes are kept at the main site and are made available to any TRHS Stakeholder who makes an inquiry. Monthly reminders are sent out via School Messenger to invite Stakeholders to engage with Stakeholder input.
- Board announcements and agendas are posted on the TRHS website and posted at each of the school sites at least three days prior to the meetings. At each TRHS Board Meeting presentations are given in order to give the latest overview of the state funding model (LCFF) and review of the current student goals in the TRHS Charter. TRHS Stakeholders are actively encouraged to attend TRHS Board of Directors Meetings through monthly School Messaging.

The TRHS Board of Directors meetings were held on:

August 18, 2015

September 22, 2015

October 20, 2015

November 24, 2015

December 15, 2015

January 19, 2016

February 22, 2016

March 15, 2015

April 12, 2016

May 24, 2016

The TRHS Teacher Staff Stakeholder meeting were held following the TRHS Board meetings on the following dates:

August 18, 2015

September 22, 2015

October 20, 2015

November 24, 2015

December 15, 2015

January 19, 2016

February 22, 2016

March 15, 2016

April 12, 2016

May 24, 2016

All of the above mentioned stakeholder engagement posted on TRHS Website at [www.trhs.us](http://www.trhs.us)

In all of these ways the entire School community has participated in the manner in which TRHS LCAP is developed and executed.

**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).

**Action/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?

<p>GOAL 1:</p>	<p>All students in grades 3-8 will improve their ELA &amp; Math proficiency scores</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>           COE only: 9 10           Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Increase student achievement and performance in ELA &amp; Math at the 3-8 th grade levels          Metric: 70% of student Work Completed, 95% participation in Local Assessments and State Testing, 95 % of portfolios graded subjectively by Credentialed teachers and 95% of Parent participate in monthly Parent/ Teacher meetings.          Needs identified based on our TRHS local assessments, state assessments and stakeholder feedback.</p>	
<p>Goal Applies to:</p>	<p>Schools: TRHS          Applicable Pupil Subgroups:</p>	<p>ALL PUPILS</p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>2% will improve in identified assessments. CAASPP (Grades 3-8), IXL, Let's Go Learn computer based assessment programs as well as completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines for measuring student progress in the 2016-17 and 17-18 and 18-19 LCAP. All curricula is CCSS aligned.</p> <p>Maintain at least a 95% Attendance Rate. TRHS is Independent Home Study program. Because the main body of education is delivered in the home environment TRHS does not have Chronic Absenteeism and school attendance rates are based on percentage of work completed and are in the 95th percentile or above.</p> <p>TRHS serves K-8th grade therefore all High School metrics not applicable. High School metric A-G requirements for UC System, Advanced Placement exam pass and Early Assessment programs not applicable</p> <p>Parents are provided with CCSS materials and have access to a broad course of study including students with exceptional needs and unduplicated pupils.</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p> <p>Maintain sufficient standards aligned with instructional materials including E.L.L. standards.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p> <p>Establish alternative baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress. Parent participation 100% due to nature of home school program.</p> <p>Maintain sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..</p> <p>Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.</p> <p>E.L. students will show improvement on CELDT scores toward proficiency when and if applicable.</p> <p>API not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 300770 5800: Professional/Consulting Services And Operating

<p>and Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> <li>• Fully Credentialed, Highly Qualified Staff</li> <li>• Professional Development</li> <li>• Technology-based Curriculum including IXL &amp; Let's Go Learn digitally based instruction</li> <li>• CCSS aligned Curriculum and materials</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>		<p><u>English Learners</u>  <u>Foster Youth</u>  <u>Redesignated fluent English proficient</u>  <u>Other Subgroups: (Specify)</u>  <u>Special Education/ Students with IEPS</u></p>	<p>Expenditures Supplemental 5000  Software 4000-4999: Books And Supplies Supplemental \$10000  Teacher Benefits 3000-3999: Employee Benefits Base 74338  Tutoring 2000-2999: Classified Personnel Salaries Supplemental 3000</p>
<p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>	<p>All</p>	<p><u>X All</u>  OR:  <u>Low Income pupils</u>  <u>English Learners</u>  <u>Foster Youth</u>  <u>Redesignated fluent English proficient</u>  <u>Other Subgroups: (Specify)</u>  <u>Special Education/ Students with IEPS</u></p>	<p>4000-4999: Books And Supplies Special Education 1200</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable.</p>	<p>All</p>	<p><u>X All</u>  OR:  <u>Low Income pupils</u>  <u>English Learners</u>  <u>Foster Youth</u>  <u>Redesignated fluent English proficient</u>  <u>Other Subgroups: (Specify)</u>  <u>Special Education/ Students with IEPS</u></p>	<p>Tutoring 2000-2999: Classified Personnel Salaries Supplemental 3200  4000-4999: Books And Supplies Supplemental 5300</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>2% will improve in identified assessments. CAASPP (Grades 3-8), IXL, Let's Go Learn computer based assessment programs as well as completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines for measuring student progress in the 2016-17 and 17-18 and 18-19 LCAP. All curricula is CCSS aligned.</p> <p>Maintain at least a 95% Attendance Rate. TRHS is Independent Home Study program. Because the main body of education is delivered in the home environment TRHS does not have Chronic Absenteeism and school attendance rates are based on percentage of work completed and are in the 95th percentile or above.</p> <p>TRHS serves K-8th grade therefore all High School metrics not applicable. High School metric A-G requirements for UC System, Advanced Placement exam pass and Early Assessment programs not applicable</p> <p>Parents are provided with CCSS materials and have access to a broad course of study including students with exceptional needs and unduplicated pupils.</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p> <p>Maintain sufficient standards aligned with instructional materials including E.L.L. standards.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p> <p>Establish alternative baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress. Parent participation 100% due to nature of home school program.</p> <p>Maintain sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..</p> <p>Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.</p> <p>E.L. students will show improvement on CELDT scores toward proficiency when and if applicable.</p> <p>API not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Teacher Sal 1000-1999: Certificated Personnel Salaries Base 302000 5800: Professional/Consulting Services And Operating

<p>and Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> <li>• Fully Credentialed, Highly Qualified Staff</li> <li>• Professional Development</li> <li>• Technology-based Curriculum including IXL &amp; Let's Go Learn digitally based instruction</li> <li>• CCSS aligned Curriculum and materials</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Expenditures Supplemental 6000                  Software 4000-4999: Books And Supplies Supplemental \$10000                  2000-2999: Classified Personnel Salaries Supplemental \$4000                  Teacher Benefits 3000-3999: Employee Benefits Base 75000</p>
<p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>	<p>ALI</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  Special Education/                  Students with IEPs</p>	<p>4000-4999: Books And Supplies Special Education 1200</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Tutoring 2000-2999: Classified Personnel Salaries Supplemental 3300                  4000-4999: Books And Supplies Supplemental 5400</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>2% will improve in identified assessments. CAASPP (Grades 3-8), IXL, Let's Go Learn computer based assessment programs as well as completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines for measuring student progress in the 2016-17 and 17-18 and 18-19 LCAP. All curricula is CCSS aligned.</p> <p>Maintain at least a 95% Attendance Rate. TRHS is Independent Home Study program. Because the main body of education is delivered in the home environment TRHS does not have Chronic Absenteeism and school attendance rates are based on percentage of work completed and are in the 95th percentile or above.</p> <p>TRHS serves K-8th grade therefore all High School metrics not applicable. High School metric A-G requirements for UC System, Advanced Placement exam pass and Early Assessment programs not applicable</p> <p>Parents are provided with CCSS materials and have access to a broad course of study including students with exceptional needs and unduplicated pupils.</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p> <p>Maintain sufficient standards aligned with instructional materials including E.L.L. standards.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p> <p>Establish alternative baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress. Parent participation 100% due to nature of home school program.</p> <p>Maintain sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..</p> <p>Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.</p> <p>E.L. students will show improvement on CELDT scores toward proficiency when and if applicable.</p> <p>API not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Teacher Sal 1000-1999: Certificated Personnel Salaries Base 302000 5800: Professional/Consulting Services And Operating

<p>and Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> <li>• Fully Credentialed, Highly Qualified Staff</li> <li>• Professional Development</li> <li>• Technology-based Curriculum including IXL &amp; Let's Go Learn digitally based instruction</li> <li>• CCSS aligned Curriculum and materials</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Expenditures Supplemental 5000                  Software 4000-4999: Books And Supplies Supplemental \$10000                  2000-2999: Classified Personnel Salaries Supplemental 5000                  Teacher Benefits 3000-3999: Employee Benefits Base 75000</p>
<p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>4000-4999: Books And Supplies Special Education 1200</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Tutoring 2000-2999: Classified Personnel Salaries Supplemental 3300                  4000-4999: Books And Supplies Supplemental 5400</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	All TRHS students will increase performance and achievement in environmental science and globally sustainable practices	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 10  Local : Specify
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Identified Need :	Increase student access to environmental science and sustainability enrichment activities . Develop a long term facility plan to continue to identify needs, alternatives and then in the next year continue to implement it. Need based on stakeholder feedback.
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Goal Applies to:	Schools: TRHS
	Applicable Pupil Subgroups: ALL PUPILS

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	2% will improve in identified assessments. Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades 3-8th. These assessments will assist in establishing base lines and base line testing for measuring student progress in the 2016-17, 17-18 and 18-19 LCAP.  TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.  Adjust the established baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Included in above - Teacher Salaries & Benefits 1000-1999: Certificated Personnel Salaries Base Supplies 4000-4999: Books And Supplies Supplemental 15000 Tutoring - Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental 4464

<ul style="list-style-type: none"> <li>• Outdoor education workshops</li> <li>• School wide field trips</li> <li>• Fully Credentialed Staff and/or expert staff</li> <li>• New science curricula and materials</li> <li>• Technology-based Curriculum/ Technology</li> <li>• TRHS Community Garden and Supplies</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>		<p>(Specify)  <u>Special Education/</u>  <u>Students with IEPS</u></p>	
<p>*Students with IEPS participate in general ed. to the maximum extent possible.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)  <u>Special Education /</u>  <u>Students with IEPS</u></p>	<p>4000-4999: Books And Supplies Special Education 1200</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)  <u>Special Education/</u>  <u>Students with IEPS</u></p>	<p>4000-4999: Books And Supplies Supplemental 4000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>2% will improve in identified assessments. Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades 3-8th. These assessments will assist in establishing base lines and base line testing for measuring student progress in the 2016-17, 17-18 and 18-19 LCAP.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p> <p>Adjust the established baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> <li>• Outdoor education workshops</li> <li>• School wide field trips</li> <li>• Fully Credentialed Staff and/or expert staff</li> <li>• New science curricula and materials</li> <li>• Technology-based Curriculum/ Technology</li> <li>• TRHS Community Garden and Supplies</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>	ALL	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Included in above - Teacher Salaries &amp; Benefits 1000-1999: Certificated Personnel Salaries Base</p> <p>Tutors - Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental 4000</p> <p>Supplies 4000-4999: Books And Supplies Supplemental 18000</p>

<p>*Students with IEPs participate in general ed. to the maximum extent possible.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>4000-4999: Books And Supplies Special Education \$1300</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental 4500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 2% will improve in identified assessments. Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades 3-8th. These assessments will assist in establishing base lines and base line testing for measuring student progress in the 2016-17, 17-18 and 18-19 LCAP.

TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.

Adjust the established baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> <li>• Outdoor education workshops</li> <li>• School wide field trips</li> <li>• Fully Credentialed Staff and/or expert staff</li> <li>• New science curricula and materials</li> <li>• Technology-based Curriculum/ Technology</li> <li>• TRHS Community Garden and Supplies</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)  <u>Special Education/ Students with IEPS</u></p>	<p>Included in above - Teacher Salaries &amp; Benefits 1000-1999: Certificated Personnel Salaries Base</p> <hr/> <p>Supplies 4000-4999: Books And Supplies Supplemental 20000</p> <hr/> <p>Tutors - Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental 6000</p>

<p>*Students with IEPS participate in general ed. to the maximum extent possible.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education/</u>  <u>Students with IEPS</u></p>	<p>4000-4999: Books And Supplies Special Education \$1300</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education/</u>  <u>Students with IEPS</u></p>	<p>4000-4999: Books And Supplies Supplemental 4500</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 3:	TRHS students will have safe and improved central school facilities and a safe school environment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/>  COE only: 9 10  Local : Specify
Identified Need :	Increase student safety and improve facilities maintenance. Continue the development of a long term facility plans to identify needs of growing student and parent body, alternatives and then in the following years and implement it. Need identified through stakeholder feedback.		
Goal Applies to:	Schools: TRHS Applicable Pupil Subgroups:	ALL PUPILS	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	Complete 10% of CHKS Surveys. 95% Compliance on FIT reviews. 100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder Maintain Middle School expulsion of 2% or less Maintain drop out rate of 2% or less		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment  <ul style="list-style-type: none"> <li>• Response to Stakeholder Facilities Request Form</li> <li>• continue to maintain facilities conducive to learning and maintain safe facilities</li> <li>• Improve outdoor rec areas</li> </ul>	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 15000 <hr/> Services and Supplies 5000-5999: Services And Other Operating Expenditures Supplemental 15000

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Complete 10% of CHKS Surveys. 95% Compliance on FIT reviews. 100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder Maintain Middle School expulsion of 2% or less Maintain drop out rate of 2% or less
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment <ul style="list-style-type: none"> <li>• Response to Stakeholder Facilities Request Form</li> <li>• continue to maintain facilities conducive to learning and maintain safe facilities</li> <li>• Improve outdoor rec areas</li> </ul>	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 15000 Services and Supplies 5000-5999: Services And Other Operating Expenditures Supplemental 16241

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Complete 10% of CHKS Surveys. 95% Compliance on FIT reviews. 100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder Maintain Middle School expulsion of 2% or less Maintain drop out rate of 2% or less
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment <ul style="list-style-type: none"> <li>• Response to Stakeholder Facilities Request Form</li> <li>• continue to maintain facilities conducive to learning and maintain safe facilities</li> <li>• Improve outdoor rec areas</li> </ul>	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental 9875 Services and Supplies 5000-5999: Services And Other Operating Expenditures Supplemental 18000

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 4:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 9:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will improve their ELA & Math proficiency scores		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: TRHS Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>2% will improve in identified assessments. CAASPP (Grades 3-8), IXL, Let's Go Learn computer based assessment programs as well as completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines for measuring student progress in the 2016-17, 17-18 and 18-19 LCAP. All curricula is CCSS aligned.</p> <p>Maintain at least a 95% Attendance Rate. TRHS is Independent Home Study program. Because the main body of education is delivered in the home environment TRHS does not have Chronic Absenteeism and school attendance rates are based on percentage of work completed and are in the 95th percentile or above.</p> <p>TRHS serves K-8th grade therefore all High School metrics not applicable. High School metric A-G requirements for UC System, Advanced Placement exam pass and Early Assessment programs not applicable</p> <p>Parents are provided with CCSS materials and have access to a broad course of study including those with exceptional needs and unduplicated pupils</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>TRHS student baselines established by using testing rubrics relevant to the TRHS School philosophy. CAASPP in Grades 3-8, IXL, Let's Go Learn and Renaissance computer based assessment programs Baseline Assessment Reports.</p> <p>Students practicing IXL Math and language arts improved from 13% to 42% . Assessment time frame August 2015 - April 1, 2016.</p> <p>Students practicing IXL Math improved from 23% to 63%. Assessment time frame August 2015 - April 1, 2016. Students practicing IXL English improved 3% to 22%. Assessment time frame August 2015 - April 1, 2016.</p> <p>Total hours TRHS students spent practicing IXL Math and English improved from 96 practice hours to 266 practice hours. Assessment time frame August 2015 - April 1, 2016.</p> <p>Students practice hours in IXL Math improved 73 hours to 207 hours. Assessment time frame August 2015 - April 1, 2016.</p> <p>Students practice hours in IXL English improved 32 hours to 60 hours. Assessment time frame August 2015 - April 1, 2016.</p> <p>Total problems attempted in IXL Math and English improved from 15, 887 to 36,785 attempted problems. Assessment time frame August 2015 - April 1, 2016.</p>

Maintain sufficient standards aligned with instructional materials including E.L.L. standards.

Provide access to a broad course of study for all students including unduplicated and those with exceptional needs

TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.

Establish alternative baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.

Maintain sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..

Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.

E.L. students will show improvement on CELDT scores toward proficiency when and if applicable.

API not applicable.

Students problems attempted in IXL Math improved 11,296 to 25,366. Assessment time frame August 2015 - April 1, 2016.

Students problems attempted in IXL English improved 4,592 to 11,419. Assessment time frame August 2015 - April 1, 2016.

Total skills practiced by TRHS students using IXL Math and English improved from 491 to 791 skills. Assessment time frame August 2015 - April 1, 2016.

Total skills practiced by TRHS students using IXL Math improved from 314 to 552. Assessment time frame August 2015 - April 1, 2016.

Total skills practiced by TRHS students using IXL English improved from 390 to 759. Assessment time frame August 2015 - April 1, 2016.

Total skills mastered by TRHS students using IXL Math and English improved from 491 to 791. Assessment time frame August 2015 - April 1, 2016.

Total skills mastered by TRHS students using IXL Math improved from 303 to 557. Assessment time frame August 2015 - April 1, 2016.

Total skills mastered by TRHS students using IXL English improved from 87 to 202. Assessment time frame August 2015 - April 1, 2016.

School did not meet the state named target 95% participation rate in CAASPP Assessment in 2015. AYP Not Applicable. A 3-Year Average API Report is not available for this school because TRHS did not meet one of the criteria below:

The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and, The school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student's assessment results are included in the calculation of the API).

Baseline metrics for 2015-2016 CAASPP Testing Results:

ELA 3rd Grade-

15% standard exceeded  
46% standard met  
31% standard nearly met  
8% standard not met

ELA 6th Grade-  
25% standard exceeded  
25% standard met  
8% standard nearly met  
42% standard not met

ELA All Students-  
14% standard exceeded  
35% standard met  
23% standard nearly met  
28% standard not met

Math 3rd Grade-  
8% standard exceeded  
23% standard met  
46% standard nearly met  
23% standard not met

Math 6th Grade-  
8% standard exceeded  
42% standard nearly met  
50% standard not met

Math All Students-  
11% standard exceeded  
13% standard met  
38% standard nearly met  
38% standard not met

72.2 % of Enrolled Students Tested in CAASPP

Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments provided each student with their own individual baseline for the 15-16 school year.

These assessments assisted in establishing base lines for measuring student progress goals in the 2016-17, 17-18 and 18-19 LCAP.

All curricula is CCSS aligned. Maintained at least a 95% Attendance Rate.

Parents/Students provided with CCSS materials and have access to a broad course of study including those with exceptional needs and unduplicated pupils.

Maintained 100% highly qualified teachers with no misassignments.

Provided students access to a broad course of study for all students including unduplicated and those with exceptional needs. 70% of student work completed / above 95% full attendance rate. (99%)

Maintained sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..

Maintained E.L. reclassification rate and E.L. improved proficiency scores when and if applicable. Provided access to a broad course of study for all students including unduplicated and those with exceptional needs.

Maintained sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students.

Maintained 0% expulsion rates. Maintained 0% middle school drop out rate.

Moving forward in 2016-2017, TRHS will continue to establish alternative baseline testing rubrics relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress. Each student was assessed to establish their own individual baseline so that progress can be metrically measured in 2015-2016. API not applicable or relevant to TRHS Stakeholders.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>TRHS will provide students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program and Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> <li>• Fully Credentialed, Highly Qualified Staff</li> <li>• Professional Development</li> <li>• Technology-based Curriculum/ Technology including IXL &amp; Let's Go Learn digitally based instruction</li> <li>• CCSS aligned Curriculum and materials</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>	<p>Teacher Sal Base \$372000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2000</p> <p>Software 4000-4999: Books And Supplies Supplemental \$10000</p>	<p>TRHS provided students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program and Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology were made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> <li>• Fully Credentialed, Highly Qualified Staff</li> <li>• Professional Development</li> <li>• Technology-based Curriculum/ Technology including IXL &amp; Let's Go Learn digitally based instruction</li> <li>• CCSS aligned Curriculum and materials</li> <li>• Tutoring and instructional aides for enrichment class days</li> <li>• Digital Library Catalogue</li> </ul>	<p>Teacher Salaries Base 372000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000</p> <p>4000-4999: Books And Supplies Supplemental 10000</p>
<p>Scope of Service: ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>	<p>4000-4999: Books And Supplies Special Education \$1000</p>		<p>4000-4999: Books And Supplies Special Education 1000</p>
<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable.</p>	<p>Tutoring 2000-2999: Classified Personnel Salaries Supplemental \$3000</p> <p>4000-4999: Books And Supplies Supplemental \$5000</p>		<p>Tutoring 2000-2999: Classified Personnel Salaries Supplemental 3000</p> <p>4000-4999: Books And Supplies Supplemental 5000</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Education/ Students with IEPs		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on reflections with stakeholders and a review of the progress and goals of the TRHS LCAP no significant changes will be made moving ahead to the 2016-17 school year. TRHS actions and services and expenditures were effective because a baseline was established in the 15-16 school year. TRHS school community will continue to review assessment tools that specifically relate to non-classroom based home study programs.
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All TRHS students will increase performance and achievement in environmental science and globally sustainable practices		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: TRHS	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>2% will improve in identified assessments. Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines and base line testing for measuring student progress in the 2015-16, 16-17 and 17-18 LCAP.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p> <p>The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.</p>		Actual Annual Measurable Outcomes:	<p>70% of work completed / 95% full attendance rate.</p> <p>Uniform, quantitative measurable outcomes not yet ascertained due to absence of assessment tool for performance of global and locally sustainable practices/ environmental science. Continued improvement in local assessment tools necessary in order to determine an accurate baseline of student achievement and progress in achievement.</p> <p>*TRHS teachers systematizing an internal rubric targeted towards grades 3-8</p>
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
TRHS will provide all TRHS students	Included in above Base		TRHS will provide all TRHS students	Included in above Base

<p>with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> <li>• Fully Credentialed Staff and/or expert staff</li> <li>• New science curricula and materials</li> <li>• Technology-based Curriculum/ Technology</li> <li>• TRHS Community Garden and Supplies</li> <li>• Tutoring and instructional aides for enrichment class days</li> </ul>		<p>with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> <li>• Fully Credentialed Staff and/or expert staff</li> <li>• New science curricula and materials</li> <li>• Technology-based Curriculum/ Technology</li> <li>• TRHS Community Garden and Supplies</li> <li>• Tutoring and instructional aides for enrichment class days</li> </ul>	
<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>*Students with IEPs participate in general ed. to the maximum extent possible</p>	<p>4000-4999: Books And Supplies Supplemental \$5000</p>		<p>4000-4999: Books And Supplies Supplemental 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Special Education/ Students with IEPS</u>		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.  TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.  TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3000		2000-2999: Classified Personnel Salaries Supplemental and Concentration 3000
Scope of Service  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on reflections with stakeholders and a review of the progress and goals of the TRHS LCAP no significant changes will be made moving ahead to the 2016-17 school year. TRHS actions and services and expenditures were effective because a baseline was established in the 15-16 school year. TRHS school community will continue to review assessment tools that specifically relate to non-classroom based home study programs.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	TRHS students will have safe and improved central school facilities and a safe school environment	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: TRHS Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Pupil Outcomes and Engagement (6. School Climate)  100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder	Actual Annual Measurable Outcomes:  100% of all reported safety issues addressed within 90 days of receiving a facilities request form from a TRHS stakeholder
<b>LCAP Year: 2015-16</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment. <ul style="list-style-type: none"> <li>• Security Cameras</li> <li>• Improved Flooring</li> <li>• Padded gas meters</li> <li>• Safety Presentations by community experts</li> <li>• Safe working environment appropriate workspace for teachers and staff</li> <li>• Develop a long term facility plan to identify needs, alternatives and then in the next year and implement it</li> </ul>	4000-4999: Books And Supplies Supplemental \$4000 4000-4999: Books And Supplies Supplemental \$7000	

Scope of Service   ALL		Scope of Service   ALL	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on reflections with stakeholders and a review of the progress and goals of the TRHS LCAP no significant changes will be made moving ahead to the 2016-17 school year. TRHS actions and services and expenditures were effective because a baseline was established in the 15-16 school year. TRHS school community will continue to review assessment tools that specifically relate to non-classroom based home study programs.		

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**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.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$79963</u>
Twin Ridges Home Study will spend supplemental funding on a school wide basis to benefit all students. Additionally, supplies and services will be principally directed to the unduplicated population on a targeted basis to meet individual needs. TRHS will provide additional tutoring and instructional aide services, improvements to facilities for safety, technology based software , new local assessment software and continued focus on the garden and outdoor program. Teachers will continue to be trained in Common Core strategies to assist parents in educational options. Funds applied school wide as opposed to targeted groups because TRHS is a non classroom based independent study charter school and all materials purchased that are targeted towards unduplicated pupils are housed in a central lending library available for all parents to access based on their individual home schooling philosophy. In other words resources are made available to all students including but not limited to unduplicated students.	

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.

7.66	%
Increased services in tutoring, curriculum purchases and assessment tools will increase and improve services to the unduplicated population in order to meet the proportionality percentage. Each unique student need will be met with highly qualified teachers, individual student budgets and a focus on developing local assessments. TRHS is an individualized home study program and will meet the specific needs of all students in order to improve student achievement school wide.	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	412,000.00	401,000.00	457,472.00	465,941.00	466,575.00	1,389,988.00
Base	372,000.00	372,000.00	375,108.00	377,000.00	377,000.00	1,129,108.00
Special Education	1,000.00	1,000.00	2,400.00	2,500.00	2,500.00	7,400.00
Supplemental	36,000.00	25,000.00	79,964.00	86,441.00	87,075.00	253,480.00
Supplemental and Concentration	3,000.00	3,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	40,000.00	401,000.00	457,472.00	465,941.00	466,575.00	1,389,988.00
	0.00	372,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	300,770.00	302,000.00	302,000.00	904,770.00
2000-2999: Classified Personnel Salaries	6,000.00	6,000.00	10,664.00	11,300.00	14,300.00	36,264.00
3000-3999: Employee Benefits	0.00	0.00	74,338.00	75,000.00	75,000.00	224,338.00
4000-4999: Books And Supplies	32,000.00	21,000.00	51,700.00	55,400.00	52,275.00	159,375.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	15,000.00	16,241.00	18,000.00	49,241.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00	2,000.00	5,000.00	6,000.00	5,000.00	16,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	40,000.00	401,000.00	457,472.00	465,941.00	466,575.00	1,389,988.00
	Base	0.00	372,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	300,770.00	302,000.00	302,000.00	904,770.00
2000-2999: Classified Personnel Salaries	Supplemental	3,000.00	3,000.00	10,664.00	11,300.00	14,300.00	36,264.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	3,000.00	3,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	74,338.00	75,000.00	75,000.00	224,338.00
4000-4999: Books And Supplies	Special Education	1,000.00	1,000.00	2,400.00	2,500.00	2,500.00	7,400.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
4000-4999: Books And Supplies	Supplemental	31,000.00	20,000.00	49,300.00	52,900.00	49,775.00	151,975.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	15,000.00	16,241.00	18,000.00	49,241.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2,000.00	2,000.00	5,000.00	6,000.00	5,000.00	16,000.00

**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).