

Introduction:

LEA: Twin Ridges Elementary School District **Contact (Name, Title, Email, Phone Number):** James Berardi, Superintendent/Principal, jberardi@tresd.org, (530) 265-9052 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

Introduction: The Twin Ridges Elementary School District is a small rural district composed of two schools. Grizzly Hill is the larger of the two with ninety seven students and Washington has six. These schools are representative of their communities in which they serve. Many families choose to live in this rural setting and do not actively participate in their school and community. 30% of our families choose not to immunize their children and over 86% of the district's families qualify for free and reduced lunches. This number is the highest in the county and has a direct impact on student success. The Twin Ridges Elementary School District staff strives to create, sustain, and encourage high quality educational programs for all students. High academic standards, safe and engaging learning environments, and the development of community partnerships will help in our mission to prepare students for the future.

LEA: Twin Ridges Elementary School District

Contact: James Berardi, Superintendent/Principal, jberardi@tresd.org, (530) 265-9052

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

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

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

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

served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Twin Ridges School District (TRSD) is a small rural district in which both of its schools act as a center point for their perspective communities. We pride ourselves on being a community oriented institutes of learning. For the past five years, we have strived to increase parent volunteerism, hold several community forums on education as well as actively pursue a positive school climate that reinforces a healthy, safe place for all students, families and staff. Community dinners and school functions have been instrumental in assisting to reach these goals. The implementation of the Positive Behavior Intervention</p>	<p>Stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the Eight State</p>

and Support (PBIS) program is a direct outcome of these actions as well as surveys of the districts stakeholders. In addition, the community has been educated on our new LCFF model and the eight state priorities which must be addressed in the development of the LCAP. The following measures have been taken:

- The most recent data revealed from surveys has been used to help formulate goals in the LCAP.

- A student survey (grades 3-8) was administered in the spring of 2016 to gather their input into the plan.
- Dedicated time at staff meetings throughout the current school year has been set aside for discussion and input into the plan. Representation at these meetings included TK-8th grade and special education certificated teachers as well as the majority of our instructional aides. These meetings represent the Twin Ridges bargaining group.
- Several dinners for the community were held during the 2015-2016 school year in which we shared our goals and the implementation process of PBIS, one of the main focuses of our current LCAP based on stakeholder input
- The Twin Ridges Elementary School District held a Public Hearing on the LCAP at a special scheduled meeting on June 7th.
- The Twin Ridges Elementary School District approved the LCAP at our regularly scheduled meeting on June 14th.

A draft version was brought to the all stake holders on or before 5/11/16. This included a staff meeting, board meeting and site council. A written response by the superintendent is not required.

The TRSD Board of Trustees have been kept abreast of the progress made toward our goals within their regularly scheduled meetings.

Annual Update:

Many efforts were made in the 2015-2016 school year to share with and involve our stakeholders as well as collect data and update progress made on the established goals. These would include but not be limited to the following:

Priorities.

The Involvement Process provided us with input from our stakeholders that helped establish our areas of focus. Three areas were determined as priorities to assist our students maximize their success.

The following student priorities were described by stakeholders and have been incorporated into our plan:

- Academic achievement in Mathematics and English Language Arts

- Positive behavior intervention/ Positive School Climate

- Increase Parent/Community Involvement

Annual Update:

This process was long and informative. What we learned is that our goals all have significant meaning and value to all stakeholders. On-going improvement in Mathematics and English Language Arts is a priority to the board, teachers and families. I believe that the other core areas will be added as those subjects

become adopted in the coming years. The students, families and staff really look forward to the district adding new curriculum, electives, course offerings and extra-curricular activities. This will become a reality as we continue to add more staff or specialist. The district has seen an increased number of parents, families and community members taking part in school-wide activities. This is a direct result in “advertising” these events as well as providing free food to “draw” these groups in. I believe that the biggest change in the district due to the LCAP was our efforts to improve school climate and create a positive environment for everyone. This goal has a direct impact on all the others goals and we saw great changes in our schools. The hard work of the staff, the acceptance from the students and families has made this one goal succeed. We are looking forward to fully implementing PBIS in the coming years.

Twin Ridges Board Meetings:

- 09/08/15
- 10/27/15
- 11/10/15
- 01/12/16

Staff Meetings:

- 08/17/15
- 09/09/15
- 11/04/15
- 12/02/15
- 01/06/16
- 01/25/16
- 02/10/16
- 03/02/16
- 04/06/16

School-wide activities (family dinners, parent meetings, presentations, shows, assemblies, community meetings or trainings):

- 08/18/15

- 08/26/15
- 09/11/15
- 10/20/15
- 10/21/15
- 10/26/15
- 10/30/16
- 11/18-20/15
- 11/24/15

12/03/15

12/04/15

12/16/15

01/12/16

01/13/16

01/19/16

01/20/16

01/22/16

01/28/16

02/02/16

02/08/16

02/17/16

02/24/16

03/01/16

03/03/16

03/07/16

03/08/16

03/16-18/16

03/30/16

04/07/16

04/12/16

04/19/16

04/27/16

05/11/16

Surveys

- Stakeholder surveys in the spring Of 2016

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).

Action/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 1:	1) All students will improve their Mathematics and ELA proficiency scores through strategic academic interventions and access to Common Core State Standards and best instructional practices.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Based on SBAC results, local assessments and teacher input, We will work toward increasing student academic achievement and performance in Mathematics and ELA. Metric: Local Formative and Summative assessments : API, CAASPP results, IXL, Star Reading, AR Testing, and student report cards, EL Reclassification, CELDT Highly qualified teachers, teacher misassignments Maintain standards aligned instructional materials including ELD standards to support implementation of state standards.
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Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase our district averages to match the states baseline CAASPP averages in both Mathematics (33%) and English Language Arts (44%). Students average scaled scores on the STAR Reading State Performance Report that is correlated to CAASPP will be on the Pathway to proficiency. This demonstrates their typical growth for students who minimally achieve proficiency on the CAASPP. Exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials in Mathematics and English LAnguage Arts EL students will continue to advance on CELDT scores toward proficiency, moving up to the next level. Maintain EL Reclassification rate All students, including unduplicated pupils and those with exceptional needs, will have access to a broad course of study, including at least one enrichment opportunity. Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials	LEA-wide	<input checked="" type="checkbox"/> All	\$115,275 1000-1999: Certificated Personnel Salaries Base
		OR:	\$30,001 1000-1999: Certificated Personnel Salaries Title I
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$18,400 1000-1999: Certificated Personnel Salaries Other

<p>and technology to meet the demands of school:</p> <ul style="list-style-type: none"> Fully credentialed teaching staff New teachers participate in Induction (BTSA) Provide Professional Development Provide collaboration time aligned with common core instructional strategies Provide CCSS aligned curriculum and materials 		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EPA \$29,127 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000 5800: Professional/Consulting Services And Operating Expenditures Base BTSA \$25,000 CCSS 4000-4999: Books And Supplies Base Lottery \$86,657 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math and ELA are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LES-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students w/disabilitiesFor</p>	<p>\$30,001 1000-1999: Certificated Personnel Salaries Special Education \$46,412 2000-2999: Classified Personnel Salaries Special Education</p>
<p>For low income, redesignated students, ELA, and Foster Youth pupils: TRES D is currently 95% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title 1 Aide.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$30,001 1000-1999: Certificated Personnel Salaries Title I \$34,233 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$34,233 2000-2999: Classified Personnel Salaries Title I</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>An additional 5% improvement on identified assessments</p> <p>Meet or exceed growth API target as applicable</p> <p>Maintain 100% Highly qualified teachers with no misassignments</p> <p>Maintain sufficiency in standards aligned instructional materials</p> <p>EL students will improve on CELDT scores toward proficiency</p> <p>Maintain EL Reclassification rate</p> <p>All students, including unduplicated pupils and those with exceptional needs, will have access to a broad course of study, including at least one enrichment opportunity</p> <p>Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> • Fully credentialed teaching staff • New teachers participate in Induction (BTSA) • Provide Professional Development • Provide collaboration time aligned with common core instructional strategies • Provide CCSS aligned curriculum and materials • Individual assistance/tutoring 	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$165,190 1000-1999: Certificated Personnel Salaries Base</p> <p>\$30,900 1000-1999: Certificated Personnel Salaries Title I</p> <p>\$18,400 1000-1999: Certificated Personnel Salaries Other EPA</p> <p>\$2,000 5800: Professional/Consulting Services And Operating Expenditures Base BTSA</p> <p>\$4,000 1000-1999: Certificated Personnel Salaries Other Ed Effective</p> <p>\$86,657 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math and ELA are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Students w/disabilities</p>	<p>\$30,900 1000-1999: Certificated Personnel Salaries Special Education</p> <p>\$47,340 2000-2999: Classified Personnel Salaries Special Education</p>
<p>For low income, redesignated students, ELA and Foster Youth pupils: TRESA is currently 95% free and reduced. Therefore, to serve our students to the highest levels possible we</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>	<p>\$42,088 from Concentration and Supplemental grants.</p> <p>Teacher Salary of \$30,901 from Title I 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p> <p>\$30,901 1000-1999: Certificated Personnel Salaries Title I</p>

<p>will be providing Aides in all classrooms and provide additional instructional services through a Title 1 Aide.</p>		<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>An additional 3% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate All students, including unduplicated pupils and those with exceptional needs, will have access to a broad course of study, including at least one enrichment opportunity Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> Fully credentialed teaching staff New teachers participate in Induction (BTSA) Provide Professional Development Provide collaboration time aligned with common core instructional strategies Provide CCSS aligned curriculum and materials Individual assistance/tutoring 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$214,581 1000-1999: Certificated Personnel Salaries Base \$2,500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Pro Dev</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math and ELA are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$31,827 1000-1999: Certificated Personnel Salaries Special Education \$48,286 2000-2999: Classified Personnel Salaries Special Education</p>

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students w/disabilities</u>	
<p>For low income, redesignated students, ELA and Foster Youth pupils: TRES D is currently 95% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title I Aide.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$42,926 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p> <hr/> <p>#31,827 1000-1999: Certificated Personnel Salaries Title I</p> <hr/> <p>\$86,600 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

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

GOAL 2:	2) All students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing healthy meals, Positive Behavior Intervention strategies, and improved attendance rates	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: SWIS data, discipline logs and surveys indicate a continued need for school climate reform. Therefore, we will work towards increasing positive behavior supports to ensure a safe and healthy learning environment where students want to come to school and learn. Metric: Monthly discipline logs, SWIS data, suspension and expulsion rates, attendance rates, decreased office referrals, parent conferences, Middle School drop-out rates. Well maintained facilities
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Meet the ADA rate of 93% Monitor and maintain low suspension rates <5% Using SWIS data-decrease office referrals by 5% Monitor and maintain low expulsion rates to <1% Monitor and maintain low MS drop-out rates to <1% Monitor and maintain Exemplary/good Overall Ratings in facilities review Decrease chronic absenteeism by 2% As an elementary district we do not track high school dropout or graduation rates.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development and curriculum to promote positive school climate. <ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) training and implementation • Grizzly Hill Kitchen • Drug Intervention Training • Transportation to reduce absenteeism • Increased conferencing opportunities • Aide support to assist with student success in 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,500 4000-4999: Books And Supplies Supplemental and Concentration PBIS \$55,000 contribution to Cafe 7000-7439: Other Outgo Supplemental and Concentration \$1,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration SWIS

classrooms <ul style="list-style-type: none"> • Counseling and positive behavior support • Health and fitness education • Partnerships with county agencies for life skills and behavior management 			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase ADA rates by an additional .5% Decrease om suspension rate by an additional 2% Monitor and maintain low expulsion rates to <1% Monitor and maintain low MS drop-out rates to <1% Monitor and maintain Exemplary/Good Overall Ratings in facilities review Decrease chronic absenteeism by .5% As an elementary district we do not track high school dropout or graduation rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development and curriculum to promote positive school climate. <ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) training and implementation • Grizzly Hill Kitchen • Drug Intervention Training • Transportation to reduce absenteeism • Increased conferencing opportunities • Aide support to assist with student success in classrooms • Counseling and positive behavior support • Health and fitness education • Partnerships with county agencies for life skills and behavior management. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,500 4000-4999: Books And Supplies Supplemental and Concentration PBIS <hr/> \$55,000 contribution to Cafe 7000-7439: Other Outgo Supplemental and Concentration <hr/> \$1,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration SWIS

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Increase ADA rates by an additional .5%
 Decrease in suspension rate by an additional 2%
 Monitor and maintain low expulsion rates to <1%
 Monitor and maintain low MS drop-out rates to <1%
 Monitor and maintain Exemplary/Good Overall Ratings in facilities review
 Decrease chronic absenteeism by .5%
 As an elementary district we do not track high school dropout or graduation rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development and curriculum to promote positive school climate. <ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) training and implementation • Grizzly Hill Kitchen • Drug Intervention Training • Transportation to reduce absenteeism • Increased conferencing opportunities • Aide support to assist with student success in classrooms • Counseling and positive behavior support • Health and fitness education • Partnerships with county agencies for life skills and behavior management. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$3,000 4000-4999: Books And Supplies Supplemental and Concentration PBIS \$60,000 CONTRIBUTION TO CAFE 7000-7439: Other Outgo Supplemental and Concentration \$1,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration SWIS

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

GOAL 3:	3) The district will reach out to our families and community and promote our schools in a positive light. The number of parents/guardians will increase at all school activities and functions.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase the level of parental involvement at school. Metric: Ste Council, PTC, Field Trips, Extra Curricular Activities, Open House and Back to School Night
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The number of parent/guardian volunteers will maintain an average participation rate of at least 60%. This is calculated the number of parent/guardian volunteers per class divided by the number students enrolled in each class. This percentage is averaged out between all the classes in the school. The numbers of families of unduplicated pupils will increase. The number of parent/guardian participation in school-wide activities will increase. We will establish a baseline this year in order to set improvement percentages. The numbers of families of unduplicated pupils will increase and the numbers of families with exceptional needs pupils will increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Twin Ridges Elementary School District will increase parental involvement in all school activities <ul style="list-style-type: none"> • Increase communication from the district/school to families and the community • Provide more food at school functions to increase participation • Increase school-wide activities to draw participation • Increase opportunities for volunteers 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 4000-4999: Books And Supplies Supplemental and Concentration

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The number of parent/guardian volunteers will increase The number of parent/guardian participation in school wide activities will increase The numbers of families of unduplicated pupils will increase The numbers of families with exceptional needs pupils will increase		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Twin Ridges Elementary School District will increase parental involvement in all school activities. <ul style="list-style-type: none"> • Increase communication from the district/school to families and the community • Provide more food at school functions to increase participation • Increase school wide activities to draw participation • Increase opportunities for volunteers 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 4000-4999: Books And Supplies Supplemental and Concentration

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The number of parent/guardian volunteers will increase The number of parent/guardian participation in school-wide activities will increase The numbers of families of unduplicated pupils will increase The numbers of families with exceptional needs pupils will increase		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Twin Ridges Elementary School District will increase parental involvement in all school activities. <ul style="list-style-type: none"> • Increase communication from the district/school to families and the community • Provide more food at school functions to increase participation • Increase school-wide activities to draw participation • Increase opportunities for volunteers 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 4000-4999: Books And Supplies Supplemental and Concentration

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>1) All students will improve their Mathematic proficiency scores through strategic academic interventions and access to Common Core State Standards and best instructional practices.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to: Schools: ALL Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>20% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate</p> <p>Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Last spring we completed our first SBAC test and received the results. These results will serve as a baseline for future state testing. As with many new educational implementations, the results were not very promising state-wide and within our district as well. It is our hope that the state averages as well as our own will increase as teachers better understand the standards and become more efficient in their delivery and the students become more familiar with the technology and test taking strategies.</p> <p>The state average for meeting or exceeding the mathematic standards was 33%.</p> <p>Washington School class sizes are to small for reportable percentages (statistically insignificant). Grizzly Hill is missing specific grade level percentages for the same reason. However, I will report out on the percentages for the classes we have for both Grizzly Hill School and the district as a whole in order to provide all the data possible for future comparissons.</p> <p>Grizzly Hill percentages for meerting or exceeding the standards in mathematics are as follows:</p> <p>The was no data for the third grade. In the fourth grade we had 25% meet or exceed the standard. There was no reportable data for the fifth or sixth grades. Our seventh grade class reached 27%. Again, no data for the eighth grade.</p> <p>District wide percentages for meeting or exceeding the standards in mathematics are as follows:</p>

	<p>The third grade class equaled the state average at 33%. Our fourth grade was 25%. No students met the standard in the fifth grade. However, 55% of the students nearly meet the standard. There were not enough students to provide data for the sixth grade. The seventh grade class reached 27%. No data for the eighth grade.</p> <p>Twin Ridges has a total of seven certificated teachers district wide. However, three were currently participating in the BTSA Induction program. Two of the three completed their second year and are set to clear their credentials. The third has been given a Reduction in Force letter that might be rescinded depending on the outcome of the possible school closure in Washington. The district is committed to maintaining a highly qualified staff to provide the best instruction to our students.</p> <p>Last year we had adopted My Math from McGraw Hill which is a CCSS mathematics adoption.</p> <p>Twin Ridges Elementary School District currently has 5 English Language Learners. Two arrived very recently and have not completed their initial testing. The other three are either maintaining or improving their status toward proficiency. One maintained his Early Advanced status and another maintained his Intermediate status. The final student improved from Early Advanced to Advanced.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> • Fully credentialed teaching staff • New teachers participate in Induction (BTSA) 	<p>Certificated Salaries-\$185,467 from LCFF base, EPA and Title II, Cert.Salaries \$42,734 from supplemental and concentration BTSA-\$2,000 from LCFF base Professional Development -\$4,000 from 7405 services CCSS- \$15,000 from 7405 supplies</p>	<p>Twin Ridges has a total of seven certificated teachers district wide. However, three were currently participating in the BTSA Induction program. Two of the three completed their second year and are set to clear their credentials. The third has been given a Reduction in Force letter that might be rescinded depending on the outcome of the possible school closure in Washington. The district is committed to maintaining a highly qualified staff to</p>	<p>\$97,922 1000-1999: Certificated Personnel Salaries Base</p> <p>\$18,804 1000-1999: Certificated Personnel Salaries Quality Education Investment Act</p> <p>\$29,710 1000-1999: Certificated Personnel Salaries Title II</p> <p>\$42,734 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

<ul style="list-style-type: none"> • Provide Professional Development • Provide collaboration time aligned with common core instructional strategies • Provide CCSS aligned curriculum and materials • Individual assistance/tutoring 		<p>provide the best instruction to our students.</p> <p>The district is dedicated to providing on-going professional development to its entire staff. The teachers took part in multiple county-wide opportunities as well as ones in collaboration with other small district within Nevada County. The Twin Ridges Superintendent along with the superintendents from Clear Creek and Chicago Parks meet on a regular basis to create opportunities for their perspective staffs. The district has established built in collaboration on our minimum day every Wednesday.</p> <p>Last year we had adopted My Math from McGraw Hill which is a CCSS mathematics adoption.</p> <p>Students that need extra help are provided site based services through Title I.</p>	<p>\$2,000 5800: Professional/Consulting Services And Operating Expenditures Base BTSA</p> <p>\$2415 1000-1999: Certificated Personnel Salaries Supplemental and Concentration subs for Professional Deveolpment</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math are driven by IEP goals for each student. Site based assistance will be provided to students that are working</p>		<p>All students with IEPs were provided their instructional minutes within Special Education and their general education classrooms as stated within their IEP. Every effort was made to provide the least restrictive</p>					

<p>below grade level through the resource class.</p>		<p>environment.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students w/disabilities</u></p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students w/disabilities</u></p>	
<p>For low income, redesignated students, ELA, and Foster Youth pupils: TRES D is currently 95% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title 1 Aide.</p>	<p>Aide Salaries \$34,544 from LCFF supplemental and concentration grants, and \$34,544 from Title 1</p>	<p>Aides were provided to all classrooms for at least part of the day.</p>	<p>\$28,829 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$33,522 2000-2999: Classified Personnel Salaries Title I</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Having made great strides toward our academic goals in both Mathematics and English language Arts we decided to simplify our process by combining these two goals into one. Therefore, goals 1 and 2 will now be 1 goal as we move forward. We will, however continue to track and monitor assessment data specific to the Math and ELA standards. We will continue to strive to improve our proficiency scores in both content areas. This will require us to utilize our collaborative times, continually seek professional development opportunities and provide classroom aides.</p>		

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.

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.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>2) All students will improve their ELA proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional practices.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>20% will improve in identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials including ELD standards EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification Rate</p> <p>Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Last spring we completed our first SBAC test and received the results. These results will serve as a baseline for future state testing. As with many new educational implementations, the results were not very promising state-wide and within our district as well. It is our hope that the state averages as well as our own will increase as teachers better understand the standards and become more efficient in their delivery and the students become more familiar with the technology and test taking strategies.</p> <p>The state average for meeting or exceeding the English Language Arts standards was 44%.</p> <p>Washington School class sizes are too small for reportable percentages (statistically insignificant). Grizzly Hill is missing specific grade level percentages for the same reason. However, I will report out on the percentages for the classes we have for both Grizzly Hill School and the district as a whole in order to provide all the data possible for future comparisons.</p> <p>Grizzly Hill percentages for meeting or exceeding the standards in English Language Arts are as follows:</p> <p>The was no data for the third grade. In the fourth grade we had 36% meet or exceed the standard. There was no reportable data for the fifth or sixth grades. Our seventh grade class reached 20%. Again, no data for the eighth grade.</p> <p>District wide percentages for meeting or exceeding the standards in English Language Arts are as follows:</p>

	<p>There was no data for the third grade class. Our fourth grade was 36% and the fifth grade was 45%. There were not enough students to provide data for the sixth grade. The seventh grade class reached 20%. No data for the eighth grade.</p> <p>Twin Ridges has a total of seven certificated teachers district wide. However, three where currently participating in the BTSA Induction program. Two of the three completed their second year and are set to clear their credentials. The third has been given a Reduction in Force letter that might be rescinded depending on the outcome of the possible school closure in Washington. The district is committed to maintaining a highly qualified staff to provide the best instruction to our students.</p> <p>We will be piloting Houghton Mifflin Harcourt Journeys K-5 and Collections 6-8 in the 2016-2017 school year.</p> <p>Twin Ridges Elementary School District currently has 5 English Language Learners. Two arrived very recently and have not completed their initial testing. The other three are either maintaining or improving their syatus toward proficiency. One maintained his Early Advanced status and another maintained his Intermediate status. The final student improved from Early Advanced to Advanced.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> Fully credentialed teaching staff New teachers participate in Induction (BTSA) Provide Professional Development Provide collaboration time aligned 	<p>Certificated Salaries-\$135,467 from LCFF base Title II, and EPA BTSA-\$2,000 from LCFF base services Cert. Salaries \$50,000 from supplemental and concentration Professional Development- \$4,000 from LCFF base services CCSS-\$15,000 from Lotery and LCFF base</p>	<p>Twin Ridges has a total of seven certificated teachers district wide. However, three where currently participating in the BTSA Induction program. Two of the three completed their second year and are set to clear their credentials. The third has been given a Reduction in Force letter that might be rescinded depending on the outcome of the possible school closure in Washington. The district is committed to maintaining a highly qualified staff to provide the best instruction to our students.</p>	<p>\$97,922 1000-1999: Certificated Personnel Salaries Base</p> <p>\$18,804 1000-1999: Certificated Personnel Salaries Quality Education Investment Act</p> <p>\$29,710 1000-1999: Certificated Personnel Salaries Title II</p> <p>\$42,734 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <p>\$2,000 5800: Professional/Consulting Services And Operating Expenditures</p>

<p>with common core instructional strategies</p> <ul style="list-style-type: none"> • Provide CCSS aligned curriculum and materials • Independent Study contracts when appropriate • Individual assistance/tutoring 		<p>The district is dedicated to providing on-going professional development to its entire staff. The teachers took part in multiple county-wide opportunities as well as ones in collaboration with other small district within Nevada County. The Twin Ridges Superintendent along with the superintendents from Clear Creek and Chicago Parks meet on a regular basis to create opportunities for their perspective staffs. The district has established built in collaboration on our minimum day every Wednesday.</p> <p>Last year we had piloted Wonders from McGraw Hill which is a CCSS English Language Arts adoption.</p> <p>Students that need extra help are provided site based services through Title I.</p>	<p>Base BTSA \$2,415 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in English Language Arts are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>		<p>All students with IEPs were provided their instructional minutes within Special Education and their general education classrooms as stated within their IEP. Every effort was made to provide the least restrictive environment.</p>	

<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Students s/disabilities</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Students w/disabilities</p>	
<p>For low income, redesignated students, ELA, and Foster Youth pupils: TRESD is currently 87% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title 1 Aide.</p>	<p>Aide Salaries-\$34,544 from Title 1, and \$34,544 from LCFF supplemental and concentration grant funds</p>	<p>Aides were provided to all classrooms for at least part of the day.</p>	<p>\$28,829 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p> <p>\$33,522 2000-2999: Classified Personnel Salaries Title I</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Having made great strides toward our academic goals in both Mathematics and English language Arts we decided to simplify our process by combining these two goals into one. Therefore, goals 1 and 2 will now be 1 goal as we move forward. We will, however continue to track and monitor assessment data specific to the Math and ELA standards. We will continue to strive to improve our proficiency scores in both content areas. This will require us to utilize our collaborative times, continually seek professional development opportunities and provide classroom aides. We will be piloting Houghton Mifflin Harcourts Journeys and Collections in 2016-2017.</p>		

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.

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<p>Original GOAL 3 from prior year LCAP:</p>	<p>3) All students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing healthy meals, Positive Behavior Intervention strategies, and improved attendance rates.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase ADA rates by 2% Decrease in suspension rate by 5% Monitor and maintain low expulsion rates to <1% Monitor and maintain low MS drop-out rates to <1% Monitor and maintain Exemplary/Good Overall Rating in facilities review Decrease chronic absenteeism by 2% As an elementary district we do not track high school dropout or graduation rates.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Our enrollment increased in 2015-2016 from the previous year. At P2 we added four students in Washington and 4.35 students at Grizzly Hill (average). District wide ADA in 2014-2015 was 89.72 and it increased to 96.71 in 2015-2016. Our percentage increase of ADA went from 93.85% in 2014-2015 to 95.21% in 2015-2016. This represents an increase of 1.36%.</p> <p>District wide our suspensions increases from 8 to 15 students. Even though this is a dramatic increase it does make sence. In our implementation of PBIS we have set new school rules and expectations. This is a learning curve for the teachers as well as students and has caused some transitional growing pains. These new rules came as a surprise and are taking some getting used to. It is the PBIS Team's belief that that number will eventually drop as the expectations become the new norm.</p> <p>No students were expelled in 2015-2016. This was true for 2014-2015 as well.</p> <p>We had zero middle school drop-outs in 2015-2016.</p> <p>Twin Ridges takes great pride in our campuses. We strive to create a positive learning environment that includes well maintained facilities and grounds. Last summer we upgraded our entire underground water system. We have continously maintained ratings in the Good to Exemplary.</p> <p>We have made great gains in reducing chronic absenteeism within the district. Washington School reduced their absences by</p>

	64% from 46 to 17 between the 2014-2015 and 2015-2016 school years. Grizzly Hill went from 1,303 in 2014-2015 to 1,241 in 2015-2016. This equates to a 5% reduction in absences.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide Professional Development and curriculum to promote positive school climate.</p> <ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) training and implementation • Grizzly Hill Kitchen • Drug Intervention Training • Transportation to reduce absenteeism • Increased conferencing opportunities • Aide support to assist with student success in classrooms • Counseling and positive behavior support • Health and fitness education • Partnerships with county agencies for life skills and behavior management. 	<p>PBIS - \$1,800 from LCFF base supplies and services Contribution from LCFF supplemental and concentration to cafeteria \$55,000</p>	<p>Positive Behavior Intervention and Support (PBIS) has been a huge success at Twin Ridges Elementary School District. We have completed Tier I and Tier II in the implementation phase of the program. We have a strong team that works and meets on a regular basis to plan and evaluate SWIS data on behavior. This data drives decisions about discipline as well as positive incentives.</p> <p>Twin Ridges continues to maintain one of the finest school food programs anywhere. The district, parents and community have supported this and set it as a priority. The district continues to add additional funds into the cafeteria at a rate of over \$50,000.00 dollars a year. These funds allow us to maintain this exemplary program. We believe that a well feed child is one that has fewer disciplinary issues as well as performs at a higher level academically.</p> <p>Twin Ridges continues to support a drug free campuses. Our nurse and teachers present content to our students about the negative impacts on drug use.</p> <p>Twin Ridges believes that by providing transportation to our students has a direct positive impact on school attendance. Therefore, the board has agreed to continue bus services to our</p>	<p>\$1,800 4000-4999: Books And Supplies Base PBIS SUP</p> <p>\$600 1000-1999: Certificated Personnel Salaries Supplemental and Concentration PBIS</p> <p>\$600.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration PBIS</p> <p>\$300 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration SWIS</p> <p>\$55,000 7000-7439: Other Outgo Supplemental and Concentration TO CAFE</p>

families.

As calendars are negotiated every year, it has been a priority to maintain our every Wednesday minimum day practice. This allows teachers and all staff the opportunity to collaborate, plan, have professional development and conference. The Teacher Effectiveness Grant has also allowed us the opportunity for teachers to seek outside opportunities for growth.

All classrooms within the district have an aide for at least part of the day and some have an aide(s) for the entire day. This is crucial when we have multiple grades in each classroom.

PBIS provides the opportunity for check-ins with students as well as behavioral interventions.

We continue to hire a Physical Education Specialist that supports our students in healthy physical activities. Our school nurse also interacts with students on issues regarding health and hygiene. As I stated above, our food program provides two meals a day for our students. With 95% of our student population receiving either free or reduced meals we know that the majority of our students are participating in this program. A majority of our food is locally sourced organic food that provides the best nutrition possible.

We have continued to partner with Nevada County Behavioral health for counseling services to not only our students, but their families as well. This service has been instrumental in

		maintaining positive behaviors and reducing negative ones.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will maintain our current efforts.</p>						

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.

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Original GOAL 4 from prior year LCAP:	4) The district will reach out to our families and community and promote our schools in a positive light. The number of parents/guardians will increase at all school activities and functions.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	The number of parent/guardian volunteers will increase by 20% The number of parent/guardian participation in school-wide activities will increase by 20% The numbers of families of unduplicated pupils increase by 10% The numbers of families with exceptional needs pupils will increase by 10%	Actual Annual Measurable Outcomes:	We continue to reach out to our parents, guardians, families and community. It is our belief and desire to have as many people connected in some way to our schools and this will facilitate a positive culture and environment. This "ownership" is essential in creating the best school possible. Teachers continue to reach out and provide opportunities for people to become involved in their classrooms. Efforts to increase school-wide activities has been a huge benefit in this process. In the 2015-2016 school year we had a district average of 64% of all parent/guardians participating as volunteers. This number is up considerably from last year. Without sufficient data from the previous year it is not possible to verify the exact increase. However, it is the consensus of the staff that we are attracting many more into the school as a whole and into their individual classrooms. We will be have a volunteer appreciation function on May 11th to recognize those that give to their students classroom or to the school. Our efforts are truly paying off for this goal.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The Twin Ridges Elementary School District will increase parental involvement in all school activities. • Increase communication from the district/school to families and the community	Parent Involvement from LCFF base supplies \$800.00	Each classroom teacher provides their families with a monthly newsletter to keep them informed of activities, projects and expectations. In addition, Grizzly Hill has a monthly newsletter, the Grizzly Tracks, that is filled with school-wide and district information. The local	\$250 4000-4999: Books And Supplies Supplemental and Concentration FOOD

<ul style="list-style-type: none"> • Provide more food at school functions to increase participation • Increase school-wide activities to draw participation • Increase opportunities for volunteers 		<p>Family Resource Center provides monthly updates at our local board meetings to keep everyone up-to-date on community issues. They also send the school their monthly news letter that is distributed. We also use an all-call system to communicate with our families and community.</p> <p>It has been our practice to provide free dinners several times a year. These events are attracting a significant greater number of participants than the non food activities.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue in our efforts to reach more people and make opportunities for them to participate.</p>		

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.

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 5 from prior year LCAP:	5) The students will be able to participate in additional enrichment or elective classes. This goal is for all students including unduplicated and exceptional needs pupils.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All middle school children will participate in a minimum of one elective class.	Actual Annual Measurable Outcomes: Even though we struggle to find interested and qualified individuals to participate in our elective programs, we did make sure that all middle school students did participate in at least one elective class this year.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The Twin Ridges Elementary School District will seek out talented community members and or specialist to provide additional classes to increase the extra-curricular and enrichment class offerings within the district. <ul style="list-style-type: none"> The district will hire additional staff or specialist: A minimum of 2 elective teachers or specialist will be included to the schedule Community volunteers will be sought to offer classes or activities Current staff will be utilized to increase course offerings 	Elective Teachers salaries from LCFF supplemental and concentration \$19,100	We continued to struggle finding qualified and interested individuals to participate in and grow our enrichment/elective classes at the beginning of the school year. We did have hire a Physical Education instructor that allowed the teachers some free time to develop other opportunities for the students. In addition, we hired an elective specialist that created a rotating elective schedule throughout the year.	\$18,500 2000-2999: Classified Personnel Salaries Supplemental and Concentration
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to seek out opportunities for a variety of elective classes each year. It is our goal to add music and art to the list in 2016-2017. In our efforts to provide additional opportunities for our students we are looking at reconfiguring the way in which we structure our middle school. The new CCSS do not align with the way in which we have traditionally structured these classes. Therefore, it is imperative that we examine and better align our course offerings to better fit the new curriculum. In doing so, we should be able to free up time allowing the teachers more time to fit in additional electives. Because of this we feel that we will no longer need this goal and will remove it from future LCAPs.</p>		

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:	\$152300
Twin Ridges has 95% unduplicated pupils. All of the supplemental and concentration funds are used for the costs of Aides, Electiveteachers, PBIS, parent involvement, contributions to the Cafeteria fund, and transportation. The district is working hard to improve the climate of each school, parent involvement, academic progress, and healthy meals for all students, but especially the unduplicated pupils. Because our Unduplicated count is 95%, district wide funds is most appropriate. Although the funds are principally directed to the Unduplicated pupils, they will be applied district wide.	

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.

16.4 6	%
The district has 95% unduplicated pupils. Therefore, we will seek improvement and increase services to all students which will directly impact the 95% which are unduplicated. All of the supplemental and concentration funds are used for the cost of Aides, Elective teachers, PBIS, Parent involvement, contributions to the cafeteria fund, and transportation. These services and programs will serve our population as described in the previous sections. The district is working hard to improve the climate at each school, parent involvement, academic progress, and healthy meals for all students, but especially the unduplicated pupils. The above action and services identified will allow TRES D to meet its proportionality percentage.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources						

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources						

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).