

Introduction:

LEA: Twin Ridges Home Study Charter School

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Local Control and Accountability Plan and Annual Update Template

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

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

By working individually and in teams, children strengthen in confidence, self-worth and leadership abilities. TRHS alumni have achieved success in conservatories, professional athletics, artistic performance, agricultural studies and vocational programs as well as within traditional high schools and colleges.

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

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Stakeholder involvement in the development of the TRHS set of goals was actively solicited and compiled in a variety of ways.

Involvement Process	Impact on LCAP
TRHS has sponsored activities for the purpose eliciting feedback for the TRHS 2015-16 LCAP. TRHS has feedback meetings at Main Site in Nevada City and satellite sites in Truckee and in Wheatland.	Revision and additions for years one two and three.

<p>TRHS Stakeholder Engagement Meetings held on:</p> <ul style="list-style-type: none"> - September 9^h, 2014: 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 11th, 2014: TRHS OPEN HOUSE/ BACK TO SCHOOL NEVADA CITY Director discusses and elicits feedback related to the standards aligned textbooks and instructional materials / TRHS Home Schooling Curricula with TRHS Stakeholders. The public meeting included parents, teachers and staff as well as Nevada County community members. School safety and expectations for pupil outcomes -September 12th 2013: TRHS Vendor FAIRE TRHS Teachers and parents give input on the program goals to support student achievement. Local community specialists invited to demonstrate classes at TRHS. Public invited to attend through website, social media and chamber of commerce. October 9th, 2014 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 22nd 2014: 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 	<p>Stakeholder input provided the LEA with several identified areas of focus that promotes student success including but not limited to academic achievement.</p> <p>In response to the 2014-15 Stakeholder feedback TRHS has removed the following goals from the TRHS LCAP:</p> <p>2013-13 LCAP Goal 3: Increase student achievement and performance in physical fitness at the K-8th grade levels</p> <p>2013-13 LCAP Goal 4: FRP as well as all TRHS students will increase performance in healthy, global and locally sustainable nutritional practices/ subsistence.</p> <p>2013-13 LCAP Goal 5: E.L.L. students as well as all TRHS students will have increased access to bi-lingual, dual-language materials, curriculum and instruction that include relevant topics for English Language Learners (with English as Second Language)</p>
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and written feedback to give input on the program goals to support student achievement.

-November 4th 2014: TRHS Strategic Planning Board Meeting.

-November 12th 2014: TRHS School Roundtable Meeting. Two sessions at 10am and 3pm. Roundtable 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 21st 2014: A Book Faire at TRHS Nevada City and Truckee sites. Stakeholders have chance to offer feedback in available hard copy surveys.

-December 18th, 2014: Holiday Craft Making at Wheatland and Nevada City sites. Stakeholders offered the opportunity to give feedback on current goals, offer suggestions and comments and review prior 2013-14 LCAP Goals.

-January 21st, 2015: Back to School Open House. Stakeholders invited to offer LCAP feedback. Two sessions at 10am and 3pm.

-February 15th 2015: TRHS Henna Party. All students and parents invited to discuss school stakeholder engagements and offer feedback at TRHS community event.

-February 16th, 2015: 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 13th, 2015: TRHS Game night. TRHS stakeholders including students engage in roundtable style discussion.

-April 16th, 2015: TRHS Adopt-A-Road New Mohawk.

TRHS stakeholders including students perform local community service. TRHS LCAP discussion followed the event during punch and cookies portion of the event. Stakeholders offered surveys and comments and suggestions.

-April 30th, 2015:

TRHS Open House. TRHS stakeholders including students engage in roundtable style discussion. Stakeholders given opportunities to tour school, review curricula and offer constructive feedback through available surveys.

-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

<p>Charter. TRHS Stakeholders are actively encouraged to attend TRHS Board of Directors Meetings through <i>monthly</i> School Messaging.</p> <p>The TRHS Board of Directors meetings were held on:</p> <ul style="list-style-type: none"> -8-19-14 -9-16-14 -10-24-14 -11-4-14 -12-16-14 -1-20-15 -2-24-15 -3-17-15 -4-21-15 -5-26-15 <p>All of the abovementioned stakeholder engagement posted on TRHS Website at www.trhs.us</p> <p>In all of these ways the entire School community has regarding how the TRHS LCAP is developed and executed.</p>	
<p>Annual Update: TRHS has sponsored activities for the purpose reporting the TRHS 2014-15 LCAP feedback, changes and ongoing processes to the TRHS Stakeholders. TRHS has informational meetings at Main Site in Nevada City and satellite sites in Truckee and in Wheatland.</p> <p>TRHS Stakeholder informational Meetings held on:</p> <ul style="list-style-type: none"> - September 9^h, 2014: TRHS OPEN HOUSE/ BACK TO SCHOOL TRUCKEE Director discusses LCAP and 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 based on stakeholder feedback. 	<p>Annual Update: In response to the 2014-15 Stakeholder feedback TRHS has:</p> <ul style="list-style-type: none"> -Ensured all Teachers are properly certificated (State Priority 1) -Ensured all Teachers have access to professional development / School sponsored 5 professional development workshops on 8/26/2014 & 2/24/2015, 3/17/2015, 3/18/2015 & 4/6/2015 (State Priority 1, 2, 4, 7, 8) - Staff Salary Step Increases (State Priority 1)

- September 11th, 2014: TRHS OPEN HOUSE/ BACK TO SCHOOL NEVADA CITY Director discusses LCAP outcomes and the standards aligned textbooks and instructional materials / TRHS Home Schooling Curricula with TRHS Stakeholders. The public informational meeting included parents, teachers and staff as well as Nevada County community members. School safety and expectations for pupil outcomes as a result of LCAP addressed.

-September 12th 2013: TRHS Vendor FAIRE
TRHS Teachers and parents are updated about LCAP, program goals to support student achievement. Local community specialists invited to demonstrate classes at TRHS so that stakeholders can have an active role in choosing “enrichment” teachers. Public invited to attend through website, social media and chamber of commerce.

-October 9th, 2014 TRHS OPEN HOUSE/ BACK TO SCHOOL WHEATLAND:
Director discusses LCAP and 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 22nd 2014: 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 review the collected input on the program goals to support student achievement and school safety.

-November 4th 2014: TRHS Strategic Planning Board Meeting. LCAP Presentation and LCFF presentation made, reports given regarding progress towards stakeholder’s goals and school achievement.

-November 12th 2014: TRHS School Roundtable Meeting. Two sessions at 10am and 3pm. TRHS Director presents LCAP and LCFF reports and progress towards stakeholder’s goals and school achievement.

-One time Staff Appreciation Stipend (State Priority 1)

-Purchased State Standards aligned materials purchased for all students at TRHS to use (State Priority 1, 2, 3, 4, 7, 8)

- Purchased a greenhouse for teaching students about environmental science (State Priority 1, 2, 3, 4, 7, 8)

-Safety Staffing for students on Wednesday and Thursday classes (State Priority 1, 6)

-Purchase IXL online assessment program and Moving Beyond the Page (State Priority 1, 2, 3, 4, 5, 7, 8)

-Increased Student Budget (Independent Study Budget) by 100.00 per student (State Priority 1, 2, 3, 4, 5, 8)

-Provided training for TRHS Board Members on 1/22/201 at NCSOS Board Training Workshop. (Priority 3, 6)

Improved School Safety by:

-Padding the gas meters at New Mohawk (Priority 1, 6)

-Renewing the New Mohawk outdoor play area for Safety and security (Priority 1, 6)

In response to the 2014-15 Stakeholder feedback TRHS has removed the following goals from the TRHS LCAP:

2013-13 LCAP Goal 3:

<p>-November 21st 2014: A Book Faire at TRHS Nevada City and Truckee sites. Stakeholders have chance TRHS Director presents LCAP and LCFF reports and progress towards stakeholder’s goals and school achievement.</p> <p>-December 18th, 2014: Holiday Craft Making at Wheatland and Nevada City sites. Stakeholders offered the opportunity to review current goals, offer suggestions and comments and progress towards LCAP Goals.</p> <p>-January 21st, 2015: Back to School Open House. Stakeholders invited to review LCAP. Two sessions at 10am and 3pm.</p> <p>-February 15th 2015: TRHS Henna Party. All students and parents invited to discuss school stakeholder engagements and current LCAP at TRHS community event.</p> <p>-February 16th, 2015: 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 review progress towards program goals.</p> <p>-March 13th, 2015: TRHS Game night. TRHS stakeholders including students engage in roundtable style discussion, Director offers review of LCAP draft.</p> <p>-April 16th, 2015: TRHS Adopt-A-Road New Mohawk. TRHS stakeholders including students perform local community service. TRHS LCAP discussion followed the event during punch and cookies portion of the event. Stakeholders offered surveys and comments and suggestions.</p> <p>-April 30th, 2015: TRHS Open House. TRHS stakeholders including students engage in roundtable style discussion. Stakeholders given opportunities to tour school, review curricula and offer constructive feedback through available surveys. Director reviews current progress on LCAP.</p>	<p>Increase student achievement and performance in physical fitness at the K-8th grade levels</p> <p>2013-13 LCAP Goal 4: FRP as well as all TRHS students will increase performance in healthy, global and locally sustainable nutritional practices/ subsistence.</p> <p>2013-13 LCAP Goal 5: E.L.L. students as well as all TRHS students will have increased access to bi-lingual, dual-language materials, curriculum and instruction that include relevant topics for English Language Learners (with English as Second Language)</p> <p>In Addition TRHS Stakeholders requested changes in the metric measurements of student success to exclude Renaissance Testing in favor of online assessment programs including IXL and Let’s go Learn</p> <p>New Goal of Establishing Baseline metrics for measuring success in TRHS 2014-15 LCAP</p>
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-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 an LCAP page to the TRHS website. *Monthly* reminders are sent out via School Messenger to invite Stakeholders to review LCAP from prior and current years.

-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 TRHS LCAP.

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

The TRHS Board of Directors meetings were held on:

- 8-19-14
- 9-16-14
- 10-24-14
- 11-4-14
- 12-16-14
- 1-20-15
- 2-24-15
- 3-17-15
- 4-21-15
- 5-26-15

<p>-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. <i>Monthly</i> reminders are sent out via School Messenger to invite Stakeholders to review progress on current LCAP.</p> <p>-Stakeholder reports and programming news are outlined in <i>monthly</i> Newsletters e-mailed to ALL TRHS families and are posted on TRHS Website (http://www.twinridgeshomestudy.org/?p=5660). TRHS Stakeholders are extended the opportunity to review progress towards LCAP goals input and review the focus of program goals.</p> <p>All of the abovementioned stakeholder engagement posted on TRHS Website at www.trhs.us</p> <p>In all of these ways the entire School community has regarding how the TRHS LCAP is developed and executed.</p>	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	All students will improve their ELA & Math proficiency scores	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Need: Increase student achievement and performance in ELA & Math at the K-8 th grade levels Metric: 70% of student Work Completed, 95% participation in Local Assessments and State Testing, 95 % of portfolios graded subjectively by Credentialed teachers and 95% of Parent participate in monthly Parent/ Teacher meetings	
Goal Applies to:	Schools: TRHS Applicable Pupil Subgroups: ALL PUPILS	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Conditions of Learning, Pupil Outcomes and Engagement (1.Basic, 2. Implementation of State Standards, 7. Course Access, 4. Pupil Achievement, 8. Other Pupil Outcomes, 3. Parent Involvement, 6. School Climate, 5. Pupil Engagement)</p> <p>2% will improve in identified assessments. CAASPP (Grades 3-8), IXL, Let's Go Learn computer based assessment programs as well as completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines for measuring student progress in the 2015-16, 16-17 and 17-18 LCAP. All curricula is CCSS aligned.</p> <p>Conditions of Learning, Pupil Outcomes and Engagement (1.Basic, 7. Course Access, 4. Pupil Achievement, 8. Other Pupil Outcomes, 3. Parent Involvement 5. Pupil Engagement)</p> <p>Maintain at least a 95% Attendance Rate. TRHS is Independent Home Study program. Because the main body of education is delivered in the home environment TRHS does not have Chronic Absenteeism and school attendance rates are based on percentage of work completed and are in the 95th percentile or above.</p> <p>TRHS serves K-8th grade therefore all High School metrics not applicable. High School metric A-G requirements for UC System, Advanced Placement exam pass and Early Assessment programs not applicable</p>	

Conditions of Learning (2. Implementation of state standards)

Parents are provided with CCSS materials and have access to a broad course of study

Conditions of Learning (1. Basic)

Maintain 100% highly qualified teachers with no misassignments.

Conditions of Learning, Pupil Outcomes and Engagement (2. Implementation of state standards, 6. School Climate, 7. Course Access,

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

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

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

Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)

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.

Conditions of Learning, Pupil Outcomes and Engagement (2. Implementation of state standards, 6. School Climate, 7. Course Access)

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

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

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

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.

Maintain expulsion rates

Maintain middle school drop out rate

Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)

	<p>Establish alternative baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.</p> <p>API not applicable.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program and Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -Fully Credentialed, Highly Qualified Staff -Professional Development -Technology-based Curriculum/ Technology 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 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base – Teacher Sal \$372K</p> <p>LCFF Supp – Prof Dev Svcs \$2K</p> <p>LCFF Supp – Software supplies \$10K</p>
<p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education/ Students with IEPs</u></p>	<p>Special Ed Supplies \$1K</p>
		<p><input type="checkbox"/> ALL</p>	

<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supp – Tutoring – Classified Salaries \$3K</p> <p>LCFF Supp – Supplies \$5K</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Conditions of Learning, Pupil Outcomes and Engagement (1.Basic, 2. Implementation of State Standards, 7. Course Access, 4. Pupil Achievement, 8. Other Pupil Outcomes, 3. Parent Involvement, 6. School Climate, 5. Pupil Engagement)</p> <p>2% will improve in identified assessments. CAASPP (Grades 3-8), IXL, Let’s Go Learn computer based assessment programs as well as completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines for measuring student progress in the 2015-16, 16-17 and 17-18 LCAP. All curricula is CCSS aligned.</p> <p>Conditions of Learning, Pupil Outcomes and Engagement (1.Basic, 7. Course Access, 4. Pupil Achievement, 8. Other Pupil Outcomes, 3. Parent Involvement 5. Pupil Engagement)</p> <p>Maintain at least a 95% Attendance Rate. TRHS is Independent Home Study program. Because the main body of education is delivered in the home environment TRHS does not have Chronic Absenteeism and school attendance rates are based on percentage of work completed and are in the 95th percentile or above.</p> <p>TRHS serves K-8th grade therefore all High School metrics not applicable. High School metric A-G requirements for UC System, Advanced Placement exam pass and Early Assessment programs not applicable</p> <p>Conditions of Learning (2. Implementation of state standards) Parents are provided with CCSS materials and have access to a broad course of study.</p> <p>Conditions of Learning (1. Basic) Maintain 100% highly qualified teachers with no misassignments.</p> <p>Conditions of Learning, Pupil Outcomes and Engagement (2. Implementation of state standards, 6. School Climate, 7. Course Access,</p> <p>Maintain sufficient standards aligned with instructional materials including E.L.L. standards.</p>
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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.

Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)

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.

Conditions of Learning, Pupil Outcomes and Engagement (2. Implementation of state standards, 6. School Climate, 7. Course Access)

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

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

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

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.

Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)

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.

API not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program 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.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base – Teacher Sal \$372K

<p>Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -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 			<p>LCFF Supp – Prof Dev Svcs \$2K</p> <p>LCFF Supp – Software supplies \$10K</p>
<p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education/ Students with IEPs</u></p>	<p>Special Ed Supplies \$1K</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable.</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Supp – Tutoring – Classified Salaries \$3K</p> <p>LCFF Supp – Supplies \$5K</p>

LCAP Year 3: 2017-18

<p>Conditions of Learning, Pupil Outcomes and Engagement</p>	<p>Conditions of Learning, Pupil Outcomes and Engagement (1.Basic, 2. Implementation of State Standards, 7. Course Access, 4. Pupil Achievement, 8. Other Pupil Outcomes, 3. Parent Involvement, 6. School Climate, 5. Pupil Engagement)</p> <p>2% will improve in identified assessments. CAASPP (Grades 3-8), IXL, Let's Go Learn computer based assessment programs as well as completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work</p>
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assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines for measuring student progress in the 2015-16, 16-17 and 17-18 LCAP. All curricula is CCSS aligned.

Conditions of Learning, Pupil Outcomes and Engagement (1. Basic, 7. Course Access, 4. Pupil Achievement, 8. Other Pupil Outcomes, 3. Parent Involvement 5. Pupil Engagement)

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.

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

Conditions of Learning (2. Implementation of state standards)

Parents are provided with CCSS materials and have access to a broad course of study.

Conditions of Learning (1. Basic)

Maintain 100% highly qualified teachers with no misassignments.

Conditions of Learning, Pupil Outcomes and Engagement (2. Implementation of state standards, 6. School Climate, 7. Course Access,

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

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.

Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)

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.

Conditions of Learning, Pupil Outcomes and Engagement (2. Implementation of state standards, 6. School Climate, 7. Course Access)

Maintain sufficient standards aligned with instructional materials to all students, unduplicated students and exceptional needs students..
Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.
E.L. students will show improvement on CELDT scores toward proficiency when and if applicable.

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.

Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)

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.

API not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide students with ELA and Math Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program and Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -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 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>LCFF Base – Teacher Sal \$372K</p> <p>LCFF Supp – Prof Dev Svcs \$2K</p> <p>LCFF Supp – Software supplies \$10K</p> <p>LCFF Supp – Classified Salaries - \$3K</p>
<p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Special Ed Supplies \$1K</p>

		<u>X</u> Other Subgroups: (Specify) <u>Special Education/ Students with IEPS</u>	
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.		<u> </u> ALL	LCFF Supp – Tutoring – Classified Salaries \$3K
TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable			LCFF Supp – Supplies \$5K

GOAL:	All TRHS students will increase performance and achievement in environmental science and globally sustainable practices		Related State and/or Local Priorities: 1 <u>X</u> 2 <u> </u> 3 <u>X</u> 4 <u> </u> 5 <u>6X</u> 7 <u> </u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____
Identified Need :	Increase student performance and achievements in the scientific spheres of environmental science and global sustainability.		
Goal Applies to:	Schools:	TRHS	
	Applicable Pupil Subgroups:	ALL PUPILS	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Pupil Outcomes and Engagement (8. Other Pupil Outcomes, 3. Parent Involvement, 6. School Climate, 5. Pupil Engagement)</p> <p>2% will improve in identified assessments. Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines and base line testing for measuring student progress in the 2015-16, 16-17 and 17-18 LCAP.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p> <p>Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)</p>		

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> -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 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base – Included in above</p> <p>LCFF Supp – Supplies \$5K</p> <p>LCFF Supp – Classified Sal - \$3K</p>
<p>*Students with IEPs participate in general ed. to the maximum extent possible</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education/ Students with IEPs</u></p>	<p>Special Ed Supplies - \$1K</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supp – Supplies \$3K</p>

TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Pupil Outcomes and Engagement (8. Other Pupil Outcomes, 3. Parent Involvement, 6. School Climate, 5. Pupil Engagement)</p> <p>2% will improve in identified assessments. Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines and base line testing for measuring student progress in the 2015-16, 16-17 and 17-18 LCAP.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p>
	<p>Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)</p> <p>Adjust the established baseline testing rubric relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes and the nature of the home study reinforces the notion of personally tailored measurements for success. Therefore the TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <p>-Fully Credentialed Staff and/or expert staff</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base – Included in above</p>

<ul style="list-style-type: none"> -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>*Students with IEPS participate in general ed. to the maximum extent possible.</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education / Students with IEPS</u></p>	<p>LCFF Supp-Supplies \$1K</p>
<p>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable.</p> <p>TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.</p> <p>TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Supp – Supplies \$3K</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Pupil Outcomes and Engagement (8. Other Pupil Outcomes, 3. Parent Involvement, 6. School Climate, 5. Pupil Engagement)</p> <p>2% will improve in identified assessments. Completion rate of 9 Parent / Teacher meetings per year with fully credentialed highly qualified teachers and at least 70% of completed home study work assignments will provide forms of metric assessment/ progress reports in grades K-8th. These assessments will assist in establishing base lines and base line testing for measuring student progress in the 2015-16, 16-17 and 17-18 LCAP.</p> <p>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable. School climate will be measured by 70% of work completed / 95% full attendance rate.</p> <p>Pupil Outcomes (4. Pupil Achievement, 3. Parent involvement, 5. Pupil Engagement, 1. Basic)</p> <p>Rely upon 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</p>
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	TRHS Stakeholders do not place high value on the results of California Standardized State testing and internal school wide assessments will indicate metrics towards progress.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <p>TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> -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 	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	LCFF Base – Included above
*Students with IEPS participate in general ed. to the maximum extent possible.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education/ Students with IEPS</u>	LCFF Supp-Supplies \$1K
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.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	LCFF Supp – Supplies \$3K

TRHS will provide E.L. Curricula and support materials for E.L. Students on an as needed basis/ when and if applicable.	<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient
TRHS will provide additional curricula and support materials for RFEP students on an as needed basis/ when and if applicable	<input type="checkbox"/> Other Subgroups: (Specify) _____

GOAL TRHS students will have safe and improved central school facilities and a safe school environment	Related State and/or Local Priorities: <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase student safety and improve facilities maintenance Develop a long term facility plan to identify needs, alternatives and then in the next year and implement it		
Goal Applies to:	Schools: TRHS	Applicable Pupil Subgroups:	ALL PUPILS

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Pupil Outcomes and Engagement (6. School Climate) 100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment. - Security Cameras - Improved Flooring -Padded gas meters -Safety Presentations by community experts -Safe working environment appropriate workspace for teachers and staff -Develop a long term facility plan to identify needs, alternatives and then in the next year and implement it	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF Supp – Supplies/Svc \$4K LCFF Supp – Supplies/Svc \$7K

LCAP Year 2: 2016-17

Expected Annual	(6. School Climate)
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Measurable Outcomes:	100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment</p> <p>-Response to Stakeholder Facilities Request Form -continue to maintain facilities conducive to learning and maintain safe facilities -Improve outdoor rec areas</p>	ALL	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	LCFF Supp – Supplies/Svc \$5K
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	(6. School Climate) 100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment</p> <p>-Response to Stakeholder Facilities Request Form -continue to maintain facilities conducive to learning and maintain safe facilities -Improve outdoor rec areas</p>	ALL	<p><u>X</u> ALL</p>	LCFF Supp – Supplies/Svc \$5K

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	All students will improve their ELA & Math proficiency scores	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	Schools: TRHS Applicable Pupil Subgroups: All	
Expected Annual	2% will improve in identified assessments	Actual Annual Uniform, quantitative measurable outcomes not ascertained due to lack of State Testing scores for

Measurable Outcomes:		Measurable Outcomes:	the 2013-14 school year. Improvement in local assessment tools necessary in order to determine an accurate baseline of student achievement and progress in achievement.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Acquire ELA materials that are aligned with Common Core. TRHS will provide students with ELA Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program, and with Math Common Core Standards aligned instructional materials including but not limited to Life of Fred, Progress in Math and Singapore Math programs, access to one to one ratio fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -Fully Credentialed, Highly Qualified Staff -Professional Development -Technology-based Curriculum/ Technology -CCSS aligned Curriculum and materials -Tutoring <p>*Students with IEPs participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>	<p>Unrest GF – Cert Sal \$228K</p> <p>Unrest GF – Supplies \$50K</p> <p>Prop 39 Supplies - \$89K</p> <p>Common Core Books - \$20K</p> <p>Unrest GF – Admin Salaries, Tutoring salaries - \$144K</p>	<p>Acquired ELA and Math materials that are aligned with Common Core. TRHS provided students with ELA Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page program, and with Math Common Core Standards aligned instructional materials including but not limited to 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 was made available to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -Fully Credentialed, Highly Qualified Staff -Professional Development -Technology-based Curriculum/ Technology -CCSS aligned Curriculum and materials -Tutoring <p>*Students with IEPs participated in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed. Student</p>	<p>LCFF Base Cert Salaries \$258K</p> <p>LCFF Supp supplies/svc - \$10K</p> <p>Common Core books and supplies - \$8K</p> <p>LCFF Supp – aide support/Tutori ng - \$3K</p>

	<p>Unrest GF – Basic Op Exp - \$85K</p> <p>Lottery Supplies - \$21K</p> <p>Special Ed Services - \$45K</p>		Special Ed Svcs - \$35K
Scope of service:	TRHS	Scope of service:	TRHS
<u>X</u> ALL		<u>_</u> ALL	
OR: <u>_</u> Low Income pupils <u>_</u> English Learners <u>_</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups:(Specify)_____		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>x</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>_</u> Special Education/ Students with IEP <u>_</u>	
Students at TRHS are assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of California Common Core and current trends in public school education. A selection of Common Core aligned materials were made readily available to home schooling parents and students for exceptional course access. In addition technology and technology based curricula were offered as choices that in addition to print materials serve as options for how to teach and deliver Common Core aligned lessons. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provides a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does	Included above	Students at TRHS were assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of California Common Core and current trends in public school education. A selection of Common Core aligned materials were made readily available to home schooling parents and students for exceptional course access. In addition technology and technology based curricula were offered as choices that in addition to print materials serve as options for how to teach and deliver Common Core aligned lessons. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provided a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension, chronic	

not have suspension, chronic absenteeism or expulsion rates to report and the nature of home school supports high school attendance rates.		absenteeism or expulsion rates to report and the nature of home school supports high school attendance rates.	
Scope of service:	TRHS	Scope of service:	TRHS
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in actions will be made in the metric measurements of student success to exclude the local Renaissance Assessment. Instead the "Let's Go Learn" assessment tool and the IXL assessment tool will be introduced to the TRHS School community in the 2015-16 school year as it provides more in depth quantitative assessment capabilities compared to the Renaissance. In addition measures for a qualitative assessment will be developed collaboratively by parents and teachers in order to specifically target the independent study model which considers the baseline and expected achievement of each individual student as opposed to the general student population.
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Original GOAL from prior year LCAP:	Increase student achievement and performance in physical fitness at the K-8 th grade levels	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: TRHS Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	2% will improve in identified assessments	Actual Annual Measurable Outcomes: Uniform, quantitative measurable outcomes not ascertained due to amount of students tested and the non-acquisition of P.E Testing scores relevant to the California Physical Education Model Content Standards 2013-14 school year. Improvement in local assessment tools necessary in order to determine an accurate baseline of student achievement and progress in achievement. Due to

			the nature of home school P.E is often assessed at home making the construction of a standard metric system to track progress difficult.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
TRHS will provide students with variants of physical fitness courses and equipment that are relevant to the California Physical Education Model Content Standards. Access to relevant equipment and courses will be available to meet the demands of Home Schooling at TRHS including: -Fully Credentialed, Highly Qualified Staff and/or expert staff -P.E. Curriculum and materials -Phys. Ed. Courses availability to all students *Students with IEPs participate in general ed. to the maximum extent possible.	Included Above	TRHS provided students with variants of physical fitness courses and equipment that are relevant to the California Physical Education Model Content Standards. Access to relevant equipment and courses were available to meet the demands of Home Schooling at TRHS including: -Fully Credentialed, Highly Qualified Staff and/or expert staff -P.E. Curriculum and materials -Phys. Ed. Courses availability to all students *Students with IEPs participate in general ed. to the maximum extent possible.	
Scope of service:	TRHS	Scope of service:	TRHS
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education/ Students with IEPS</u>	
Students at TRHS are assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of the concept of physical and fitness current trends in P.E at public schools throughout California. A selection of fitness materials and books were made readily available to home	Included Above	Students at TRHS were assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participated in professional development workshops in order to gain a deeper understanding of the concept of physical and fitness current trends in P.E at public schools throughout California. A selection of fitness materials and books were made readily available to home schooling parents and	Included in student budgets

<p>schooling parents and students for exceptional course access. In addition print materials serve as options for how to teach and deliver P.E.at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provides a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>		<p>students for exceptional course access. In addition print materials serve as options for how to teach and deliver P.E.at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provide a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>	
<p>Scope of service:</p>	<p>TRHS</p>	<p>Scope of service:</p>	<p>TRHS</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Changes in actions will be made in the metric measurements of student success to refine the California Physical Education Model Content Standards in the 2015-16 school year in order to make the standards more applicable to those in the TRHS Home School environment. In addition measures for a qualitative assessment will be developed collaboratively by parents and teachers in order to specifically target the independent study model which considers the baseline and expected achievement of each individual student as opposed to the general student population. Because the nature of this goal is tailored to the individual, TRHS will no longer include this goal as a school wide goal in the 2015-16 LCAP.</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>FRP as well as all TRHS students will increase performance in healthy, global and locally sustainable nutritional practices/ subsistence</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: TRHS Applicable Pupil Subgroups: FRP</p>		
<p>Expected Annual</p>	<p>2% will improve in identified assessments</p>	<p>Actual Annual</p>	<p>Uniform, quantitative measurable outcomes not ascertained due to absence of assessment tool for performance of healthy, global and locally sustainable</p>

Measurable Outcomes:		Measurable Outcomes:	nutritional practices/ subsistence relevant to the Health Education Model Content Standards for California Public Schools 2013-14 school year. Improvement in local assessment tools necessary in order to determine an accurate baseline of student achievement and progress in achievement.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>TRHS will provide students with access to a sustainable community garden and tools so that the TRHS FRP population as well as entire student population are exposed to concepts of healthy living which are relevant to Health Education Model Content Standards for California Public Schools.</p> <p>This school wide innovation includes access to the following to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -Fully Credentialed, Highly Qualified Staff and/or expert staff - CCSS Curricula (science) -Access to TRHS Community Gardens -Materials and tools associated with sustainable subsistence -Partnerships with Community Specialists -Technology-based Curriculum/ Technology -Tutoring <p>*Students with IEPs participate in general ed. to the maximum extent possible</p>	Included above	<p>TRHS provided students with access to a sustainable community garden and tools so that the TRHS FRP population as well as entire student population were exposed to concepts of healthy living which were outlined as relevant to Health Education Model Content Standards for California Public Schools.</p> <p>This school wide innovation included access to the following to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -Fully Credentialed, Highly Qualified Staff and/or expert staff - CCSS Curricula (science) -Access to TRHS Community Gardens -Materials and tools associated with sustainable subsistence -Partnerships with Community Specialists -Technology-based Curriculum/ Technology -Tutoring <p>*Students with IEPs participate in general ed. to the maximum extent possible</p>	
Scope of service:	TRHS	Scope of service:	TRHS
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education/ Students with IEPS</u>	

<p>Students at TRHS are assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of the concept of health and wellness at the K-8 levels. A selection of gardening tools and seeds and access to the TRHS Community garden were made readily available to home schooling parents and students for exceptional course access. In addition print materials serve as options for how to teach and deliver healthy living habits at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provides a safe school environment where parents feel comfortable to discuss their child's progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>		<p>Included above</p>	<p>Students at TRHS were assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of the concept of health and wellness at the K-8 levels. A selection of gardening tools and seeds and access to the TRHS Community garden were made readily available to home schooling parents and students for exceptional course access. In addition print materials served as options for how to teach and deliver healthy living habits at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provided a safe school environment where parents feel comfortable to discuss their child's progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>	
<p>Scope of service:</p>	<p>TRHS</p>		<p>Scope of service:</p>	<p>TRHS</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Changes in actions will be made in the metric measurements of student success to refine the Health Education Model Content Standards for California Public Schools in the 2015-16 school year in order to make the standards more applicable to those in the TRHS Home School environment. In addition measures for a qualitative assessment will be developed collaboratively by parents and teachers in order to specifically target the independent study model which considers the baseline and expected achievement of each individual student as opposed to the general student population. Because the nature of this goal is tailored to the individual, TRHS will no longer include this goal as a school wide goal in the 2015-16 LCAP.</p>		

<p>E.L.L. students as well as all TRHS students will have increased access to</p>	<p>Related State and/or Local Priorities:</p>
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Original GOAL from prior year LCAP:	bi-lingual, dual-language materials, curriculum and instruction that include relevant topics for English Language Learners (with English as Second Language)	1 <u>X</u> 2 <u>_</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u>_</u> 10 <u>_</u> Local : Specify _____
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Goal Applies to:	Schools: TRHS	Applicable Pupil Subgroups: E.L.L.
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Expected Annual Measurable Outcomes:	2% will improve in identified assessments	Actual Annual Measurable Outcomes:	Uniform, quantitative measurable outcomes not ascertained due to absence of assessment rubrics for bi-lingual speakers in a home study environment. Improvement in local assessment tools necessary in order to determine an accurate baseline of student achievement and progress in achievement.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>TRHS will provide E.L.L. students as well as all TRHS students with access to bi-lingual, dual-language materials, curriculum and instruction that include relevant topics for English Language Learners (as well as entire student body). This school wide innovation includes access the following to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -Fully Credentialed, Highly Qualified Staff and/or expert staff - Tutoring/ Community Specialists -E.L.L. & Bi-Lingual instructional materials -Technology-based Curriculum/ Technology <p>*Students with IEPs participate in general ed. to the maximum extent possible</p>	<p>Included above</p>	<p>In the 13-14 School year there were no E.L.L. students enrolled at TRSHS. TRHS provided ALL students with access to bi-lingual, dual-language materials, curriculum and instruction. TRHS purchased three sets of Rosetta Stone which stakeholders emphasized important.</p> <p>This school wide innovation included access the following to meet the demands of Home Schooling at TRHS including:</p> <ul style="list-style-type: none"> -Fully Credentialed, Highly Qualified Staff and/or expert staff - Tutoring/ Community Specialists -E.L.L. & Bi-Lingual instructional materials -Technology-based Curriculum/ Technology 	<p>\$LCFF Supp – supplies (Rosetta stone) \$300</p>

			*Students with IEPs participate in general ed. to the maximum extent possible	
Scope of service:	TRHS		Scope of service:	TRHS
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education/ Students with IEPs</u>	
<p>Students at TRHS are assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of the concept of bi-lingual importance at K-8 levels. A selection of language programs, specifically Rosetta Stones were made readily available to home schooling parents and students for exceptional course access. In addition print materials serve as options for how to teach and deliver second language curriculum at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provides a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>		Included above	<p>Students at TRHS are assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of the concept of bi-lingual importance at K-8 levels. A selection of language programs, specifically Rosetta Stones were made readily available to home schooling parents and students for exceptional course access. In addition print materials serve as options for how to teach and deliver second language curriculum at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provides a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>	
Scope of service:	TRHS		Scope of service:	TRHS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	TRHS will no longer include this as one of the goals to be met in the 2015-16 LCAP. Programs online such as DUALINGO are free to the user and the TRHS stakeholders are interested in offering this program because it is fiscally sustainable and has fair and equal access to all students and internet capability. Currently there are no E.L.L. students at TRHS. If that statistic changes then those unduplicated students will be included in the other goals set by the TRHS 15-16 LCAP.

Original GOAL from prior year LCAP:	Increase Student performance and achievements in the scientific spheres of environmental science and global sustainability		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: TRHS	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	2% will improve in identified assessments	Actual Annual Measurable Outcomes:	Uniform, quantitative measurable outcomes not ascertained due to absence of assessment rubrics for bi-lingual speakers in a home study environment. Improvement in local assessment tools necessary in order to determine an accurate baseline of student achievement and progress in achievement.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
TRHS will provide all TRHS students with access to environmental science curriculum and additional instruction which includes but is not limited to interactive texts and relevant literature and materials. This	Included above	TRHS provided all TRHS students with access to environmental science curriculum and additional instruction which included but was not limited to interactive texts and relevant literature and materials such as the "Moving Beyond the Page" program. This school wide innovation	LCFF Supp – Supplies

<p>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"> -Fully Credentialed Staff and/or expert staff - Tutoring -New science curricula and materials --Technology-based Curriculum/ Technology <p>*Students with IEPs participate in general ed. to the maximum extent possible</p>			<p>included access the following to meet the demands of Home Schooling at TRHS including access to:</p> <ul style="list-style-type: none"> -TRHS Green house purchased in 14-15 in response to LCAP stakeholder feedback -Fully Credentialed Staff and/or expert staff - Tutoring -New science curricula and materials --Technology-based Curriculum/ Technology <p>*Students with IEPs participate in general ed. to the maximum extent possible</p>	(greenhouse) \$3K
Scope of service:	TRHS		Scope of service:	TRHS
<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)Special Education/ Students with IEPs _____</p>	
<p>Students at TRHS are assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of the scientific spheres related to environmental science and global sustainability at K-8 levels. A selection of programs, such as “Moving Beyond the Page” were made readily available to home schooling parents and students for exceptional course access. In addition print materials serve as options for how to teach and deliver science curriculum at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provides a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>		Included above	<p>Students at TRHS were assigned a fully credentialed, highly qualified teacher help guide the TRHS in their home school endeavors. TRHS teachers participate in professional development workshops in order to gain a deeper understanding of the scientific spheres related to environmental science and global sustainability at K-8 levels. A selection of programs, such as “Moving Beyond the Page” were made readily available to home schooling parents and students for exceptional course access. In addition print materials serve as options for how to teach and deliver science curriculum at home. The nature of home schooling requires a high parent involvement. In this way parents remain engaged and participatory and have a high degree of decision making at The School. The TRHS provided a safe school environment where parents feel comfortable to discuss their child’s progress with their credentialed teacher and the facilities that house aligned lessons are maintained. TRHS does not have suspension or expulsion rates to report and the nature of home school supports high school attendance rates.</p>	

Scope of service:	TRHS	Scope of service:	TRHS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in actions will be made in the metric measurements of student success to include a new stakeholder devised rubric of evaluating this goal. In addition measures for a qualitative assessment will be developed collaboratively by parents and teachers in order to specifically target the independent study model which considers the baseline and expected achievement of each individual student as opposed to the general student population. This year TRHS stakeholders will engage in creating a local form of assessment at every grade level in order to measure student progress towards mastering specific rubrics related to the demonstration of environmental and globally sustainable solutions for a new eco-conscious era.		

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 52,765
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.	

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

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

6.64	%
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.	

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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