Three Rivers Charter School

Board Meeting

Date and Time
Tuesday May 17, 2016 at 5:00 PM

Location
High School Classroom

Board meetings are held in public. The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the Executive Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Fort Bragg CA 95437. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting.

Agenda

	Purpose	Presenter	Duration

I. Opening Items

A. Call the Meeting to Order			1
B. Record Attendance and Guests			1
C. Approve Agenda	Vote		3

II. Community Comment

A. Community Comment	Discuss		20

III. Reports

A. Parent Network Representative	FYI		10

Mr. Coy to present overview of PTN meeting results.

B. Student Representative	FYI		5

Student Rep to present overview of Student Council activities and issues regarding the student body.

C. Teachers	FYI		5

Teacher classroom overviews provided to the Board with certain teachers present for questions or discussions.

D. School Director	Discuss		60

Director to provide an overview of the school. Topics include Enrollment, Financial Condition, Outstanding Major Action Items, Facilities Report, Upcoming Events,Truancy Report, etc.

E. Financials	Discuss		20

Ms. Tyler to present overview detail reagrding financials

IV. Discussion

A. LCAP Plan	Discuss	Roger Coy	20

LCAP is ready for review and approval.

B. General Report on Teacher and Staff Evaluations and Health Care Benefits Status	Discuss	Roger Coy	20
C. Coffee Drinks etc. allowed at School	Discuss	Niki Chaves	15

V. Action Items

A. Adopt Meeting Minutes	Approve Minutes		5

Minutes to be reviewed prior to meeting.

B. Approve LCAP	Vote	Roger Coy	10

VI. Closed Session

A. CEO Evaluation	Discuss	Jaimi Parsons	30
B. Teacher Pay Review	Vote	Roger Coy	30
C. Teacher-Parent Situation Review	Discuss	Roger Coy	15

VII. Closing Items

A. Adjourn Meeting	Vote		5

Agenda Cover Sheets

Section:
Item:
Purpose:
Goal:
Submitted by:
Related Material:

III. Reports
C. Teachers
FYI

Teacher Write-Ups for 5:17.doc

Section:
Item:
Purpose:
Goal:
Submitted by:
Related Material:

III. Reports
D. School Director
Discuss

Teacher Write-Ups for 5:17.doc

Section:
Item:
Purpose:
Goal:
Submitted by:
Related Material:

IV. Discussion
A. LCAP Plan
Discuss

LCAP Review.docx
LCAP 16-17.pdf

Introduction:

LEA: Three Rivers Charter School   Contact: Roger Coy, School Director, director@trcschool.org   LCAP Year: 16-17

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
This year, all of the stakeholders were identified and work was began 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 aide's, parents and board meetings are held.	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 have increased student participation in the governance of the school.
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.	Annual Update: We have developed after school programs, began looking for ways to reach out to unduplicated groups, and are developing better enrichment programs.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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:	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 to determine need.	
Goal Applies to:	Schools:	TRCS
	Applicable Pupil Subgroups:	EL Students

LCAP Year 1: 2016-17

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 _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7000
Technology support by providing computer support, instruction and hardware.	All Grades	__ALL OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3000
Training for teachers on EL instruction and intervention strategies.	All Grades	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000

LCAP Year 2: 2017-18				
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	__ALL		$7000
		OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Technology support by providing computer support, instruction and hardware.	All Grades	__ALL		$3000
		OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Training for teachers on EL instruction and intervention strategies.	All Grades	__ALL		$2000
		OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

LCAP Year 3: 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	__ALL		$7000
		OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology support by providing computer support, instruction and hardware.	All Grades	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3000
Training for teachers on EL instruction and intervention strategies.	All Grades	__ALL OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2000

			Related State and/or Local Priorities:
GOAL:	Parents of low income and EL students will be more involved with our school.		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: 2016-17

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 OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient	$5000

| | | __Other Subgroups:(Specify)_____ | |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	All Grades	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000

LCAP Year 2: 2017-18

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 OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __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	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000
Provide assistance for information to reach	All Grades	__ALL	$1000

| intended targets and for transportation, and other supports to be provided. | | OR:
__Low Income pupils x__English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

LCAP Year 3: 2018-19

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 OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __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	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1000
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	All Grades	__ALL OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1000

GOAL:	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: 2016-17

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	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5000
Increase electives (art program, language, gardening etc)	All Grades	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5000

LCAP Year 2: 2017-18

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
Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	All Grades	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5000
Increase electives (art program, language,	All Grades	x__ALL	$5000

	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 3: 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
Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	All Grades	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5000
Increase electives (art program, language, gardening etc)	All Grades	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5000

GOAL:	Students and parents will have more opportunities to access technological resources within the school and will receive training.	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 _____

Identified Need :	Student engagement and increased proficiency to technology	
Goal Applies to:	Schools:	TRCS
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17	
Expected Annual	Increased access and use of online resources including classes.

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. Include home use and parental involvement.	All Grades	_x_ALL		$10000
		OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide parental and student training and opportunities for parent engagement.	All Grades	_x_ALL		$10000
		OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:	Increased access and use of online resources including classes			
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	_x_ALL		$10000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide parental and student training and opportunities for parent engagement.	All Grades	_x_ALL		$10000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	Increased access and use of online resources including classes			
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	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$10000
Provide parental and student training and opportunities for parent engagement.	All Grades	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$10000

GOAL:	Provide for Remedial work by providing additional personnel working with the teachers and students on a daily basis.	Related State and/or Local Priorities: 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: 2016-17

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	_x_ALL <hr> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10000

LCAP Year 2: 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	_x_ALL <hr> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10000

LCAP Year 3: 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	_x_ALL <hr> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10000

GOAL:	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:	Al Students

LCAP Year 1: 2016-17

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	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7000

LCAP Year 2: 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	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7000

LCAP Year 3: 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	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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: 2016-17

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 OR: __Low Income pupils __English Learners x__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000

LCAP Year 2: 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 OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000

LCAP Year 3: 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 OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1000

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:	All EL students met this goal except 1.

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Training for teachers on EL instruction and intervention strategies.		$1000	Teachers minimally trained. More training required.		$500
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.		$5000	Each teacher dedicating at least 30 minutes per day of special attention and services. Teachers provided aides and materials to assist with this work.		$5000
Scope of service:			Scope of service:		
__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)_____
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.	

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:	A new Board member was added from an EL family. Bulletin Board were set up, translation services added, computers made available. EL and RTI work being done.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Training for teachers on EL instruction and intervention strategies.	$1000	Teachers minimally trained. More training required.	$500
Scope of service:	All Grades	Scope of service:	All Grades
__ALL		__ALL	
OR: __Low Income pupils x__English Learners		OR: __Low Income pupils _x_English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__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.	$5000	Each teacher dedicating at least 30 minutes per day of special attention and services. Teachers provided aides and materials to assist with this work.	$4500
Scope of service: __ALL OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils x__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?	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: 2015-16

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire staff and add programs	$5000	After School Program, Lego Robotics Club, Chess Club,	$5000
Scope of service: All Grades _x_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Grades _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase electives.	$5000	Cooking Program, Coding classes, Robotics for 1-2 Class, Garden Club,Student Council	$3000
Scope of service: _x_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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: 2015-16

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 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Grades _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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: _x_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: x__ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services,			

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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 Measurable Outcomes:	Scores of students improved both in classroom work and in testing.	Actual Annual Measurable Outcomes:	All students in remedial program doing better in class. Test scores to be determined.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire staff and provide needed assistance for teachers.	$10000	Additional staff hired and more service needed. Tutoring and Summer Workshop added.	$8200
Scope of service: All Grades		Scope of service: All Grades	
_x_ ALL OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils _x_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?	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 Measurable Outcomes:	Program in place and being offered. Additional services or programs as well.	Actual Annual Measurable Outcomes:	New program is in place. Additional programs have been added including Lego Robotics club, Chess Club, and a Reading Club.

LCAP Year: 2015-16

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	
_x_ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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_x_ 3__ 4__ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Foster students % receiving needed resources. Families connected to public services including medical care,	Actual Annual Measurable Outcomes:	All known Foster students receiving appropriate services. With newly expanded definition, all known needed resources provided, however, only partially received. .

LCAP Year: 2015-16

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	
__ALL		__ALL	
OR: __Low Income pupils __English Learners _x_ Foster Youth __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners _x_ Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__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).

15-16 LCAP Review
May 2, 2016

LCAP Goals % Completed:

1. EL Students Proficient within 3 years of arrival (60% complete. - 2/5 attending TRCS over 3 years.). State Priorities: 2,4
2. Parents of Unduplicated Students more involved (Many attempts at outreach have been attempted with minimum success. One major accomplishment has been the addition of a EL student's family member on the board. More needs to be done.) State Priorities:3
3. Increase the number and variety of elective opportunities during and after school. (90%. This has been mostly accomplished, however, it is an ongoing action item. Many programs have been added including an after school program. More work is needed for the older grades.) State Priorities: 2,4
4. Increase technological opportunities. (95%. This has been mostly accomplished, however, it is ongoing. Computer ratios have been improved to 1:1 and many new programs and opportunities have been added. Google for Education and Google for the Classroom needs to be better incorporated.)State Priorities:1,2,5,6,7,8
5. Remedial work (RTI)State Priorities: 4,5,7
6. Expansion of After School Programs – State Priorities:2,5,6
7. Foster youth and homeless students better connected to resources. (Broadening the definition of this to include all students not being raised by biological parents and not adopted. Partially completed. Students worked with when identified however, a better "search" could be conducted to find those needing help.) State Priorities: 2,8

Actions Taken Related to LCAP:

- Bulletin Board Purchased ($500 – for reaching parents sitting in parking lot)
- Weekly Bulletin (keeping all parents informed of school activities. Sent via email and posted on website)
- Parent Bulletin/Director's Bulletin Board ($500-Bulletin Boards outside of Director's office. Parent Bulletin Board specifically for parents to use and receive information about events in town.)
- Web Site ($2000 - New website created and posted for all communications and postings)
- TIDES Program ($1500 - New afterschool program created to help parents and provide extra-curricular activities)
- Chess Club ($350-Extra Curricular Activity for all ages. Multiple trips taken to a Chess Tournament)
- Lego Robotics Club ($500 - Extra-Curricular)

- Lego Robotics Tournament – ($1000 – Lego Robotics Club Competition as a Extra Curricular Activity)
- Remedial EL Work ($3000 Daily Pullout – Monday PullOut - $600)-
- Tutoring – ($3500 – 2x weekly)
- Summer Workshop – ($800 – Focus on Remedial Work)
- Reading Remedial ($1000 – Shoptaw – Reading club and One on One Reading EL)
- SSTs focused on low performing students. Emphasis on Unduplicated – (Identified 10 of the lowest and developed SSTs for them)
- Garden Club – ($750 – Purchased tools and supplies – Extra curricular activity for Jr High)
- Cooking Class – ($300 – Cooking class for Jr. High)
- CodeMonkey – ($600 – Extra curricular coding activity for grades 3-6)
- Translation Services added ($200 – For meetings with EL Parents)
- Increase Hispanic presence on Board – (Have added new family member to board to help with outreach to Hispanic community.)
- Computers 1:1 (23 Chromebooks added ($3500) Licenses for management added ($2500) Misc. supplies including mice and adaptors ($100) additional computers and Google licenses to increase technological ability for school. Improve testing, blended services and computer activities.
- Cubelets – $1200 – (Added For extra-curricular coding and robotics training for grades 1-2- Classes taught weekly)
- Blended Learning used throughout school programs Online courses for High School,
- Increased internet band width. ($500 - Installed Comcast service and improved service. Can now put 85% of school on the internet at one time.)
- Counselor ($4000 – Added counselor for guidance services for High School and general support for grades 1-12. Helpful for graduation rates and retention as well as helping to develop school climate.)
- Playground – ($1500 - Upgraded playground in order to create a nicer play area for the students for extra-curricular activities and student retention.)

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

Teacher Write-Ups for 5:17.doc

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