

**Introduction:**

**LEA:** Trillium Charter  
**Contact:** Marianne Keller, Administrator, trilliumcs@gmail.com, (707)822-4721  
**LCAP Year:** 2016-17

***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
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<p>In order to engage the Trillium community we collected data from parents, students, staff, and community members. Parent surveys were published online and data was assembled using SurveyMonkey. Survey input was reviewed by our Steering Committee, which is comprised of elected parent representatives and staff volunteers. This data was used to identify areas of high priority for our parent body. Staff were given the opportunity to present both student input and personal perspectives. Family members and interested individuals from the community were invited to ask questions and/or submit comments and suggestions.</p>	<p>Parent surveys indicated that hands-on class projects, fieldtrips, and curriculum-related community activities are highly valued and cannot be sustained by fundraising alone. Other top priorities include facility safety and maintenance, technology upgrades, student services, and home-school communication. Low cost aftercare is of high concern to working families. Staff priorities are continued professional development, implementing Common Core curriculum (CC), reporting of student progress, classroom aides, and providing the highest possible standards of learning for all students. Student priorities are field trips, class projects, playground cooperation and new equipment.</p>
<p><b>Annual Update:</b></p> <p>2/22/16-3/25/16: Parents were asked to complete online program evaluations.</p> <p>4/4/16-4/8/16: Parent conferences were held</p> <p>4/6/16 &amp; 5/11/16: Steering Committee/School Site Council reviewed annual parent surveys, went through each goal in the 2015-2016 LCAP and reviewed all related expenditures. (5/11/16 LCAP Public hearing)</p> <p><b>6/29/15: Final LCAP committee meeting. LCAP approved.</b></p>	<p><b>Annual Update:</b></p> <p>There is a need to develop new methods of student tracking that incorporates CC curriculum and CAASPP testing in order to identify needs for intervention and academic support. Staff collaboration is essential to this process as we transition to 100% CC curriculum. As a school serving 79% low-income students, low-cost aftercare services that include homework support and tutoring are a high priority.</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 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?

<b>GOAL:</b>	The Trillium Charter School staff and community of parents and volunteers will provide a well-maintained, student-friendly facility that is equipped with up-to-date supplies and tools for student growth and achievement, including Common Core aligned curriculum, access to technology, and use of differentiated instruction under the guidance of highly-qualified teachers and a well-trained staff.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local: All local goals are embedded within the State Priorities.
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<b>Identified Need:</b>	<p>1.1 Facilities: Trillium's facilities and grounds passed all annual inspections with only 3 required actions need for 100% compliance. Regularly-scheduled maintenance is needed for grounds upkeep. Metric: Facility Inspection Tool, Annual site inspections</p> <p>1.2 Professional Development: 100% of Trillium's teachers are appropriately credentialed in the subject areas for their assigned classroom. Ongoing professional development and staff collaboration requires regular scheduling. Metric: CALPADs reporting, employee records, staff training records</p> <p>1.3 Instruction: Classroom aides serve to maintain low student-teacher ratios and support direct instruction. 100% of supplemental staff are qualified paraprofessionals and will be trained to mentor students, support individualized learning, and use school adopted curriculum. Metric: Employee records, staff training records</p> <p>1.4 Curriculum: 100% of students need state adopted curriculum and adequate supplies for classroom success. Metric: Purchasing records, academic progress reports</p>			
<b>Goal Applies to:</b>	<b>Schools:</b>	Trillium Charter School		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>1.1 RCEA will complete and submit Trillium's proposal under the Proposition 39 program.</p> <p>Weekly grounds and maintenance upkeep will avoid future safety and fire code violations.</p> <p>1.2 Trillium will maintain 100% highly-qualified credentialed teachers, increase team teaching and collaboration, and increase diversity within the curriculum.</p> <p>1.3 Trillium students will have increased academic success with low student-teacher ratios. Classroom aides and supplementary staff will be well-trained for optimum effectiveness.</p> <p>1.4 Trillium students will improve academic success and increase CAASPP test results annually by a 5% minimum.</p>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>We have completed energy audits and collected data under the guidance of Redwood Coast Energy Authority (RECA) and will submit an energy efficiency proposal to the California Energy Commission in accordance with Proposition 39 guidelines.</p> <p>We are creating a part time maintenance position that will be supported by parent volunteer work efforts.</p> <p>We will continue annual site inspections for health codes, fire hazards, and safety regulations.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Expense: RCEA contracted oversight, services, and labor for energy efficiency upgrades</p> <p>Source: \$15,000 annual Proposition 39 award</p> <p>Expense: Grounds and Maintenance worker</p> <p>Source: \$3000 supplemental concentration funding</p>
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<p>Staff members will have opportunities for professional development related to Common Core curriculum, STEM subjects, classroom management, differentiated instruction, and innovative learning strategies.</p> <p>Teacher meetings are held weekly for team building and collaboration.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expense: Teacher workshops and training</p> <p>Source: \$2000 Supplemental Concentration funds, \$2250 Educator Effectiveness Spending Plan</p> <p>Expense: Substitute pay</p> <p>Source: \$3200 General Funds</p>
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<p>Highly-qualified teachers will teach in every classroom and oversee classroom aides.</p> <p>Classroom aides will be employed a minimum of 50% of instructional time to maintain low student-teacher ratios and support individual academic needs of all students. Training will be provided.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Certificated salaries and related employee expenses</p> <p>Source: \$129,900 general funds</p> <p>Expense: Classifies salaries, staff training, fingerprint clearance</p> <p>Source: \$18,000 supplemental concentration funds, \$200 general funds</p>
<p>All students will have access to Common Core aligned curriculum in core subjects</p> <p>All students will have hands-on learning opportunities in STEM subjects.</p> <p>All students will have ample supplies available for task completion and classroom success.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Curriculum</p> <p>\$6500 supplemental concentration funds</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1.1 RCEA will oversee energy efficient upgrades pending approval of Trillium's Prop. 39 proposal. Weekly grounds and maintenance upkeep will avoid future safety and fire code violations.</p> <p>1.2 Trillium will maintain 100% highly-qualified credentialed teachers, increase team teaching and collaboration, and increase diversity within the curriculum.</p> <p>1.3 Trillium students will have increased academic success with maximum 10-1 student-teacher ratio. Classroom aides and supplementary staff will be well-trained for optimum effectiveness.</p> <p>1.4 Trillium students will improve academic success and increase CAASPP test results annually by a 5% minimum.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Energy upgrades pending CA Energy Commission approval.</p> <p>A part-time maintenance position is supported by parent volunteer work efforts.</p> <p>We will continue annual site inspections for health codes, fire hazards, and safety regulations.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: RCEA contracted oversight, services, and labor for energy efficiency upgrades</p> <p>Source: \$15,000 annual Proposition 39 award</p> <p>Expense: Grounds and Maintenance worker</p> <p>Source: \$3000 supplemental concentration funding</p>

<p>Staff members will have opportunities for professional development related to Common Core curriculum, STEM subjects, classroom management, differentiated instruction, and innovative learning strategies.</p> <p>Teacher meetings will be held weekly for team building and collaboration.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expense: Teacher workshops and training</p> <p>Source: \$2200 Supplemental Concentration funds, \$2250 Educator Effectiveness Spending Plan</p> <p>Expense: Substitute pay</p> <p>Source: \$3200 General Funds</p>
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<p>Highly-qualified teachers will teach in every classroom and oversee classroom aides.</p> <p>Classroom aides will be employed a minimum of 50% of instructional time to maintain low student-teacher ratios and support individual academic needs of all students. Training will be provided.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Expense: Certificated salaries and related employee expenses</p> <p>Source: \$129,900 general funds</p> <p>Expense: Classifies salaries, staff training, fingerprint clearance</p> <p>Source: \$19,000 supplemental concentration funds, \$250 general funds</p>
<p>All students will have access to Common Core aligned curriculum in core subjects</p> <p>All students will have hands-on learning opportunities in STEM subjects.</p> <p>All students will have ample supplies accessible for task completion and classroom success.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Expense: Curriculum</p> <p>\$7000 supplemental concentration funds</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1.1 RCEA will oversee energy efficient upgrades pending approval of Trillium's Prop. 39 proposal. Weekly grounds and maintenance upkeep will avoid future safety and fire code violations.</p> <p>1.2 Trillium will maintain 100% highly-qualified credentialed teachers, increase team teaching and collaboration, and increase diversity within the curriculum.</p> <p>1.3 Trillium students will have increased academic success with maximum 10-1 student-teacher ratio. Classroom aides and supplementary staff will be well-trained for optimum effectiveness.</p> <p>1.4 Trillium students will improve academic success and increase CAASPP test results annually by a 5% minimum.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Facility upgrades are pending CA Energy Commission approval of Prop. 39 proposal.</p> <p>A part-time maintenance position is supported by parent volunteer work efforts.</p> <p>We will continue annual site inspections for health codes, fire hazards, and safety regulations.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expense: RCEA contracted oversight, services, and labor for energy efficiency upgrades</p> <p>Source: \$15,000 annual Proposition 39 award</p> <p>Expense: Grounds and Maintenance worker</p> <p>Source: \$3000 supplemental concentration funding</p>



<p>Staff members will have opportunities for professional development related to Common Core curriculum, STEM subjects, classroom management, differentiated instruction, and innovative learning strategies.</p> <p>Teacher meetings will be held weekly for team building and collaboration.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Expense: Teacher workshops and training</p> <p>Source: \$2500 Supplemental Concentration funds</p> <p>Expense: Substitute pay</p> <p>Source: \$3200 General Funds</p>
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<p>Highly-qualified teachers will teach in every classroom and oversee classroom aides.</p> <p>Classroom aides will be employed a minimum of 50% of instructional time to maintain low student-teacher ratios and support individual academic needs of all students. Training will be provided.</p>	<p>Including those with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Expense: Certificated salaries and related employee expenses</p> <p>Source: \$129,900 general funds</p> <p>Expense: Classifies salaries, staff training, fingerprint clearance</p> <p>Source: \$19,000 supplemental concentration funds, \$200 general funds</p>
<p>All students will have access to Common Core aligned curriculum in core subjects</p> <p>All students will have hands-on learning opportunities in STEM subjects.</p> <p>All students will have ample supplies for task completion and classroom success.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Expense: Curriculum</p> <p>\$7500 supplemental concentration funds</p>

<b>GOAL:</b>	Trillium Charter School will provide a diverse curriculum for all students. Strong academics, including homework support, computer proficiency, and test-taking strategies will be paired with opportunities to develop social-emotional intelligence, community-minded citizenship, environmental stewardship, Mindfulness, and critical thinking skills both in the classrooms and during our after school program.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local: All local priorities and goals are embedded within the state priorities.
<b>Identified Need:</b>	<p>2.1 Computer literacy: Trillium students need access to integrated technology for academic success and improved test taking abilities. Metric: CAASPP results, student portfolios</p> <p>2.2 Benchmarks: Student tracking is essential to measure progress, identify achievement gaps, and prepare for standardized testing. Metric: Progress reports, CAASPP test results</p> <p>2.3 Citizenship: Group field trips, all-school activities, and weekly community meetings serve to promote meaningful participation, resolve conflicts, and offer a sense of belonging for all students.</p> <p>2.4 Tutoring &amp; Homework Support: Students benefit from academic support to complete homework during after school care. Metric: Rate of homework return</p> <p>2.5 Afterschool Care: Families need affordable child care services before and after school. Metric: Aftercare billing, parent evaluations</p>	
<b>Goal Applies to:</b>	<b>Schools:</b>	Trillium Charter School
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>2.1 Trillium students will gain computer and technology skills needed for academic success and increase test taking proficiency.</p> <p>2.2 Tracking of student progress and test preparation will identify areas of strength and weakness in core subjects, assist in curriculum planning, and improve CAASPP scores.</p> <p>2.3 Ongoing opportunities for travel, community building, and group problem solving will reduce the need for behavioral interventions and foster connectedness among students and staff members. Target- zero suspensions</p> <p>2.4 Tutoring and homework support will improve academic success, including CAASPP test scores, and increase homework return rates, targeted at 85%.</p> <p>2.5 Before and after school child care services will ensure stability in enrollment and provide academic support, snack, and enrichment opportunities for enrolled students, averaging 55% of student population.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>All students will have access to technology for academic purposes and receive guidance and training to properly use programs, applications, and equipment.</p> <p>We will increase available technology, including iPads and computers for student use, smart classroom set-ups, and high speed internet.</p>	<p>Including those with exceptional needs.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Technology and related accessories</p> <p>\$2000 supplemental concentration funds</p> <p>Expense: Apps, programs, and equipment</p> <p>Source: \$1000 Supplemental Concentration funds, \$1000 Lottery instructional materials, BIG Grant internet upgrade services</p>
<p>Student progress will be tracked in core subjects to demonstrate achievements and identify need for academic interventions.</p> <p>CAASPP test preparations will utilize practice and training tests, interim testing, and aligned workbooks.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Subscriptions for online tracking, benchmark assessments, and CAASPP workbooks</p> <p>Source: \$1000 supplemental concentration funds</p>

<p>All-school community meetings will be held weekly.</p> <p>Field trips that augment thematic units, provide cultural experiences, and boost physical education will be scheduled monthly.</p> <p>Mindfulness training will be taught to all students.</p> <p>Cross-peer tutoring and group activities will be held weekly (Buddies).</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Field trip fees and related transportation costs</p> <p>Source: \$3800 supplemental concentration funds, \$1000 fundraising efforts</p> <p>Expense: Mindfulness training and supplies</p> <p>Source: \$500 supplemental/ c oncentration fun ds</p>
<p>Homework Club will be held weekly in Aftercare.</p> <p>Tutoring will be available by teacher recommendation.</p> <p>Teachers will use incentives to encourage homework return.</p>	<p>Including students with exceptional needs.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Classified staff salaries</p> <p>Source: \$2880 Title I funds, \$3000 Rural Education Achievement Program (REAP)</p>

<p>Childcare will be available before and after school for all students.</p> <p>Discounted rates for high use, low-income, or multiple children will be offered for eligible families.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Expense: Classified staff salaries</p> <p>Source: \$9000 General funds, \$3000 supplemental/concentration funds</p> <p>Expense: Program supplies</p> <p>Source: \$1500 Local Revenue</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>2.1 Trillium students will gain computer and technology skills needed for academic success and increase test taking proficiency by a minimum of 5% annually.</p> <p>2.2 Tracking of student progress and test preparation will identify areas of strength and weakness in core subjects, assist in curriculum planning, and improve CAASPP scores.</p> <p>2.3 Ongoing opportunities for travel, community building, and group problem solving will reduce the need for behavioral interventions and foster connectedness among students and staff members. Target- zero suspensions.</p> <p>2.4 Tutoring and homework support will improve academic success, including CAASPP test scores, and increase homework return rates, targeted at 85%.</p> <p>2.5 Reduced costs before and after school child care services will ensure stability in enrollment and provide academic support, snack, and enrichment opportunities for enrolled students, averaging 65% of student population.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>All students will have access to technology for academic purposes and receive guidance and training to properly use programs, applications, and equipment.</p> <p>We will increase available technology, including iPads and computers for student use, smart classroom set-ups, and high speed internet.</p>	<p>Including those with exceptional needs.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Apps, programs, and equipment</p> <p>Source: \$1000 Supplemental Concentration funds, \$1000 Lottery instructional materials, BIG Grant internet upgrade services</p> <p>Expense: Technology and related accessories</p> <p>\$2100 supplemental concentration funds</p>
<p>Student progress will be tracked in core subjects to demonstrate achievements and identify need for academic interventions.</p> <p>CAASPP test preparations will utilize practice and training tests, interim testing, and aligned workbooks.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Subscriptions for online tracking, benchmark assessments, and CAASPP workbooks</p> <p>Source: \$1100 supplemental concentration funds</p>



<p>All-school community meetings will be held weekly.</p> <p>Field trips that augment thematic units, provide cultural experiences, and boost physical education will be scheduled monthly.</p> <p>Mindfulness training will be taught to all students.</p> <p>Cross-peer tutoring and group activities will be held weekly (Buddies).</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Field trip fees and related transportation costs</p> <p>Source: \$4000 supplemental concentration funds, \$1000 fundraising efforts</p> <p>Expense: Mindfulness training and supplies</p> <p>Source: \$500 supplemental/ c oncentration funds</p>
<p>Homework Club will be held weekly in Aftercare.</p> <p>Tutoring will be available by teacher recommendation.</p> <p>Teachers will use incentives to encourage homework return.</p>	<p>Including students with exceptional needs.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Classified staff salaries</p> <p>Source: \$2880 Title I funds, \$3000 Rural Education Achievement Program (REAP)</p>

<p>Childcare will be available before and after school for all students.</p> <p>Discounted rates for high use, low-income, or multiple childcare will be offered for eligible families.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Expense: Classified staff salaries</p> <p>Source: \$9000 General funds, \$3200 supplemental/concentration funds</p> <p>Expense: Program supplies</p> <p>Source: \$1500 Local Revenue</p> <p>Expense: Program restructuring</p> <p>Source: \$15000 ASES grant *pending approval of grant application</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>2.1 Trillium students will gain computer and technology skills needed for academic success and increase test taking proficiency by a minimum of 5% annually.</p> <p>2.2 Tracking of student progress and test preparation will identify areas of strength and weakness in core subjects, assist in curriculum planning, and improve CAASPP scores.</p> <p>2.3 Ongoing opportunities for travel, community building, and group problem solving will reduce the need for behavioral interventions and foster connectedness among students and staff members. Target- zero suspensions.</p> <p>2.4 Tutoring and homework support will improve academic success, including CAASPP test scores, and increase homework return rates, targeted at 90%.</p> <p>2.5 Reduced costs before and after school child care services will ensure stability in enrollment and provide academic support, snack, and enrichment opportunities for enrolled students, averaging 70% of student population.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>All students will have access to technology for academic purposes and receive guidance and training to properly use programs, applications, and equipment.</p> <p>We will increase available technology, including iPads and computers for student use, smart classroom set-ups, and high speed internet.</p>	<p>Including those with exceptional needs.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Apps, programs, and equipment</p> <p>Source: \$1100 Supplemental Concentration funds, \$1100 Lottery instructional materials, BIG Grant internet upgrade services</p> <p>Expense: Technology and related accessories</p> <p>\$2800 supplemental concentration funds</p>
<p>Student progress will be tracked in core subjects to demonstrate achievements and identify need for academic interventions.</p> <p>CAASPP test preparations will utilize practice and training tests, interim testing, and aligned workbooks.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Subscriptions for online tracking, benchmark assessments, and CAASPP workbooks</p> <p>Source: \$1200 supplemental concentration funds</p>

<p>All-school community meetings will be held weekly.</p> <p>Field trips that augment thematic units, provide cultural experiences, and boost physical education will be scheduled monthly.</p> <p>Mindfulness training will be taught to all students.</p> <p>Cross-peer tutoring and group activities will be held weekly (Buddies).</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Field trip fees and related transportation costs</p> <p>Source: \$4500 supplemental concentration funds, \$1000 fundraising efforts</p> <p>Expense: Mindfulness training and supplies</p> <p>Source: \$500 supplemental/ c oncentration funds</p>
<p>Homework Club will be held weekly in Aftercare.</p> <p>Tutoring will be available by teacher recommendation.</p> <p>Teachers will use incentives to encourage homework return.</p>	<p>Including students with exceptional needs.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Classified staff salaries</p> <p>Source: \$2880 Title I funds, \$3000 Rural Education Achievement Program (REAP)</p>

<p>Childcare will be available before and after school for all students.</p> <p>Discounted rates for high use, low-income, or multiple childcare will be offered for eligible families.</p>	<p>Including students with exceptional needs</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Expense: Classified staff salaries</p> <p>Source: \$9000 General funds, \$3200 supplemental/concentration funds</p> <p>Expense: Program supplies</p> <p>Source: \$1500 Local Revenue</p> <p>Expense: Program restructuring</p> <p>Source: \$15000 ASES grant *pending approval of grant application</p>
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<b>GOAL:</b>	The Trillium staff will successfully collaborate with parents, families, and community entities to promote working partnerships, foster home-school connections, support student learning, and encourage good attendance.		Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 X 7 _8 Local: All local priorities and goals are embedded within the state priorities.
<b>Identified Need:</b>	3.1 Community partnerships: Students benefit from exposure to art, culture, science, and natural resources outside of the classroom. Collaboration with community partners and local experts ensure diversity in the curriculum. Metric: progress reports, program evaluations 3.2 Home-school connections: Communication between families and school staff increases participation in school events and promotes students pride in their school and individual work. Metric: User logs, student portfolios 3.3 Family participation: School events, programs, and family gatherings provide opportunities for meaningful participation in the Trillium community and increase parent volunteerism. Metric: Sign-in sheets, volunteer records 3.4 Attendance: Consistent attendance increases every student's academic success. Metric: Attendance records, progress reports		
<b>Goal Applies to:</b>	<b>Schools:</b>	Trillium Charter School	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	3.1 100% of Trillium students will attend curriculum-driven workshops or in-class presentations in partnership with local entities and experts. 3.2 Parent Square will improve communications with a minimum of 95% of possible parent users and 100% of staff members receiving active updates. A minimum of 90% of parents will attend at least one conference annually. 3.3 100% of parents will participate in a minimum of two Trillium events each school year. 3.4 Student attendance will improve, averaging a minimum of 90% for each school month.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Local entities, including Youth Education Services, Center Arts, United Indian Health Services, Humboldt Area Foundation, Humboldt Wildlife Care Center, and other non-profit organizations, will be utilized to provide service learning opportunities, cultural exposure, grant funding, and educational alliances that benefit Trillium students.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Lecture fees, entry fees, travel costs  Source: \$1000 supplemental/concentration funds  Expense: School bus fees  Source: \$500 Ride to the Wild Fund</p>
<p>The use of Parent Square for immediate, online school updates will be open to all family and staff members.</p> <p>Parent-teacher conferences will be held bi-annually and teachers will schedule office hours after school for open door parent communication.</p> <p>Parent surveys will be distributed annually for anonymous program feedback.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Parent Square annual contract  Source \$250 supplemental/concentration funds  Expense: Online survey format  Source: \$200 Supplemental/C concentration funds  Expense: Parent meeting supplies  Source: \$300 General funds</p>



<p>School events will be planned throughout the year to provide ample room for meaningful parent participation; classroom meetings, seasonal potlucks, volunteer work days, field trip chaperoning, committee membership, camping trips, fundraising opportunities, and classroom volunteerism will be encouraged by all staff members.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Event supplies and associated fees  Source: \$1000 supplemental/concentration materials and supplies</p>
<p>Teachers will use incentive to improve student attendance.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Student incentives and awards  Source: \$300 Lottery instructional materials</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>3.1 100% of Trillium students will attend curriculum-driven workshops or in-class presentations in partnership with local entities and experts.</p> <p>3.2 Parent Square will improve communications with a minimum of 95% of possible parent users and 100% of staff members receiving active updates. A minimum of 90% of parents will attend at least one conference annually.</p> <p>3.3 100% of parents will participate in a minimum of three Trillium events each school year.</p> <p>3.4 Student attendance will improve, averaging a minimum of 92% for each school month.</p>		
<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>

<p>Local entities, including Youth Education Services, Center Arts, United Indian Health Services, Humboldt Area Foundation, Humboldt Wildlife Care Center, and other non-profit organizations, will be utilized to provide service learning opportunities, cultural exposure, grant funding, and educational alliances that benefit Trillium students.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Lecture fees, entry fees, travel costs  Source: \$1200 supplemental/concentration funds  Expense: School bus fees  Source: \$500 Ride to the Wild Fund</p>
<p>The use of Parent Square for ongoing, online school updates will be open to all family and staff members.</p> <p>Parent-teacher conferences will be held bi-annually and teachers will schedule office hours after school for open door parent communication.</p> <p>Parent surveys will be distributed annually for anonymous program feedback.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Parent Square annual contract  Source \$250 supplemental/concentration funds  Expense: Online survey format  Source: \$200 Supplemental/C concentration funds  Expense: Parent meeting supplies  Source: \$300 General funds</p>

<p>School events will be planned throughout the year to provide ample room for meaningful parent participation; classroom meetings, seasonal potlucks, volunteer work days, field trip chaperoning, committee membership, camping trips, fundraising opportunities, and classroom volunteerism will be encouraged by all staff members.</p>	<p>Including students with exceptional needs Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Event supplies and associated fees  Source: \$1200 supplemental/concentration materials and supplies</p>
<p>Teachers will use incentive to improve student attendance.</p>	<p>Including students with exceptional needs Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Student incentives and awards  Source: \$300 Lottery instructional materials</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>3.1 100% of Trillium students will attend curriculum-driven workshops or in-class presentations in partnership with local entities and experts.</p> <p>3.2 Parent Square will improve communications with a minimum of 97% of possible parent users and 100% of staff members receiving active updates. A minimum of 95% of parents will attend at least one conference annually.</p> <p>3.3 100% of parents will participate in a minimum of three Trillium events each school year.</p> <p>3.4 Student attendance will improve, averaging a minimum of 95% for each school month.</p>		
<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>

<p>Local entities, including Youth Education Services, Center Arts, United Indian Health Services, Humboldt Area Foundation, Humboldt Wildlife Care Center, and other non-profit organizations, will be utilized to provide service learning opportunities, cultural exposure, grant funding, and educational alliances that benefit Trillium students.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Lecture fees, entry fees, travel costs  Source: \$1300 supplemental/concentration funds  Expense: School bus fees  Source: \$500 Ride to the Wild Fund</p>
<p>The use of Parent Square for ongoing, online school updates will be open to all family and staff members.</p> <p>Parent-teacher conferences will be held bi-annually and teachers will schedule office hours after school for open door parent communication.</p> <p>Parent surveys will be distributed annually for anonymous program feedback.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Parent Square annual contract  Source \$250 supplemental/concentration funds  Expense: Online survey format  Source: \$200 Supplemental/C concentration funds  Expense: Parent meeting supplies  Source: \$300 General funds</p>

<p>School events will be planned throughout the year to provide ample room for meaningful parent participation; classroom meetings, seasonal potlucks, volunteer work days, field trip chaperoning, committee membership, camping trips, fundraising opportunities, and classroom volunteerism will be encouraged by all staff members.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Event supplies and associated fees  Source: \$1250 supplemental/concentration materials and supplies</p>
<p>Teachers will use incentive to improve student attendance.</p>	<p>Including students with exceptional needs  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense: Student incentives and awards  Source: \$300 Lottery instructional materials</p>

## 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?

<b>Original Goal from prior year LCAP:</b>				Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 Local:		
Goal Applies to:	Schools:	Grades:				
	Applicable Pupil Subgroups:					
Expected Annual Measurable Outcomes:				Actual Annual Measurable Outcomes:		
<b>LCAP Year: 2015-16</b>						
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>			
			<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
<b>Scope of service:</b>	Grades:			Scope of service:	Grades:	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other				_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>						

**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	44507
<p>All funds are being expended on a school-wide basis while principally targeting our unduplicated low-income pupils by:</p> <p>Using systematic methods to address academic needs, track student progress, increase CAASPP test scores, maintain a minimum of 90% student attendance, and decrease behavioral interventions, including alternatives to suspension.</p> <p>Maintaining support staff and aides in the classrooms and after school program for low staff-student ratio, homework support, and tutoring.</p> <p>Increase family engagement through programs, communications, and practices that increase parent information access and bridge home-school connections.</p> <p>Professional development for Common Core curriculum, technology integration, and innovative teaching strategies.</p> <p>Currently, we are not serving any foster youth or English learners. When such a need becomes present, we will increase allocations to address the specific needs of these students, including a focus on literacy, mentoring, and family liasons.</p>	



- 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.

14.25	%
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Supplemental and concentration funding is estimated to be \$44,507. Low income students (and foster students or English learners should they enroll), will receive increased services by the minimum proportionality of 14.25% through increases to Common Core curriculum and supplies, technology integration, tutoring and homework support; access to highly-qualified staff and after school programs; and learning experiences that include art, culture, music, gardening, and local history to support the core curriculum and provide access to diversity.

School wide implementation of all practices is determined to be the best use of funding when considering the impact on our small school population, projected to be comprised of 75-80% low-income students and 15-20% students with exceptional needs for 2016-2017.

### 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).