

Introduction:

LEA: Three Rivers Charter School Contact: Roger Coy, School Director, director@trcschool.org LCAP Year: 17-18

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>This year, all of the stakeholders were identified and work started early to identify what was critical to them. 1) Weekly bulletins are sent to parents, guardians, teachers, staff, board members and anyone expressing an interest in receiving them. 2) Surveys have been conducted on parents, students, staff, and board members in order to ensure we are understanding the needs and desires of our stakeholders. 3) Outside processes were used to gather information including groups such as ACSA, CCSA, CDE, and other colleagues for input. At school, suggestion boxes were placed and input was sought at school events. Weekly teacher staff meetings, monthly teacher's aide's meetings, and monthly board meetings are held. In order to raise attendance at the Parent Teacher Network meetings, meetings were cut down to four times per month; held to 1 hour; new officers were put in place; child care was provided; and snacks were provided with a translator at each meeting. We did see a significant increase in parent participation. We increase our parent participation from 2% to 20%.</p>	<p>A richer, fuller picture on what is needed at the school and improvements to the process have been implemented. A better understanding has developed for the various stakeholders of the need for their input and a feeling that their input is valued. Because many of the recommended changes have actually been implemented, stakeholders are feeling more empowered. Student input has increased student participation in the governance of the school. We regularly have a student Rep at our Board Meetings and our Student Council is continuing to meet regularly to discuss desires, and issues for the students.</p>
<p>Annual Update: Since developing plans on improving the involvement of various stakeholders and new stakeholder groups to the school a better focus on those action items has been occurring. More involvement can be seen and felt at the school.</p>	<p>Annual Update: We have developed after school programs, began looking for ways to reach out to unduplicated groups, and are developing better enrichment programs. We provide EL support and Remedial support on a daily basis.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

GOAL: 1	EL Students will be proficient in the English Language within 3 years of attending school at TRCS.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------	--	--

Identified Need : English Language proficiency, using CELDT, teacher input, and parent input to determine need.

Goal Applies to: Schools: TRCS
 Applicable Pupil Subgroups: EL Students

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes: EL students show improvement in scoring and after three years are reclassified using the CELDT Testing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
30 minutes per day of special attention and services for EL students.	All Grades	__ALL ----- OR: __Low Income pupils <u> </u> x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15000
Technology support by providing computer support, instruction and hardware.	All Grades	__ALL ----- OR: __Low Income pupils <u> </u> x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3000
Training for teachers and support personnel on EL instruction and intervention strategies.	All Grades	__ALL ----- OR: __Low Income pupils <u> </u> x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2000

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	EL Students will be proficient in the English Language within 3 years of attending school at TRCS.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
30 minutes per day of special attention and services for EL students.	All Grades	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15000
Technology support by providing computer support, instruction and hardware.	All Grades	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3000
Training for teachers on EL instruction and intervention strategies.	All Grades	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2000

LCAP Year 3: 2019-2020

Expected Annual Measurable Outcomes:	EL Students will be proficient in the English Language within 3 years of attending school at TRCS.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
30 minutes per day of special attention and services for EL students.	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$15000
Technology support by providing computer support, instruction and hardware.	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3000
Training for teachers on EL instruction and intervention strategies.	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2000

GOAL: 2	Parents of low income and EL students will be more involved with our school.	Related State and/or Local Priorities: 1__ 2_ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------	--	---

Identified Need : Parents of low income and EL students show low involvement and attendance at school meetings and functions

Goal Applies to: Schools: TRCS
 Applicable Pupil Subgroups: Unduplicated Pupils

LCAP Year 1: 2017-2018

Expected Annual Measurable Outcomes: Increased attendance of parents or unduplicated students at school functions based upon previous years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All announcements involving school functions and activities to be translated. Provide translation services at functions	All Grades	__ALL	\$5000
		OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.	All Grades	__ALL	\$1000
		OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	All Grades	__ALL	\$1000
		OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2018-2019

Expected Annual Measurable Outcomes:	Increased attendance of parents or unduplicated students at school functions based upon previous years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All announcements involving school functions and activities to be translated. Provide translation services at functions	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5000
Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000

LCAP Year 3: 2019-2020

Expected Annual Measurable Outcomes:	Increased attendance of parents or unduplicated students at school functions based upon previous years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All announcements involving school functions and activities to be translated. Provide translation services at functions	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$5000

Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.	All Grades	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1000
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	All Grades	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1000

GOAL: 3	Increase the number and variety of elective opportunities for all students as well as after school and extra curricular activities.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
------------	---	--

Identified Need :	Student engagement and retention and increased opportunities at school
Goal Applies to:	Schools: TRCS Applicable Pupil Subgroups: All Students

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	Increased number of activities and electives and increased number of students involved in activities.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	All Grades	<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) _____	\$5000

Increase electives (art program, language, gardening etc)	All Grades	<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)_____	\$5000
---	------------	--	--------

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	Increased number of activities and electives and increased number of students involved in activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	All Grades	<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)_____	\$5000
Increase electives (art program, language, gardening etc)	All Grades	<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)_____	\$5000

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes:	Increased number of activities and electives and increased number of students involved in activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	All Grades	<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	\$5000

		__ Other Subgroups: (Specify) _____	
Increase electives (art program, language, gardening etc)	All Grades	<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) _____	\$5000

GOAL: 4	Students and parents will have more opportunities to access technological resources within the school and home will receive training and support from the school.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	Student engagement and increased proficiency to technology		
Goal Applies to:	Schools: TRCS		
	Applicable Pupil Subgroups:	All Students	
LCAP Year 1: 2017-18			
Expected Annual Measurable Outcomes:	..		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.	All Grades	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10000
Provide parental and student training and opportunities for parent engagement.	All Grades	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$5000

__ Other Subgroups:(Specify)_____

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes: Increased access and use of online resources including classes. Increase teacher’s capacity to provide technological support.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional computer systems and increase bandwidth. Include home use and parental involvement.	All Grades	<input checked="" type="checkbox"/> ALL	\$10000
		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)_____	
Provide parental and student training and opportunities for parent engagement.	All Grades	<input checked="" type="checkbox"/> ALL	\$5000
		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)_____	

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes: Increased access and use of online resources including classes. Increase teacher’s capacity to provide technological support.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional computer systems and increase bandwidth. Include home use and parental involvement.	All Grades	<input checked="" type="checkbox"/> ALL	\$10000
		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)_____	
Provide parental and student training and	All Grades	<input checked="" type="checkbox"/> ALL	\$5000

opportunities for parent engagement.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups: (Specify) _____

GOAL: 5 Provide for Remedial work by providing additional personnel working with the teachers and students on a daily basis. 1__ 2__ 3__ 4_x 5_x 6__ 7_x 8__
COE only: 9__ 10__
Local : Specify _____

Identified Need : Student achievement improvement needed

Goal Applies to: Schools: TRCS
Applicable Pupil Subgroups: All Students

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes: Student's scores improving in the class as well on state testing. Teachers feeling better support and no child falling through the cracks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire staff support and provide support during school. Develop program with teachers for additional pull out.	All Grades	<input checked="" type="checkbox"/> ALL	\$20000
		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)_____	

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes: Student's scores improving in the class as well on state testing. Teachers feeling better support and no child falling through the cracks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire staff support and provide support during school. Develop program with teachers for additional pull out.	All Grades	<input checked="" type="checkbox"/> ALL	\$20000
		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)_____	

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes: Student's scores improving in the class as well on state testing. Teachers feeling better support and no child falling through the cracks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire staff support and provide support during school. Develop program with teachers for additional pull out.	All Grades	<input checked="" type="checkbox"/> ALL	\$20000
		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)_____	

GOAL: 6	Expansion of After School Programs	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------	------------------------------------	--

Identified Need : Students feeling lack of inclusion. Need for extra curricular activities.

Goal Applies to: Schools: TRCS
 Applicable Pupil Subgroups: All Students

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes: More services and activities available. Including clubs, homework clubs, some sports or active programs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Survey students on desire 2. Hire additional help 3. Implement program.	All Grades	<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)_____	\$7000

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes: More services and activities available. Including clubs, homework clubs, some sports or active programs..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Survey students on desire 2.Hire additional help 3.Implement program.	All Grades	<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)_____	\$7000

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes: More services and activities available. Including clubs, homework clubs, some sports or active programs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Survey students on desire 2.Hire additional help 3.Implement program.	All Grades	<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)_____	\$7000

GOAL:	Foster youth and homeless students better connected to resources. (Foster youth definition expanded to students not being raised by biological parents and not adopted)	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
--------------	---	---

Identified Need : Students not getting the resources needed (food, sleep, hygiene, sleep, support) so not able to focus on studies.

Goal Applies to: Schools: TRCS
 Applicable Pupil Subgroups: Foster Students

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes: Foster students % receiving needed resources. Families connected to public services including medical care, .

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received.	All Grades	__ALL	\$1000
		OR: __Low Income pupils __English Learners x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes: Foster students % receiving needed resources. Families connected to public services including medical care,

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received.	All Grades	__ALL	\$1000
		OR: __Low Income pupils __English Learners x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes: Foster students % receiving needed resources. Families connected to public services including medical care,

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received	All Grades	__ALL	\$1000
		OR: __Low Income pupils __English Learners x_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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:	EL Students will be proficient in the English Language within 3 years of attending school at TRCS.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	TRCS		
	Applicable Pupil Subgroups:	EL Students		
Expected Annual Measurable Outcomes:	EL Students will be proficient in the English Language within 3 years of attending school at TRCS.		Actual Annual Measurable Outcomes:	40% EL students ready to be reclassified. All other students improved their CELDT results.
LCAP Year: 2016-17				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Training for teachers or support personnel on EL instruction and intervention strategies.		\$2000	Teacher trained on the use of Acellus, provided materials, and at the Charter Conference.	
Scope of service:	All Grades		Scope of service:	All Grades
__ALL			__ALL	
OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Each teacher dedicating at least 30 minutes per day of special attention and services. Teachers provided aides and materials to assist with this work.		\$7000	Each teacher dedicating at least 30 minutes per day of special attention and services. Teachers provided aides and materials to assist with this work.	
Scope of service:			Scope of service:	
__ALL			__ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" 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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Technology support by providing computer support, instruction, and hardware		\$3000	Technology support by providing computer support, instruction, and hardware		\$4000
Scope of service:	All Grades		Scope of service:	All Grades	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" 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 checked="" 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?		Continue new services. Keep additional help on to assist teachers and expand reading and spelling programs.			

Original GOAL from prior year LCAP:	Parents of Unduplicated Students more involved.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools :	TRCS		
	Applicable Pupil Subgroups:	Unduplicated Students		
Expected Annual Measurable Outcomes:	More parents of Unduplicated students involved in the activities within the school including attending PTN meetings and taking an active role in the school		Actual Annual Measurable Outcomes:	Continuing with multiple bulletin boards, translation services, and computers. EL and RTI work being done.

LCAP Year: 2016-17

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide translation services at functions and for key documents and announcements.	\$3000	Provide translation services at functions and for key documents and announcements.	\$2000
Scope of service: All Grades		Scope of service: All Grades	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" 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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide Support Assistance	\$1000	Provide Support Assistance	\$1000
Scope of Service:			
Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase % of EL Students participating	\$1000	Increase % of EL Students participating	\$3000
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" 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 checked="" 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?

Continue new services. Keep additional help on to assist teachers and expand reading programs as started this year. Additional training needs to be completed for teachers.

Original GOAL from prior year LCAP:	Increase the number and variety of extra curricular activities during and after school.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: TRCS	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Number of programs increased and students participating in extracurricular courses and activities.	Actual Annual Measurable Outcomes:	Cooking Program, After School Program, Lego Robotics Club, Chess Club, Coding Classes, Robotics for 1-2, Garden Club added.	
LCAP Year: 2016-17				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Hire staff and add programs		\$7000	After School Program, Lego Robotics Club, Chess Club,	
Scope of service:	All Grades		Scope of service:	All Grades
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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)_____	
Increase electives.		\$5000	Cooking Program, Coding classes, Robotics for 1- \$6000	

		2 Class, Garden Club, Student Council	
Scope of service:		Scope of service:	
<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?	Continue new services. Expanded programs for every age group. Add career oriented courses for High School.		

Original GOAL from prior year LCAP:	Increase technological opportunities and improve technological resources for students and parents.	Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__ 5__x__ 6__x__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: TRCS	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	Student : Computer Ratio improved and courses and computer programs more available. Improved internet services available to parents and students.	Actual Annual Measurable Outcomes:	Computers are now 1:1 in our school. Students have the opportunity to borrow the computer for homework. Parents have the opportunity as well although none have done so.
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase computers and required	\$10000	Computers and licenses purchased. Expanded internet services.	\$8000

Scope of service:	All Grades		Scope of service:	All Grades	
<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)_____		
Provide training and software as needed in order to create a blended environment.	\$10000		Working with teachers on how to integrate Googles classroom and Googles for Education into classroom.	\$5000	
Scope of service:			Scope of service:		
<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?	Continue new services. Add expansion to new internet services. Add programs as required by teachers. Develop training program for Google services. Create a program that allows assistance for families needing computer or internet help.				

Original GOAL from prior year LCAP:	Provide Remedial work assistance for each class.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: TRCS Applicable Pupil Subgroups: All Students		
Expected Annual	Scores of students improved both in classroom work and in testing.	Actual Annual	All students in remedial program doing better in class. Test scores to be determined.

Measurable Outcomes:		Measurable Outcomes:	
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Hire staff and provide needed assistance for teachers.		\$10000	\$8200
Scope of service:	All Grades		
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Scope of service:		All Grades	
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input checked="" 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?		Continue new services. Keep additional help on to assist teachers and expand reading programs as started this year. Add expanded hours as needed	

Original GOAL from prior year LCAP:	Expansion of After School Program	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: TRCS		
	Applicable Pupil Subgroups: All Students		
Expected Annual	Program in place and being offered. Additional services or programs as well.	Actual Annual	New program is in place. Additional programs have been added including Lego Robotics club, Chess

Measurable Outcomes:		Measurable Outcomes:	Club, and a Reading Club.
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Students to be surveyed 2. Hire needed help 3. Implement program/programs	\$ 7000	Students were surveyed, help was hired and the programs was implemented.	\$4500
Scope of service:	All Grades	Scope of service:	All Grades
<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?	Continue new services. Continue with after school program. Add sports related program if possible.		

Original GOAL from prior year LCAP:	Foster youth and homeless students better connected to resources	Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: TRCS Applicable Pupil Subgroups: EL Students		
Expected Annual	Foster students % receiving needed resources. Families connected to public services including	Actual Annual	All known Foster students receiving appropriate services. With newly expanded definition, all known

Measurable Outcomes:	medical care,	Measurable Outcomes:	needed resources provided, however, only partially received. .
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Survey students/Families and establish needs 2. Find resources or contacts for resources 3. Follow up to make sure resources received.	\$1000	Partially defined. Known families surveys and resources and contacts provided. Follow is needed at this time.	\$300
Scope of service:	All Grades	Scope of service:	All Grades
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" 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 checked="" 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?	Continue new services. Keep additional help on to assist teachers and expand reading programs as started this year.		

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:	\$ 120,989
-The Supplemental and Concentration grant funds are being used for Remedial and Outreach programs that include Remedial work with EL students; focus on providing technologies and technological support; and extra curricular programs including after school programs are some of the ways that this money can be used. Continuing the work with EL students will be a priority. I have hired personnel to work with EL students with a focus on ELA on a daily basis. I will be adding a component that is a program that will allow these students to work independently. The after school program is being expanded this next year. We successfully established it this year and added a Legos Robotics Club and a Chess Club. Translation services were begun this year and this portion of the program will be continued as well. In addition, our plans are to improve our music program, create a sports program, and add some-kind of a snack/breakfast/lunch program. All announcements will be translated. Additional services will be provided as necessary.	

- 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.

14.52	%
-------	---

We will continue to work on the various programs we are currently working on. We will increase the amount that will benefit the unduplicated. This will be done by providing extra tutorial services and the other services outlined above. We are working on attracting a larger % of unduplicated students by doing more outreach into those communities. Weighted advantages are given to those EL students entering our school through the lottery system as well.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

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

(f) "Expulsion rate" shall be calculated as follows:

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

01-13-15 [California Department of Education]