



LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Twin Ridges Home Study Charter		
Contact Name and Title	Jaynie Aydin, Ph.D. Director	Email and Phone	jaynie@trhs.us (530) 478-1815

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 program, TRHS parents agree to supervise twenty hours or more of student learning each week. Teachers plan and assign work, recommend curriculum, evaluate completed work, fit alternative educational experiences into the state standards, and plan enrichment lessons. 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. 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 and the intersection of arts and sciences. TRHS students gain exposure to global and local perspectives by participating in workshops with field experts, scholars, community artisans, visiting lecturers and performers. Award-winning TRHS teachers are well known for their flexibility and a generous student budget supports students 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.

Twin Ridges Home Study Charter School serves students in Nevada, Placer, Sierra and Yuba Counties. TRHS learning centers are located in Nevada City, the Lake Tahoe area 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



LCAP HIGHLIGHTS

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

As in the case of the previous year's LCAP, the 2017-18 TRHS LCAP highlights the interdependent relationship between the stakeholders and the Twin Ridges Home Study Charter School. The School gathers stakeholder feedback in a number of ways listed in detail in the following sections of this year's LCAP. The 2017-18 TRHS LCAP identifies the need to increase student achievement and performance in ELA & Math at the 3-8 th grade levels. 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 often place high value on the results of California Standardized State testing and internal school wide assessments serve as additional measurements of progress and success. For the 2017-18 LCAP, each student is assessed bi-annually to establish their own unique baseline and progress can be metrically measured to determine student accountability. Additionally TRHS maintains a safety goal in order to foster a positive school climate. Goal 2 from the previous LCAP will be abandoned in this year's LCAP. Although the environmental science goal will not be included in this year's LCAP each student attending enrichment lessons will be involved with school projects related sustainable practices and environmental awareness. Key LCAP actions to support these goals are one to one teacher student ratio, additional parent support and parent workshop training at all sites, and targeted services to maintain a safe school environment.



REVIEW OF PERFORMANCE

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

Stakeholder input provided the LEA with several identified areas of focus that promote student success and parent teaching success including measuring academic success and safety at school among the TRHS school community. Possible revisions and possible additions to future LCAP goals are discussed and reviewed by Stakeholders which include the TRHS Board, Teachers, Parents and Students. Stakeholders consistently review previous goals and potential additions for promoting student success, parent teaching success and a thriving the TRHS home school community.

GREATEST PROGRESS

TRHS has maintained an above 95% rate of attendance. TRHS has had no suspensions or expulsions in the past 5 years. TRHS has responded to all stakeholder safety concerns in a timely manner and will continue to maintain a healthy school climate. TRHS has had no suspensions during the period of the previous LCAP. TRHS maintains a safe school climate judged and evaluated by all school stakeholders.

Attendance is based on the Master Agreement which is a binding contract, used by all TRHS fully-credentialed, highly-qualified, teachers. By fulfilling the requirements listed in the Master Agreement the student produces work that allows the assigned teacher to evaluate work samples and determine whether or not the student is given attendance. Attendance is given when at least 70% of home study work assignments are completed. If the target 95% full attendance rate is not met, then the TRHS student is unable to prove adequate progress in the assigned CCSS aligned work. In other words, completing 95% of assigned work is a measure of competence and progress.

Teachers track student attendance in monthly parent/student/teacher meetings in which the Student Learning Log, Completed Work Summary, and student work samples for Language Arts, Mathematics, Science, Social Studies and Physical Education. Parents correct and grade student work and the teacher evaluates the work for progress, achievement, and level of completion. Teachers monitor student progress by helping students set goals and with assessments in Language Arts and Mathematics at multiple checkpoints throughout the school year. CAASPP annual assessments in grades 3-8, alternative methods of metric assessments including CCSS aligned Renaissance Star Reading and Star Math computer-based assessments, in grades 3-8 are used by TRHS teachers to track progress and ensure parents are effectively instructing their students. These assessments guide the students, parents, and teachers in selecting appropriate curriculum to engage and challenge students. If the testing and progress goals set by the teacher are not met then attendance is not claimed. The completion rate of 10 Parent /Teacher meetings per year, with TRHS's fully credentialed, highly qualified teachers, and at least 70% of work completed TRHS. Thus attendance forms are one of the main methods of measuring pupil outcome.

In line with the 2016-17 LCAP TRHS provided extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when applicable. TRHS also provided E.L. Curricula and support materials for E.L. Students on an as needed basis when applicable. In addition, TRHS provided additional curricula and support materials for RFEP students on an as needed basis when applicable.

TRHS will maintain and potentially improve and build on success in the following ways. TRHS will provide all TRHS families with a certified teacher to work and in this way will support the 95% successful attendance rate the students and school enjoys. TRHS will continue to provide standard aligned materials that will offer students the chance to maintain or improve the goal of 70% work completion rate. TRHS will maintain credentialed teachers for parents and students to work with and add additional certified credentialed multi subject teachers to support incoming and existing student success. TRHS will support computer based assessment score by offering students chromebooks and typing programs so that test takers will maintain or build upon measurable test scores. TRHS will provide extra support services including but not limited to tutoring, and additional curricula for low income foster youth, E.L. Students and students with ieps. The 2017-18 TRHS LCAP also illustrates in greater detail the plans on which to maintain or build upon the achieved success and focus on areas which must be improved.

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

Stakeholders provided regular opportunities to offer feedback.



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

TRHS did not have state indicators or local performance indicators in the "Red" or Orange" on the California School Dashboard.

<https://www.caschooldashboard.org/#/Details/29102980126227/1/EquityReport>

TRHS students are achieving scores comparable to the local schools in ELA. A decrease in TRHS CAASPP Math scores has directed the TRHS stakeholders to increase opportunities for student support for the purpose of achieving stronger growth in state-based testing. Stakeholders address how they will accomplish this expected growth in the 2017-18 TRHS LCAP. Stakeholders support TRHS in the acquisition of technology such as chromebooks and laptops that will be made available to students so that they may practice computer based testing. Stakeholders support the TRHS staff and faculty who will offer more parent teacher training so that home school parents will have the opportunity to learn how to teach core subjects to their children. Stakeholders assert that TRHS certified teachers need more opportunities for professional development and budgeting for teachers to attend conferences and symposiums so that they may teach parents and students the latest cutting edge breakthroughs in

GREATEST NEEDS

elementary and middle school education. Stakeholders support the identified need for TRHS school safety so that children will feel comfortable during optional enrichment and testing time slots by approving purchases for facilities upgrades such as construction/ enhancement of parent/student library thereby providing more study space.

TRHS anticipates strong growth in Math during the period of the 2017-2020 LCAP cycle; as the school refines methods which encourage a stronger performance in computer-based, state-mandated assessments in the subject. Despite the low Math CAASPP test results, TRHS students show growth in Math using the local benchmark and alternative methods of local assessments including but not limited to the Renaissance Star assessment. The TRHS community, in general, does not regard the CAASPP test as the most relevant form of evaluation or as an accurate depiction of academic growth and achievement. More emphasis is put on the individual student's talent and achievements, which are qualitatively measured by teachers and parents. However, the generalized scores indicate TRHS is on par with other schools in the county; and is supporting subgroups in a number of ways that reflect growth in some areas of the CAASPP test

TRHS stakeholders maintain CAASPP was, and still is, in an adjustment phase; as computer based test glitches were apparent every year TRHS participated in CAASPP testing. Submaximal internet capacity in the TRHS rural school environments may have contributed to breaks in students testing continuity, which would inhibit their optimal academic performance. In this instance, students are especially challenged to complete the often arduous and multi-faceted mathematics assessments, featured in the new CAASPP testing. Additionally, wavering scores in Math may reflect the fact that TRHS students do not always incorporate strong, computer-based learning, typing or other digitally mediated forms of Math and ELA in their daily independent learning activities. In other words, weaker scores in math may reflect the young age of testing population; as a much higher amount of 3rd graders were testing than those in the more senior grades. TRHS maintains students will "catch-up" and show stronger scores as they reach a higher grade level.

Appropriate student training on computer devices and the focus required to operate such devices is an acquired skill, which must be practiced by students at the 3rd-8th-grade level if they are to measure successfully on the CAASPP test. TRHS is already addressing these educational needs by implementing computer and typing courses, use of Chromebooks and other laptop devices at the appropriate grade levels; as well as, offering regular Teacher/ Parent workshops in order to bolster student performance in the CAASPP Math and ELA state compliant tests. Target growth rates and the methods that will be used to achieve these expected rates are outlined in greater detail in the current TRHS LCAP.



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

PERFORMANCE GAPS

N/A



INCREASED OR IMPROVED SERVICES

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

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. TRHS has provided all TRHS students curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. TRHS will provide all TRHS students with access to 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:

- Outdoor education workshops
- School wide field trips
- Fully Credentialed Staff and/or expert staff
- New science curricula and materials
- Technology-based Curriculum/ Technology
- TRHS Community Garden and Supplies
- Tutoring and instructional aides for enrichment class days
- Tutoring for students needing intervention
- Tutoring for parent teachers
- Digital Library Catalogue
- Safe school environment
- Teacher professional development



BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,113,471

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,909,686.72

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

Twin Ridges Home Study Charter School saw a marked increase in enrollment, especially in the K-2 grade levels. Extra expenditures and adjustments in how planned services are met are a reflection of this enrollment shift.

\$ \$1,206,745

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students in grades 3-8 will improve their ELA & Math proficiency scores

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	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
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Students will improve by 2% in identified assessments. CAASPP (Grades 3-8), IXL, Renaissance, Let's Go Learn (for invention) 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 3-8th. These assessments will assist in establishing base lines for measuring individual student progress in the 2016-17 and 17-18 and 18-19 LCAP. All curricula is CCSS aligned.
- 2) 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.
- 3) 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
- 4) Parents are provided with CCSS materials and have access to a broad course of study including students with exceptional needs and unduplicated pupils.
- 5) Maintain 100% highly qualified teachers with no misassignments.

ACTUAL

- 1) 2% improved in varied identified assessments. CAASPP (Grades 3-8), IXL and Renaissance Star based assessment program 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 provided forms of metric assessment/ progress reports in grades K-8th. Baselines for measuring individual student progress in the 2016-17 have been established and progress was tracked metrically for the results of 17-18 LCAP. All curricula is CCSS aligned. The Let's Go Learn computer based assessment programs were used for intervention programs however they were used for children in grades 2 and under and their metrics are not considered in this LCAP because TRHS is concerned with the metrics of testing grades only.

School baseline for 2017-18 for CAASPP (3-8 grade) achievement is a 55% cumulative total in ELA and a 17% cumulative total in Math in the CAASPP state assessment.

54% of TRHS students practiced on IXL.
IXL school wide base line scores and growth are as follows:
Total skills mastered in math school wide grew from 12 to 17.5
Total skills mastered in ELA school wide grew from 3 to 7
Total cumulative skills mastered were 220 in math and 108 in ELA for a cumulative total of 328.
Total time spent on math was logged at 58 hours and 39 minutes
Total time spent on ELA was logged at 20 hours and 27 minutes for a cumulative total of 79 hours and five minutes

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

7) 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.

8) 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.

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

10) Maintain 100% E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.

11) E.L. students will show 20% improvement on CELDT scores toward proficiency when and if applicable.

API not applicable.

*The Master Agreement is a binding contract, used by all TRHS fully credentialed, highly qualified, teachers. By fulfilling the requirements listed in the Master Agreement the student produces work that allows the assigned teacher to evaluate work samples and determine whether or not the student is given attendance. Attendance is given when at least 70% of home study work assignments are completed. If the target 95% full attendance rate is not met, then the TRHS student is unable to prove adequate progress in the assigned CCSS aligned work. In other words, completing 95% of assigned work is a measure of competence and progress.

Teachers track student attendance in monthly parent/student/teacher meetings in which the Student Learning Log, Completed Work Summary, and student work samples for Language Arts, Mathematics, Science, Social Studies and Physical Education. Parents correct and grade student work and the teacher evaluates the work for progress,

72 TRHS students were assessed using Renaissance Star Assessment. Renaissance Star Assessment Math baseline is a school mean of 82% above proficiency and 18% below proficiency. Renaissance Star Assessment ELA baseline is a school mean of 86% above proficiency and 24% below proficiency.

2) Maintained at least a 95% Attendance Rate , 70% of work completed / full attendance rate.

3) N/A

4) Parents were provided with CCSS materials and have access to a broad course of study including students with exceptional needs and unduplicated pupils.

5) Maintained 100% highly qualified teachers with no misassignments.

6) Maintained 100% sufficient standards aligned with instructional materials including E.L.L. standards.

7) N/A

8) Established alternative baseline testing rubrics relevant to the TRHS School philosophy and relative to every student. Parent participation 100% due the nature of home school program.

9) Maintained 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students.

10) No E.L. students enrolled at TRHS in 2016-17

11) No E.L. students enrolled at TRHS in 2016-17

*The Master Agreement is a binding contract, used by all TRHS fully credentialed, highly qualified, teachers. By fulfilling the requirements listed in the Master Agreement the student produces work that allows the assigned teacher to evaluate work samples and determine whether or not the student is given attendance. Attendance is given when at least 70% of home study work assignments are completed. If the target 95% full attendance rate is not met, then the TRHS student is unable to prove adequate progress in the assigned CCSS aligned work. In other words, completing 95% of assigned work is a measure of competence and progress.

Teachers track student attendance in monthly parent/student/teacher meetings in which the Student Learning Log, Completed Work Summary, and student work samples for Language Arts, Mathematics, Science, Social Studies and Physical Education. Parents correct and grade student work and the teacher evaluates the

achievement, and level of completion. Teachers monitor student progress by helping students set goals and with assessments in Language Arts and Mathematics at multiple checkpoints throughout the school year. CAASPP annual assessments in grades 3-8, alternative methods of metric assessments including CCSS aligned Renaissance Star Reading and Star Math computer-based assessments, in grades 3-8 are used by TRHS teachers to track progress and ensure parents are effectively instructing their students. These assessments guide the students, parents, and teachers in selecting appropriate curriculum to engage and challenge students. If the testing and progress goals set by the teacher are not met then attendance is not claimed.

The completion rate of 9- Parent /Teacher meetings per year, with TRHS's fully credentialed, highly qualified teachers, and at least 70% of work completed TRHS. Thus attendance forms are one of the main methods of measuring pupil outcome).

work for progress, achievement, and level of completion. Teachers monitor student progress by helping students set goals and with assessments in Language Arts and Mathematics at multiple checkpoints throughout the school year. CAASPP annual assessments in grades 3-8, alternative methods of metric assessments including CCSS aligned Renaissance Star Reading and Star Math computer-based assessments, in grades 3-8 are used by TRHS teachers to track progress and ensure parents are effectively instructing their students. These assessments guide the students, parents, and teachers in selecting appropriate curriculum to engage and challenge students. If the testing and progress goals set by the teacher are not met then attendance is not claimed.

The completion rate of 9- Parent /Teacher meetings per year, with TRHS's fully credentialed, highly qualified teachers, and at least 70% of work completed TRHS. Thus attendance forms are one of the main methods of measuring pupil outcome).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED

TRHS will provide students with ELA and Common Core Standards Math aligned instructional materials including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs. Access to a one-to-one ratio, fully credentialed, highly qualified, teachers and staff trained 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:

- Fully Credentialed, Highly Qualified Staff.
- Professional Development

ACTUAL

TRHS provided students with ELA and Common Core Standards Math aligned instructional materials including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs. Provided access to a one-to-one ratio, fully credentialed, highly qualified, teachers and staff trained in best instructional and home study enrichment practices. Provided access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:

- Fully Credentialed, Highly Qualified Staff.
- Professional Development.

Adams's Leadership

- Technology-based curriculum including IXL & Let's Go Learn digitally based instruction
- CCSS aligned Curriculum and materials
- Tutoring and instructional aides for enrichment class days

- HWOT (Handwriting without tears)
 CPR Red Cross
 CAL Naturalist (Sierra Streams)
 CUE (Computer Understanding and Education)
 BACAA (Bay Area Arts Classical Atelier)
 ARC Online CPR
 DSS (Deep Space Sparkle)
 Math Workshop
 Math Fluency
- Technology-based curriculum including general education offered to all TRHS students. Online site licensing to IXL, Renaissance, Moving Beyond the Page and digitally based online intervention on an as needed basis, Great Books, Edmentum, Chrome Consol licenses.
 - CCSS aligned Curriculum and materials (Digital Technology included in material category such as chromebooks)
 - Tutoring and instructional aides for enrichment class days

Expenditures

BUDGETED
 Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 300770

5800: Professional/Consulting Services And Operating 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

ESTIMATED ACTUAL
 Teacher Base Salaries 1000-1999: Certificated Personnel Salaries Base 322501.39

Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,636.12

Software 4000-4999: Books And Supplies Supplemental \$16,574.33

Teacher Benefits 3000-3999: Employee Benefits Base 70,628.85

Tutoring Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,627.50

Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental \$5,760

Curriculum/CCSS-Aligned 4000-4999: Books And Supplies Base \$13,077.76

Action

2

Actions/Services

PLANNED
 *Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA and Common Core Math are driven by IEP goals for each special ed. Student

ACTUAL
 *Students with IEPs participated in general ed to the maximum extent possible. Education needs in Common Core Math are driven by IEP goals for each special ed. Student

Expenditures	BUDGETED 4000-4999: Books And Supplies Special Education 1200	ESTIMATED ACTUAL 4000-4999: Books And Supplies Special Education \$1,240.75 SELPA JPA/Student Services 5000-5999: Services And Other Operating Expenditures Special Education \$3168
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Action **3**

Actions/Services	PLANNED 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.	ACTUAL TRHS provided extra support services including extra tutoring for the low income student population on an as needed basis. TRHS did not have any E.L. students or foster youth students in the 2016-17 school year and therefore did not provide Curricula and support materials specially targeted towards E.L. and foster youth students. TRHS purchased state standard aligned curricula in ELA and Math for all TRHS students including RFEP students. TRHS offered parent workshops which essentially served as tutoring for the parent instructors in the TRHS independent study program. TRHS provided every student including RFEP students access to technology including chromebooks and technology based curriculum including but not limited to Moving Beyond the Page, IXL. Let's Go Learn and Lexia / Edmentum program used in intervention on an as needed basis.
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Expenditures	BUDGETED Tutoring 2000-2999: Classified Personnel Salaries Supplemental 3200 4000-4999: Books And Supplies Supplemental 5300	ESTIMATED ACTUAL Tutoring Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,627.50 4000-4999: Books And Supplies Base \$13,077.76 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental \$5,760 Software/Technology 4000-4999: Books And Supplies Special Education \$16,574.33
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

TRHS provided students with ELA and Common Core Standards Math aligned instructional materials including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs. Curriculum made available at the TRHS library and upon request to satellites. TRHS students were provided access to a one-to-one ratio, fully credentialed, highly qualified, teachers and staff trained in best instructional and home study enrichment practices. Teachers attended professional development symposiums, workshops and conferences and training. TRHS supplied students

with materials and technology such as chromebooks and online academic licensees. Ongoing parent workshops have been implemented at all sites at least three times per semester. Students in grade 3-8th have the opportunity to use digital computer based local assessment to provide measures of success in addition to the CAASPP.

Teachers review curriculum options available at TRHS in parent teacher meetings and discuss which standards aligned curriculum will serve each student the best based on individual needs.

Relevant challenges and successes experienced with the implementation process include difficulty quantifying qualitative data. Home Schooled students work on individual goals and each TRHS student does not uniformly utilize every curriculum offered by the house. Because of the nature of home schooling, scheduled workshops, enrichment and performance boosting activities such as parent teacher workshops and tutoring are not attended by every family at the same time.

Numeric data difficult to chart over time due to inconsistencies in student enrollment and annual lesson planning which can often change for each individual student depending on the learning goals and learning plan set up for the school year.

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

TRHS found that the implementation of the actions and services to be overall effective. Measurements used by LEA included the previous year's CAASPP results which reveal TRHS is neither in the red or orange zone on the CDE School Accountability Dashboard.
<https://www.caschooldashboard.org/#/Details/29102980126227/1/EquityReport>
 TRHS students improved by at least 2% in local assessments including but not limited to Renaissance Star assessment and IXL instructional time and total skills mastered.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Enrollment in younger grades has expanded. The Estimated Actual Expenditures reflect this shift in student population which skews younger, K-2.

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

No changes are made to this goal.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All TRHS students will increase performance and achievement in environmental science and globally sustainable practices.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

TRHS Students achieved merits in the environmental science subjects but the goal has proved difficult to measure quantitatively because of the broad scope of study and the unique and un-standardized nature of each student's lesson plan.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

<p>PLANNED</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"> • Outdoor education workshops • School wide field trips • Fully Credentialed Staff and/or expert staff • New science curricula and materials • Technology-based Curriculum/ Technology • TRHS Community Garden and Supplies • Tutoring and instructional aides for enrichment class days • Digital Library Catalogue
<p>BUDGETED</p>

<p>ACTUAL</p> <p>Goal removed from the 2017-18 LCAP. Goal will be reconsidered for the 2018-19 LCAP after stakeholders review and students experience the standardized CAASPP Science test.</p> <p>Although the goal was removed, TRHS did 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 included access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> • Outdoor education workshops. On going Native Skills course at Truckee site, South Yuba River Parks Association, Syrc1 Wild and Scenic Film Festival Tickets, Sierra Streams California Natural Workshops, Sierra Harvest School Program, William Wright and Donna Glory native stories workshops and presentations. • School wide field trips (California Academy of Science, Crystal Peak Nature walk, Full Belly Farms, Bishops Pumpkin Farm, Bishops Hamburger Farm,) • Fully Credentialed Staff and/or expert staff • New science curricula and materials. Purchase of Elemental Science curricula for all TRHS students • Technology-based Curriculum/ Technology (Moving Beyond the Page and purchase of Chromebooks) • TRHS Community Garden and Supplies (Purchase of Green House Supplies, Rare Earth Compost, Plants, Supplies for Home Remedies course) • Tutoring and instructional aides for enrichment class days • Digital Library Catalogue
<p>ESTIMATED ACTUAL</p>

Expenditures

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

Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base 417,449.05
 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental 5760
 Tutoring Contracts 5800: Professional/Consulting Services And Operating Expenditures 10,627.50
 Outdoor Education Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,072.00
 Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$7,075.75
 Software/Technology 4000-4999: Books And Supplies Supplemental \$16,574.33

Action **2**

Actions/Services

PLANNED
 *Students with IEPS participate in general ed. to the maximum extent possible.

ACTUAL
 *Students with IEPS participated in general ed. to the maximum extent possible.

Expenditures

BUDGETED
 4000-4999: Books And Supplies Special Education 1200

ESTIMATED ACTUAL
 4000-4999: Books And Supplies Special Education \$1,240.75
 4000-4999: Books And Supplies Supplemental \$13,077.76

Action **3**

Actions/Services

PLANNED
 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

ACTUAL
 TRHS provided extra support services including extra tutoring for the low income student population on an as needed basis. TRHS did not have any E.L. students in the 2016-17 school year and therefore did not provide Curricula and support materials specially targeted towards E.L. Students. TRHS purchased Elemental Science curricula for all TRHS students including RFEP students. TRHS offered parent workshops which essentially served as tutoring for the parent instructors in the TRHS independent study program.

Expenditures

BUDGETED
 4000-4999: Books And Supplies Supplemental 4000

ESTIMATED ACTUAL
 Outdoor Education Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,072.00
 Curriculum/CCSS-Aligned 4000-4999: Books And Supplies Base 13077.76

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

TRHS provided 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. Materials made available at the TRHS library and made available to satellites upon request. TRHS students were provided access to a one-to-one ratio, fully credentialed, highly qualified, teachers and staff trained in best instructional and home study enrichment practices. Teachers attended professional development symposiums, workshops and conferences and training. TRHS supplied students with materials and technology such as chromebooks and online academic licensees. Ongoing parent workshops have been implemented at all sites at least three times per semester.

Students were given the opportunity to participate in Outdoor education workshops. TRHS implemented ongoing Native Skills course at Truckee site in addition to school wide field trips such as California Academy of Science sleepover, Crystal Peak Nature walk, Full Belly Farms sleepover, Bishops Pumpkin Farm day trip. All TRHS students given the opportunity to participate in school organized field trips and special workshops and access to TRHS community garden.

Teachers review curriculum options available at TRHS in parent teacher meetings and discuss which science curriculum will serve each student the best based on individual needs.

Relevant challenges and successes experienced with the implementation process include difficulty quantifying qualitative data. Home Schooled students work on individual goals and each TRHS student does not uniformly utilize every curriculum offered by the house. Because of the nature of home schooling, scheduled workshops, enrichment and performance boosting activities such as parent teacher workshops and tutoring are not attended by every family at the same time.

Numeric data difficult to chart over time due to inconsistencies in student enrollment and annual lesson planning which can often change for each individual student depending on the learning goals and learning plan set up for the school year. TRHS predicts science scores will be easier to interpret in the 1-18 school year as the CASSPP science scores become available.

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

TRHS found that the implementation of the actions and services to be overall effective. Stakeholder feedback and analysis including feedback from students, teachers, parents, staff and TRHS community suggests TRHS will continue school wide activities, workshops and field trips as well as continue to offer access to the TRHS community gardens.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures are based on need and stakeholder feedback. Estimated Actuals reflect board-driven and stakeholder-driven need for more resource expenditures to accommodate TRHS's growing enrollment. TRHS had the need to purchase additional supplies and services hence the discrepancy between the budgeted and actual expenditures.

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

TRHS Students achieved merits in the environmental science subjects but the goal has proved difficult to measure quantitatively because of the broad scope of study and the unique and un-standardized nature of each student's lesson plan. TRHS will continue to rely heavily on fully credentialed teachers to evaluate student performance and grade level assignments. TRHS will review this goal within the scope of the next 3 LCAPS upon reviewing CAASPP science scores and test.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

TRHS students will have safe and improved central school facilities and a safe school environment

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

Completed 30% of CHKS Surveys.
 95% Compliance on FIT reviews.
 100% of all reported safety issues was addressed within 90 days of receiving a facilities request form from a TRHS stakeholder
 Maintained Middle School expulsion of 2% or less
 Maintained drop out rate of 2% or less

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
 TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment

- Response to Stakeholder Facilities Request Form
- continue to maintain facilities conducive to learning and maintain safe facilities

ACTUAL
 TRHS provided all TRHS students with access to a safe and improved school facilities and a safe school environment

- Responded to Stakeholder Facilities Request Form within 90 days of receiving a facilities request form from a TRHS stakeholder

<ul style="list-style-type: none"> • Improve outdoor rec areas 	<ul style="list-style-type: none"> • Continue to maintain facilities conducive to learning and maintain safe facilities with on call maintenance worker and weekly facilities custodial services at New Mohawk and Wheatland sites and on an as needed basis for Truckee satellite, Outdoor safety lights at New Mohawk main campus, sandbag flooding prevention, glass and door repair, plumbing maintenance, increase in facilities space for safety) • Improved outdoor rec areas at all three sites (playground equipment, yard maintenance, safety striping for parking lot, tree removal and yard work compliments of George Wagner yard service at New Mohawk, garden boxes and equipment and supplies purchased for satellite sites)
<p>BUDGETED</p> <p>Supplies 4000-4999: Books And Supplies Supplemental 15000</p> <p>Services and Supplies 5000-5999: Services And Other Operating Expenditures Supplemental 15000</p>	<p>ESTIMATED ACTUAL</p> <p>Facility Cleaning 2000-2999: Classified Personnel Salaries Supplemental \$5,104.00</p> <p>Facility Maintenance 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,275.34</p> <p>Rents/Leases 5000-5999: Services And Other Operating Expenditures Base 67,104</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

CHKS surveys given to all age appropriate students and all TRHS teaching staff. CHKS surveys also emailed to parents upon request. Because the school is small face to face communication remains most effective in getting CHKS participation. Maintenance services obtained at TRHS main campus weekly for the inner facilities and twice per month at the outer facilities. Weekly maintenance arranged for Wheatland site and on an as need basis for the Truckee satellite. Materials and supplies available at all TRHS sites for maintenance and regularly scheduled upkeep. Companies TRHS works with were able to schedule services within a timely manner so that TRHS could respond to all safety concerned within the 90 day response time framework named in this goal.

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

Methods of CHKS distribution deemed successful and effective and TRHS experienced a better participation rate than expected. Stakeholder feedback and analysis including feedback from students, staff, teachers and parents and community members suggest TRHS will continue with same safety goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actuals for Rent/Leases reflect board-driven and stakeholder-driven need for more space to accommodate TRHS's growing enrollment. TRHS had the need to rent additional space and purchase additional supplies hence the discrepancy between the budgeted and actual expenditures.

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

No changes made to this goal.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

TRHS has sponsored activities for the purpose eliciting feedback for the TRHS 2017-18 LCAP. TRHS has feedback and planning meetings at Main Site in Nevada City and satellite sites in Truckee and in Wheatland. The LEA consults with the stakeholders as part of the process for planning this LCAP. Stakeholders include students, teachers, staff, parent, board members and community members. TRHS has sponsored these activities for the additional purpose of reviewing and analyzing the 16-17 LCAP.

TRHS Stakeholder Engagement Meetings held on:

- August 11, 2016: TRHS OPEN HOUSE/ BACK TO SCHOOL Curriculum Faire
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 academic performance expectations for pupil outcomes and previous LCAP goals discussed
- September 1, 2016: 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.
- September 7, 2016: TRHS Vendor FAIRE/ OPEN HOUSE NEVADA CITY
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. 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 9, 2015: TRHS Stakeholder Feedback Meeting/ Open School Friday
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 15, 2016: 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 12, 2016: 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.
- October 26, 2016: Doggie Costume Contest & 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.

- November 3, 2016. New Mohawk Parent Mixer and 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.
- November 10, 2016: 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.
- November 18, 2016: New Mohawk Family Friday/ TRHS School Round table Meeting. Round table meetings with students and parents who were provided the opportunity to give LCAP feedback, receive information about achieving LCAP goals and discuss relevant issues related to the School community and the School's accountability.
- December 2, 2016: Family Friday / TRHS community planning meeting with students and parents invited to discuss school stakeholder engagements and offer feedback at TRHS community event.
- December 14, 2016: Holiday Craft Making at New Mohawk site. Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2015-16 and 16-17 LCAP Goals.
- December 15, 2016: Holiday Craft Making at Wheatland site. Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2015-16 and 16-17 LCAP Goals.
- December 16, 2016: Holiday Craft Making at Truckee site. Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2015-16 and 16-17 LCAP Goals.
- January 11, 2017: 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, 2017: Back to School feedback after school event Wheatland. All students and parents invited to discuss school stakeholder engagements and offer feedback. Hard copies of surveys passed out.
- January 18, 2017: Lithuanian Culture Day at New Mohawk site. Stakeholders offered the opportunity post workshop to give feedback on current goals, offer suggestions and comments and review prior 2015-16 and 16-17 LCAP Goals.
- January 26, 2017: Native American Culture Day at New Mohawk site. Stakeholders offered the opportunity post workshop to give feedback on current goals, offer suggestions and comments and review prior 2015-16 and 16-17 LCAP Goals.
- January 26, 2017: Wheatland Lithuanian Culture Day. TRHS stakeholders including students engage in an after cultural event round table style discussion post workshop. TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.
- January 30, 2017: Family Poke Mon-Day at New Mohawk. TRHS stakeholders including students engage in an after cultural event round table style discussion post poke mon activity. TRHS Stakeholders were extended the opportunity to respond to the survey and give input on the focus of program goals.
- February 18, 2017: Stakeholder Charter Renewal Public Hearing. Stakeholders review 2017-2022 Charter and review LCAP correspondence with document.
- February 28, 2017: 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.

- March 3, 2017: 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 9, 2017 TRHS After School Mixer All students and parents invited to discuss school stakeholder engagements and offer feedback at TRHS community event. Hard copies of surveys passed out.
- March 13, 2017: TRHS New Mohawk Teachers offered the chance to review and discuss goals from 2015-2016 and TRHS 2016-2017 LCAP. Discussion followed the meeting and teachers offered surveys to comment and make suggestions.
- March 15, 2017: TRHS Open House / Kindergarten Round-Up 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 2016-2017 and 17-18 LCAP.
- March 23, 2017: 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 and 16-17 LCAP. TRHS 2016-2017 and 17-18 LCAP discussion followed the event during punch and cookies portion of the event. Stakeholders offered surveys and comments and suggestions.
- April 4, 2017: TRHS Open House/ Kindergarten round-up New Mohawk. 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 20, 2017: TRHS Talent Show at New Mohawk. Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2016-17 and 17-18 LCAP Goals at the before show BBQ.
- May 10, 2017: Hawaiian Culture Day at Truckee site. Stakeholders offered the opportunity post workshop to give feedback on current goals, offer suggestions and comments and review prior 2015-16 and 16-17 LCAP Goals. Discussion for 2017-18 LCAP followed review.
- 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 17, 2016

September 7, 2016
 October 12, 2016
 November 9, 2016
 December 14, 2016
 January 11, 2017
 February 8, 2017
 March 29, 2017
 April 19, 2017
 May 24, 2017
 June 7, 2017

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

August 16, 2016
 September 6, 2016
 October 11, 2016
 November 8, 2016
 December 13, 2016
 January 10, 2017
 February 14, 2017
 March 2, 2017
 April 18, 2017
 May 30, 2017

LCAP Draft submitted to Parent Advisory Group on May 17th, 2017.
 LCAP Draft reviewed at Public Hearing / TRHS Board Meeting on May 23rd, 2017
 LCAP Approved on May 24th, 2017.
 No Director response necessary.

All of the above mentioned stakeholder engagement posted on TRHS Website at 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.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder input provided the LEA with identified areas of focus all of which promote student success and parent / teacher teamwork. Stakeholders create ostering academic and individual success and a safe school environment of the as Current LCAP goals reviewed. Environmental science goal dropped from the 2017-18 LCAP

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 current year and for years 2017-2018, 2018-2019 and 2019-2020

Assurance that all Teachers have access to professional development. Stakeholders express interest in what enrichment courses should be offered in 2017-18

Discussed state testing, how goals are measured and how metric measurements are used to determine where program can boost performance.

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. CAASPP scores reviewed and discussed.

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

Parents show high degree of participation and want the school to continue to facilitate 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 promote student success, parent teaching success and a thriving the TRHS home school community. Feedback included deeper discussion of how to measure student success.

Discussed grant opportunities and fundraising

Reviewed school wide programs including field trips and workshops

Internal rubrics suggested as a measurement for success. Teacher stakeholders review metrics and analyze quantitative as well as qualitative data. .

In response to the 2016-17 Stakeholder feedback TRHS reviewed LCAP goals removed the goal that all TRHS students will increase performance and achievement in environmental science and globally sustainable practices

2016-17 LCAP Goal 1: All 3-8th graders will improve math and English proficiency scores

2016-17 LCAP Goal 3: TRHS students will have safe and improved school facilities and a safe school environment

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

All students in grades 3-8 will improve their ELA & Math proficiency scores

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Need: Increase student achievement and performance in ELA & Math at the 3-8 th grade levels
 Needs identified based on our TRHS local assessments, CAASPP state assessments and stakeholder feedback.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) 2% improvement in CAASPP scores (Grades 3-8) 2) 2% improvement in IXL computer based assessment programs practice time 3) 2% improvement in Renaissance computer based assessment metric assessment per individual student (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)	1) School baseline for 2017-18 for CAASPP (3-8 grade) achievement is a 55% cumulative total in ELA and a 17% cumulative total in Math in the CAASPP state assessment. 2) 54% of TRHS students practiced on IXL. IXL school wide base line scores and growth are as follows: Total skills mastered in math school wide grew from 12 to 17.5 Total skills mastered in ELA school wide grew from 3 to 7 Total cumulative skills mastered were 220 in math and 108 in ELA for a cumulative total of 328.	1) 2% improvement in identified assessments. CAASPP (Grades 3-8) 2) 2% improvement in IXL assessment 3) Renaissance assessment is based on individual student performance; 2% improvement on annual assessment 4) Maintain 100% CCSS materials for parents and students and give access to a broad course of study including students with exceptional needs and unduplicated pupils.	1) 2% improvement in identified assessments. CAASPP (Grades 3-8) 2) 2% improvement in IXL assessment 3) Renaissance assessment is based on individual student performance; 2% improvement on annual assessment 4) Maintain 100% CCSS materials for parents and students and give access to a broad course of study including students with exceptional needs and unduplicated pupils.	1) 2% improvement in identified assessments. CAASPP (Grades 3-8) 2) 2% improvement in IXL assessment 3) Renaissance assessment is based on individual student performance; 2% improvement on annual assessment 4) Maintain 100% CCSS materials for parents and students and give access to a broad course of study including students with exceptional needs and unduplicated pupils.

4) 100% of parents and students are provided with CCSS materials and have access to a broad course of study including students with exceptional needs and unduplicated pupils.

5) Maintain 100% highly qualified teachers with no misassignments.

6) Maintain 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students.. including E.L.L. standards.

7) 70% of student Work Completed and 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 70% of work completed and are in the 95th percentile or above.)

8) Parent participation 100% due to nature of home school program including the parents of unduplicated students and students with exceptional needs.

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

10) Maintain 100 % E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.

11) E.L. students will show improvement on CELDT scores

Total time spent on math was logged at 58 hours and 39 minutes

Total time spent on ELA was logged at 20 hours and 27 minutes for a cumulative total of 79 hours and five minutes

3) Renaissance assessment is based on individual student performance; baselines determined individually (72 TRHS students were assessed using Renaissance Star Assessment.

Renaissance Star Assessment Math baseline is a school mean of 82% above proficiency and 18% below proficiency. Renaissance Star Assessment ELA baseline is a school mean of 86% above proficiency and 24% below proficiency.)

4) 100% of parents and students provided with CCSS materials and have access to a broad course of study including students with exceptional needs and unduplicated pupils.

5) 100% highly qualified teachers with no misassignments.

6) 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students.. including E.L.L. standards.

7) 70% of work completed and 95% Attendance Rate.

8) 100% parent participation including parents of unduplicated students and students with exceptional needs.

5) Maintain 100% highly qualified teachers with no misassignments.

6) Maintain 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students.. including E.L.L. standards.

7) Maintain 70% of work completed and 95% Attendance Rate.

8) Maintain 100% parent participation including parents of unduplicated students and students with exceptional needs.

9) Maintain 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..

10) Maintain 100 % E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.

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

5) Maintain 100% highly qualified teachers with no misassignments.

6) Maintain 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students.. including E.L.L. standards.

7) Maintain 70% of work completed and 95% Attendance Rate

8) Maintain 100% parent participation including parents of unduplicated students and students with exceptional needs.

9) Maintain 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..

10) Maintain 100 % E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.

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

5) Maintain 100% highly qualified teachers with no misassignments.

6) Maintain 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students.. including E.L.L. standards.

7) 70% of work completed and 95% Attendance Rate.

8) Maintain 100% parent participation including parents of unduplicated students and students with exceptional needs.

9) Maintain 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..

10) Maintain 100 % E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.

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

<p>toward proficiency when and if applicable.</p>	<p>9) 100% sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..</p> <p>10) No E.L. reclassification rate or E.L. improved proficiency scores in 2016-17</p> <p>11) E.L. students will show improvement on CELDT scores toward proficiency when and if applicable</p>			
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

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:

- Fully Credentialed, Highly Qualified Staff
- Professional Development
- Technology-based Curriculum including IXL & Let's Go Learn digitally based instruction
- CCSS aligned Curriculum and materials
- Tutoring and instructional aides for enrichment class days
- Digital Library Catalogue

New Modified Unchanged

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:

- Fully Credentialed, Highly Qualified Staff
- Professional Development
- Technology-based Curriculum including IXL & Let's Go Learn digitally based instruction
- CCSS aligned Curriculum and materials
- Tutoring and instructional aides for enrichment class days
- Digital Library Catalogue

New Modified Unchanged

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:

- Fully Credentialed, Highly Qualified Staff
- Professional Development
- Technology-based Curriculum including IXL & Let's Go Learn digitally based instruction
- CCSS aligned Curriculum and materials
- Tutoring and instructional aides for enrichment class days
- Digital Library Catalogue

BUDGETED EXPENDITURES

2017-18

Amount	472,614
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Sal
Amount	8000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$10000

2018-19

Amount	495000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Sal
Amount	9000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$10000

2019-20

Amount	495000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Sal
Amount	9000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	10000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Software	Budget Reference	4000-4999: Books And Supplies Software	Budget Reference	4000-4999: Books And Supplies Software
Amount	\$10000	Amount	10000	Amount	10000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	75000	Amount	80000	Amount	80000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Teacher Benefits

Action 2

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Special Education/ Students with IEPS

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

*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

*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

*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

BUDGETED EXPENDITURES

2017-18

Amount: 1300
 Source: Special Education
 Budget Reference: 4000-4999: Books And Supplies

2018-19

Amount: 1300
 Source: Special Education
 Budget Reference: 4000-4999: Books And Supplies

2019-20

Amount: 1300
 Source: Special Education
 Budget Reference: 4000-4999: Books And Supplies

Action **3**

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

Students to be Served
 All Students with Disabilities [Specific Student Group(s)]

Location(s)
 All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served
 English Learners Foster Youth Low Income

Scope of Services
 LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)
 All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	3300
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Tutoring
Amount	5400
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	3300
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Tutoring
Amount	5400
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	3300
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Tutoring
Amount	5400
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

Action **4**

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

TRHS students will have safe and improved central school facilities and a safe school environment

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Need: Increase student safety and improve facilities maintenance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Completion of 30% CHKS Surveys. 95% Compliance on FIT reviews. 100% of all reported safety issues addressed within 90 days of receiving a facilities request form from a TRHS stakeholder Middle School expulsion of 2% or less Drop out rate of 2% or less	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	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	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

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment

- Response to Stakeholder Facilities Request Form
- continue to maintain facilities conducive to learning and maintain safe facilities
- Improve outdoor rec areas

2018-19

New Modified Unchanged

TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment

- Response to Stakeholder Facilities Request Form
- continue to maintain facilities conducive to learning and maintain safe facilities
- Improve outdoor rec areas

2019-20

New Modified Unchanged

TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment

- Response to Stakeholder Facilities Request Form
- continue to maintain facilities conducive to learning and maintain safe facilities
- Improve outdoor rec areas

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	609,902.36	Amount	700000	Amount	700000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Included in above - Teacher Salaries & Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Included in above - Teacher Salaries & Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Included in above - Teacher Salaries & Benefits
Amount	4000	Amount	20000	Amount	20000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Tutors - Classified Salaries	Budget Reference	4000-4999: Books And Supplies Supplies	Budget Reference	4000-4999: Books And Supplies Supplies
Amount	18000	Amount	6000	Amount	6000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies	Budget Reference	2000-2999: Classified Personnel Salaries Tutors - Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Tutors - Classified Salaries
Amount	10000	Amount	10000	Amount	10000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility Maintenance	Budget Reference	5000-5999: Services And Other Operating Expenditures Facility maintenance	Budget Reference	5000-5999: Services And Other Operating Expenditures Facility maintenance

Action **2**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment
 *Students with IEPs participate in general ed to the maximum extent possible. Needs are driven by IEP goals for each special ed. student

2018-19

New
 Modified
 Unchanged

TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment
 *Students with IEPs participate in general ed to the maximum extent possible. Needs are driven by IEP goals for each special ed. student

2019-20

New
 Modified
 Unchanged

TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment
 *Students with IEPs participate in general ed to the maximum extent possible. Needs are driven by IEP goals for each special ed. student

BUDGETED EXPENDITURES

2017-18

Amount	\$40,268
Source	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures SELPA JPA SERVICES
Amount	609,902.36
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Included in above - Teacher Salaries & Benefits
Amount	18000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies
Amount	4000

2018-19

Amount	\$40,268
Source	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures SELPA JPA SERVICES
Amount	609,902.36
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Included in above - Teacher Salaries & Benefits
Amount	20000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies
Amount	6000

2019-20

Amount	\$40,268
Source	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures SELPA JPA SERVICES
Amount	609,902.36
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Included in above - Teacher Salaries & Benefits
Amount	20000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies
Amount	6000

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Tutors - Classified Salaries
Amount	10000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility maintenance

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Tutors - Classified Salaries
Amount	10000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility maintenance

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Tutors - Classified Salaries
Amount	10000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility maintenance

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$79963

Percentage to Increase or Improve Services: 7.66%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

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.

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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	457,472.00	1,060,764.53	1,909,686.72	2,036,170.36	2,036,170.36	5,982,027.44
	0.00	10,627.50	0.00	0.00	0.00	0.00
Base	375,108.00	916,916.57	1,767,418.72	1,884,902.36	1,884,902.36	5,537,223.44
Special Education	2,400.00	22,223.83	41,568.00	41,568.00	41,568.00	124,704.00
Supplemental	79,964.00	110,996.63	100,700.00	109,700.00	109,700.00	320,100.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	457,472.00	1,060,764.53	1,909,686.72	2,036,170.36	2,036,170.36	5,982,027.44
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	300,770.00	739,950.44	1,692,418.72	1,804,902.36	1,804,902.36	5,302,223.44
2000-2999: Classified Personnel Salaries	10,664.00	22,384.00	21,300.00	25,300.00	25,300.00	71,900.00
3000-3999: Employee Benefits	74,338.00	70,628.85	75,000.00	80,000.00	80,000.00	235,000.00
4000-4999: Books And Supplies	51,700.00	104,515.53	52,700.00	56,700.00	56,700.00	166,100.00
5000-5999: Services And Other Operating Expenditures	15,000.00	77,347.75	60,268.00	60,268.00	60,268.00	180,804.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	45,937.96	8,000.00	9,000.00	9,000.00	26,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	457,472.00	1,060,764.53	1,909,686.72	2,036,170.36	2,036,170.36	5,982,027.44
	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	300,770.00	739,950.44	1,692,418.72	1,804,902.36	1,804,902.36	5,302,223.44
2000-2999: Classified Personnel Salaries	Supplemental	10,664.00	22,384.00	21,300.00	25,300.00	25,300.00	71,900.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	74,338.00	70,628.85	75,000.00	80,000.00	80,000.00	235,000.00
4000-4999: Books And Supplies	Base	0.00	39,233.28	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Special Education	2,400.00	19,055.83	1,300.00	1,300.00	1,300.00	3,900.00
4000-4999: Books And Supplies	Supplemental	49,300.00	46,226.42	51,400.00	55,400.00	55,400.00	162,200.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	67,104.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	3,168.00	40,268.00	40,268.00	40,268.00	120,804.00
5000-5999: Services And Other Operating Expenditures	Supplemental	15,000.00	7,075.75	20,000.00	20,000.00	20,000.00	60,000.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	10,627.50	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	5,000.00	35,310.46	8,000.00	9,000.00	9,000.00	26,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	585,614.00	614,000.00	614,000.00	1,813,614.00
Goal 2	1,324,072.72	1,422,170.36	1,422,170.36	4,168,413.44
Goal 3	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.