LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Twin Ridges Elementary School District		
Contact Name and Title	James Berardi Superintendent/Principal	Email and Phone	jberardi@tresd.org (530) 265-9052

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 eighty four students and Washington has 9. 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 95% 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 self worth and ultimately their academic 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

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The Twin Ridges Elementary School District has established three areas of focus based on input from stakeholders. The priorities that were established are as follows:

1: Academic achievement in Mathematics and English Language Arts.

2: Positive behavior intervention/Positive School Climate.

3: Increase Parent/Community Involvement.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

One has to remember that looking at data from the Twin Ridges Elementary School District (TRESD) often creates a false sense of clarity or understanding. Due to our extremely small student population the numbers/percentages can be misleading or exaggerated. The data is also very limited based upon the size of each subgroup making most of them not viable as the numbers often do not reach the minimum required to report. Data is not provided in these areas and we cannot evaluate, measure or compare from year-to-year against local, state or other local school districts. The numbers that are given are often skewed and unreliable for such tasks. Our only student performance viable groups outside of "all students" is our socio-economically disadvantaged and white populations.

Having said that we do have some progress to report on within our three goals:

1: Academic achievement in Mathematics and English Language Arts.

2: Positive behavior intervention/Positive school climate.

3: Increase parent/Community Involvement.

The California Department of Education's new Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement. California's new accountability and continuous improvement system is based on a five-by-five colored table that produces 25 results using five colors (Blue, Green, Yellow Orange and Red). The reports display the schools' (by district) and student groups' placement on the five-by-five colored tables .

Our English Language Arts Assessments Report indicates that all three of our groups are in the yellow. This indicates that we are placed in the middle of the five colored table and have room to grow. Each group or subgroup has shown growth and improvement. The all student group has increased by 3.9 points while the socio-economically disadvantaged and white subgroups have seen gains 2 points and 5.9 respectively. This growth has resulted in the three maintaining their yellow status.

Our Mathematics Assessment Report is very similar to our English Language Arts results. Each group increased in points and remained in yellow. The all student group saw a growth of 7.8 points while the Socio-economically disadvantaged subgroup gained 3.7 and the white subgroup gained 7.4. As we are very pleased to see growth in all groups we are still striving to jump into the higher green and blue performance levels. Our local measures also demonstrate that we are seeing growth within mathematics as more students continuously move from nearly meeting standards to meeting standards.

We have moved from Tier II to Tier III in our implementation of our Positive Behavior Intervention and Support (PBIS) program. Staff continues to meet and plan on a regular basis to improve a school-wide positive climate.

We hired a .4 FTE music specialist that put on two school-wide winter and fall performances. Each of these drew multiple families to the school. Our PTC has grown and become more of an integral component of parental involvement.

The district feels that these gains were made through large efforts from the administration, board, staff and a select few involved parents and community members. Common Core State Standards have been implemented in both English Language Arts and Mathematics. Professional development has been provided to staff through both the county office of education as well as from the publishers themselves. In addition, the district calendar has built in minimum days every Wednesday for meetings and collaboration. With these opportunities, staff has learned, shared and implemented new ideas in the delivery of our new curriculum for the benefit of all unduplicated students.

We plan on not only maintaining , but to build upon our successes by continuing to use our negotiated weekly minimum days to plan, articulate, evaluate data and participate in professional development. These practices will allow us to best identify issues and strategize next steps to best serve our students needs. In addition, we will continue our PBIS programs and encourage parental support through school wide activities and dinners.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Twin Ridges Elementary School District had one performance level indicator that was red. This came under the California School Dashboard Suspension Rate Report for the white subgroup. This subgroup reached the "very High" status with an 8.2%. However, this number is very misleading because the white subgroup consist of only 44 students. What that means is that 3.6 white students were suspended causing the status level to reach the "very high" designation. If we could get down to just 1 white student suspension that would still put the rate 2.3% which is almost at the median status level with two levels still below that. So, even though we are in the red, we take this result with a grain of salt and attempt to improve our status. We believe that our efforts to decrease negative behaviors through the implementation of PBIS will assist in the reduction of our overall suspension rate of our white subgroup as well as all other students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

At this time we do not have any student groups two or more performance levels below the "all student" performance. We will continue to provide professional development to better prepare our staff for the successful delivery of the adopted Common Core curriculum.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We will continue to provide professional development to better prepare our staff for the successful delivery of the adopted Common Core curriculum for all students. In addition, we will continue to implement our PBIS curriculum to address student behavior and expectations. Thus, reducing suspensions and classroom referrals, and increasing attendance rates. Twin Ridges Elementary School District will provide classroom aides to work with our unduplicated pupils. As a district with an extremely high socio-economically disadvantaged population these aides will also be serving our entire school population.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,912,145.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$874,812.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

1x-Certificated salaries for Superintendent, Principal, Lead Teachers, misc. stipends, etc. 2x-Classified Salaries for Business Office, Secretary, Maintenance, Custodial, misc Stipends, etc. 3x-statutory, Retirement, H&W benefits related to these salaries., etc. 4x-Materials and Supplies for maintenance, Office, Fuel, Planned projects, etc. 5x-Conference, Dues, Utilities, Rents, Repairs, Maintenance,Professional consulting, Services, Technology, Mental Health, , Legal, Audit, Data Processing Services, Fingerprinting, Postage, etc. 6x-Buildings and Improvements, Equipment, Drops Grant and projects. 7x-Other Tuition to COE for Special Education.

$1,072,083.00	Total Projected LCFF Revenues for LCAP Year

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	Our data to be compared to state averages can only be derived from one school, Grizzly Hill, and a few grades because of low student numbers. Washington School has zero state numbers based on to few students and the same is for several grades at Grizzly Hill. English Language Arts: Third, sixth and seventh grades have no reportable state data. Our fourth and fifth grade classes failed to reach the state averages of forty four percent. However, our eighth grade class meet the state average of exactly forty four percent. According to the Smarter Balanced Results for All Students our average was 24%. Mathematics: As with English Language Arts, our third, sixth and seventh grades did not provide any data for comparison. Our forth, fifth and eighth grade classes failed to reach the state averages of thirty three percent. According to the Smarter Balanced Results for All Students our average was 37%. Each class in the district saw growth in their STAR Reading scores and we compiled these scores for a district average. The district as a whole grew .64 of a grade in reading. There was no new Academic Performance Index target at this time. The Twin Ridges Elementary School District has continuously had a very difficult time attracting and retaining certificated employees. Most teachers are turned away by the rural isolation of the district. We were forced to hire one teacher as a university intern to teach from the beginning of the year. Another teacher had to

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.

leave the district mid year because of health reasons and a second teacher was hired on a provisional certification. The Superintendent/Principal has traveled to teacher recruitment fairs in an effort to recruit new teachers.

The district has adopted ELA and Mathematics Common Core curriculum and it is being utilized in all classrooms.

The district has only three English Learners. The first was tested for the fist time and scored as a Beginner. The other two were initially placed in the Beginner level with scores of 280 and 321. They advanced two levels to the Intermediate level with scores of 455 and 494 respectively.

All students, including unduplicated pupils and those with exceptional needs, continue to 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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED

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:

• 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

ACTUAL

The district has provided all students with Common Core State Standards aligned instructional materials to make sure they have access to the most current curriculum available. All teaching staff and instructional aides have had professional development for the delivery of the stated curriculum.

The district does continue to struggle with attaining and retaining fully credentialed staff. However, we continue to reach out to other districts, the county office and local universities in an effort to attract the best teachers as possible. All new teachers do participate in Induction (BTSA).

| | All teachers and Instructional aides participate in professional development. This has been offered through the county office of education, directly from the publishers themselves as well as in our weekly (Wednesday) minimum day collaboration. |

Expenditures

BUDGETED	ESTIMATED ACTUAL
$115,275 1000-1999: Certificated Personnel Salaries Base	$115,639 1000-1999: Certificated Personnel Salaries Base
$30,001 1000-1999: Certificated Personnel Salaries Title I	$30,002 1000-1999: Certificated Personnel Salaries Title I
$18,400 1000-1999: Certificated Personnel Salaries Other EPA	$18,400 1000-1999: Certificated Personnel Salaries Other EPA
$29,127 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	$29,121 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0000
$2,000 5800: Professional/Consulting Services And Operating Expenditures Base BTSA	$2,000 5800: Professional/Consulting Services And Operating Expenditures Base BTSA
$25,000 CCSS 4000-4999: Books And Supplies Base Lottery	$25,968 4000-4999: Books And Supplies Lottery 1100/6300
$86,657 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	$86,695 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action **2**

Actions/Services

PLANNED	ACTUAL
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.	Students with disabilities did participate in general education to the maximum extent possible as prescribed by their IEP's. Educational needs in Math and ELA were driven by IEP goals for each student. Site based assistance was provided to students that are working below grade level through the resource class.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$30,001 1000-1999: Certificated Personnel Salaries Special Education	$30,002 1000-1999: Certificated Personnel Salaries Special Education
$46,412 2000-2999: Classified Personnel Salaries Special Education	$46,472 2000-2999: Classified Personnel Salaries Special Education

Action **3**

Actions/Services

PLANNED	ACTUAL
For low income, redesignated students, ELA, and Foster Youth pupils: TRESD 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.	All low income, redesignated students, ELA, and Foster Youth pupils: TRESD is currently 94% free and reduced. In are continued efforts to serve our students to the highest levels possible we did provide Aides in all classrooms and provide additional instructional services through a Title 1 Aide.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$30,001 1000-1999: Certificated Personnel Salaries Title I	$30,002 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	$34,634 2000-2999: Classified Personnel Salaries Supplemental and Concentration $34,060. 2000-2999: Classified Personnel Salaries Title I

ANALYSIS
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	With Mathematics Common Core already in place the district moved to the adoption of English Language Arts this year. We piloted Houghton Mifflin Harcourt's Journeys for the Kindergarten through sixth grade and Collections for seventh and eighth grades. Houghton Mifflin was chosen because it is built upon a research-based instructional design and proven efficacy results. In December the district and teachers made the decision to purchase the program. On-going professional development was utilized to better deliver the new programs.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district sought to meet or beat the state pass rate averages in both Mathematics (33%) as well as English Language Arts (44%). We believe that with the implementation of the Common Core State Standards and ongoing professional development and training that we made great strides towards this goal. We did much better in ELA than math, but overall progress was made in most areas. According to our Smarter Balanced results our English Language Arts scores were 54% for the fourth grade, 53% for fifth and forty -four for eighth grade. No scores were provided for third, sixth and seventh grades due to the small class sizes. Our math scores were 18% for third grade, 46% for fifth and 24% for eight. We believe that these score will continue to improve as the staff becomes more familiar with the new curriculum.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between the Budget Expenditures and the Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same as we believe that both English Language Arts and Mathematics are the backbone to the rest of the offered curriculum.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE   ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
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.	We have met our ADA rate of 93% Our suspension rate dropped from 19% to 10%. This is a huge drop in percentage rate, but it is still above the 5% goal. As I explained earlier in the plan, these numbers are volatile and can be skewed either way by as little as one student. Referrals have decreased by 1.01% from the previous year. There were no expulsions during the year. There were no middle school dropouts during the year. The latest FIT reports the school is in overall good condition. Our chronic absenteeism increased by 3%. We believe that these numbers were influenced by the immunization requirements. Many students missed multiple day due to not having completed their immunization regiment at the beginning of the year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services	PLANNED	ACTUAL
	Provide Professional Development and curriculum to promote positive school climate. • 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	Provide Professional Development and curriculum to promote positive school climate. • Positive Behavior Intervention and Support (PBIS) training and implementation: We have begun Tier III. • Grizzly Hill Kitchen: We continue to operate the best food program in the county. Much of our food is organic, locally sourced and made from scratch. • Drug Intervention Training: Assemblies as well as TUPE participation/events. • Transportation to reduce absenteeism: We continue to choose to provide busing to assist families in getting their children to school. • Increased conferencing opportunities: • Aide support to assist with student success in classrooms: The district continues to have six Aides for six teachers. • Counseling and positive behavior support: Through PBIS we provide counseling/check-in and check-out with students that are struggling both academically as well as behaviorally. • Health and fitness education: We continue to have a P.E. specialist at Grizzly Hill one day a week. • Partnerships with county agencies for life skills and behavior management: Twin Ridges has partnered with several agencies to provide services to both students and their families. The county office of education, Children's Mental Health, Probation and Victor Services are but a few.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$2,500 4000-4999: Books And Supplies Supplemental and Concentration PBIS $55,000 contribution to Cafe 7000-7439: Other Outgo Supplemental and Concentration	2762 4000-4999: Books And Supplies Supplemental and Concentration PBIS-0101 65000 7000-7439: Other Outgo Supplemental and Concentration CAFE 7616

$1,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration SWIS	525 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The district feels that we were very successful with this goal on positive school culture and environment. With the continued implementation of our Positive Behavior Intervention and Support program we saw a dramatic decrease in our suspension rate. The number almost dropped in half from the previous year. Along with our suspension rate we saw a decrease in our overall office referrals. This is a significant result because it means that the students are beginning to understand the new system and the teachers are have less time off task, thus increasing instructional time. We did however see a 3% rise in our chronic absenteeism. We believe that this was a direct result of students missing some days att the beginning of the year due to the vaccination attendance mandates. This number should begin to decline in the future. We continue to operate the best food program in the county. Much of our food is organic, locally sourced and made from scratch. We believe that this has a huge impact on our student as many get both breakfast and lunch at school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As was stated above, we feel that this goal was very effective and therefore successful. Six out of the seven Annual Measurable Outcomes were met or exceeded. Our PBIS program moved into our third year and the staff have been trained in Tier III. The county office of education sent a trainer to refresh all staff on the PBIS protocol and logistics.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	4xxx - Books with tax and shipping were more than originally budgeted. 7xxx - Cafeteria Transfer was more than anticipated due mostly to food and supplies. 58xx - Professional Services was less than budgeted as we were given a prorated discount.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The goal will remain the same as we believe that a positive culture and environment are crucial to school success as well as overall satisfaction for all stakeholders.

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The number of parent/guardian volunteers will maintain an average participation rate of at least 60%. This is calculated by 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.	Our parent/guardian volunteer participation rate was 58%. This percentage reflects a two percent drop from our goal of 60%. However, we saw that the overall participation from our parents and guardians has increased due to implemented strategies from the previous years. This increase was directly driven by several changes. We hired a two day a week music specialist that produced two school-wide performances during the year. These performances brought out parents and guardians as well as community members. In addition, we continue to provide free dinners for our families on several occasions throughout the school year. These events are very popular and well attended. Finally, we have seen a resurgence of our Parent Teacher Club this year. The new membership has allowed for more total involvement at the school and more support for teachers and students. Our parent Volunteer rate includes all unduplicated students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL

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 • Provide more food at school functions to increase participation • Increase school-wide activities to draw participation • Increase opportunities for volunteers	Many places, homes and community areas within our community do not have or utilize technology including cell phones or the internet. This issue makes it difficult to use the newest technology to reach all of our families. We believe that it is not a good way to reach these families because it will not reach the entire group. Older, but tried methods seem to work better and we continue to use several methods to communicate with our families. Each classroom and the school as a whole have a monthly news letter that keeps families informed. On an as need basis we utilize a phone system to do all call to our entire school community.
BUDGETED $1,000 4000-4999: Books And Supplies Supplemental and Concentration	ESTIMATED ACTUAL $202 4000-4999: Books And Supplies Supplemental and Concentration

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We reach out to all of our families and community members through several means. We utilize our all call system to deliver messages and keep everyone informed of classroom, school and district information. Teachers have weekly classroom updates and the office has a monthly newsletter.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We saw a 2% drop in or overall volunteer participation rate, but an increase in parent/guardian school visits. This is largely due to our school-wide musical performances.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	4xxx Actual was less than budget thanks to the PTC who sponsored some of the events that we held.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same as we believe that parents/guardians and the community as a whole need to be a central component of their local community school. We will continue to strive to include all and make our schools a warm and happy place to be.

Stakeholder Engagement

LCAP Year	☒ 2017–18	☐ 2018–19	☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 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 2017 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 2016-2017 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 6th.

•   The Twin Ridges Elementary School District approved the LCAP at our regularly scheduled meeting on June 13th.

   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.

Many efforts were made in the 2016-2017 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:

Twin Ridges Board Meetings:

• 09/07/16-Retreat
10/11/16
11/15/16
12/12/16
01/27/17
02/14/17
03/14/17
04/06/17
05/09/17
06/01/17-County
06/06/17-Public Hearing
06/13/17-Approval

Staff Meetings:

08/15/16
08/31/16
09/21/16
11/09/16
12/07/16
01/11/17
01/18/17
01/25/17
02/01/17
03/07/17-PTC/Site Council Surveys
03/08/17
03/15/17-Staff Budget Training
.   04/19/17-Dashboard Training
04/26/17
05/03/17
05/10/17
05/24/17

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

08/15/16-Challenge Day
08/24/16-Back-to-School Night/Family Dinner
09/19/16-PD Day
09/27/16-STARS (PBIS) Assembly
10/12/16-Quest Theater
10/25/16-STARS (PBIS) Assembly
11/09/17-40 Assets
11/16-18/16-Conferences
11/22/17-NCSoS TRESD all county Meeting
11/29/16-STARS (PBIS) Assembly
11/30/16-Quest Theater
12/02/16-Movie Night
12/14/16-Winter Musical Performance/Family Dinner
12/15/16-Craft Day
12/16/16-STARS (PBIS) Assembly
01/18/17-NGSS
01/31/17-STARS (PBIS) Assembly
02/28/17-STARS (PBIS) Assembly
03/03/17-Concert
03/08/17-All Staff PBIS
03/15/17-Kick Butts Day
03/15-17/17
03/28/17-STARS (PBIS) Assembly
04/25/17-STARS (PBIS) Assembly
04/28/17-Spring Musical/Family Dinner

Surveys

- Stakeholder surveys in the spring of 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the Eight State

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

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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Based on SBAC results, local assessments and teacher input, We will work toward increasing student academic achievement and performance in Mathematics and ELA.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Formative and Summative assessments 1: CAASPP results 2: Star Reading 3: API 4: Highly qualified teachers, teacher misassignments 5: Maintain standards aligned instructional materials including ELD standards to support implementation of state standards. 6: CELDT	Because of low numbers and missing grade data we will be using All Student Data from the Smarter Balanced results as our baseline. 1a: All Student English Language Arts 24% met or exceeded. 1b: All Student Mathematics 21% met or exceeded. 2: STAR Reading: District wide grade equivalent average was a .64 increase 3: Currently there is no API calculation.	1: An additional 5% improvement on identified assessments 2: Continue to maintain at least a .64 average increase. 3: Meet or exceed growth API target as applicable 4: Maintain 100% Highly qualified teachers with no misassignments 5: Maintain sufficiency in standards aligned instructional materials	1: An additional 3% improvement on identified assessments 2: Continue to maintain at least a .64 average increase. 3: Meet or exceed growth API target as applicable 4: Maintain 100% Highly qualified teachers with no misassignments 5: Maintain sufficiency in standards aligned instructional materials	1: An additional 2% improvement on identified assessments 2: Continue to maintain at least a .64 average increase. 3: Meet or exceed growth API target as applicable 4: Maintain 100% Highly qualified teachers with no misassignments 5: Maintain sufficiency in standards aligned instructional materials

<table>
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7: Reclassification

8: 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

9: 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.

</td><td>

4: At the beginning of the year 4 teachers had cleared credentials, 2 had preliminary and 1 was on a university internship.

5: All curriculum for both English Language Arts and Mathematics have been adopted and adhere to the Common Core State Standards. There is sufficient numbers for all students.

6: The district has only three English Learners. The first was tested for the fist time and scored as a Beginner. The other two were initially placed in the Beginner level with scores of 280 and 321. They advanced two levels to the Intermediate level with scores of 455 and 494 respectively.

7: 100% of our eligible students will be reclassified

8: 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

9: 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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6: EL students will improve on CELDT scores toward proficiency

7: 100% of our eligible students will be reclassified

8: 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

9: 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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9: 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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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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: • 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	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: • 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	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: • 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$294,474	Amount	$300,806	Amount	$307,395
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0000/1400	Budget Reference	1000-1999: Certificated Personnel Salaries 0000/1400	Budget Reference	1000-1999: Certificated Personnel Salaries 0000/1400
Amount	$101,296	Amount	$107,738	Amount	$114,468
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 0000	Budget Reference	3000-3999: Employee Benefits 0000	Budget Reference	3000-3999: Employee Benefits 0000
Amount	$3,025	Amount	$,3025	Amount	$3,025
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000	Budget Reference	1000-1999: Certificated Personnel Salaries 0000	Budget Reference	1000-1999: Certificated Personnel Salaries 0000
Amount	$87,191	Amount	$89,728	Amount	$92,309
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000	Budget Reference	2000-2999: Classified Personnel Salaries 0000	Budget Reference	2000-2999: Classified Personnel Salaries 0000
Amount	$44,719	Amount	$47,424	Amount	$50,381
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 0000	Budget Reference	3000-3999: Employee Benefits 0000	Budget Reference	3000-3999: Employee Benefits 0000
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Common Core Standards Implementation Funds	Source	Common Core Standards Implementation Funds	Source	Common Core Standards Implementation Funds
Budget Reference	4000-4999: Books And Supplies 1100 / 6300	Budget Reference	4000-4999: Books And Supplies 1100/6300	Budget Reference	4000-4999: Books And Supplies 1100/6300
Amount	$6,000	Amount	$2,000	Amount	$2,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 0000 BTSA / EDUC EFF	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 0000 BTSA	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 0000 BTSA

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☒ [Specific Student Group(s)] Students w/disabilities

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,902	Amount	$31,829	Amount	$32,784

Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries 6500	Budget Reference	1000-1999: Certificated Personnel Salaries 6500	Budget Reference	1000-1999: Certificated Personnel Salaries 6500
Amount	$25,469	Amount	$26,305	Amount	$27,145
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries 6500	Budget Reference	2000-2999: Classified Personnel Salaries 6500	Budget Reference	2000-2999: Classified Personnel Salaries 6500
Amount	$25,223	Amount	$26,852	Amount	$28,601
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	3000-3999: Employee Benefits 6500	Budget Reference	3000-3999: Employee Benefits 6500	Budget Reference	3000-3999: Employee Benefits 6500
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	4000-4999: Books And Supplies 3310	Budget Reference	4000-4999: Books And Supplies 3310	Budget Reference	4000-4999: Books And Supplies 3310
Amount	$44,120	Amount	$44,120	Amount	$44,120
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3310	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3310	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3310

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
For low income, redesignated students, ELA and Foster Youth pupils: TRESD 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.	For low income, redesignated students, ELA and Foster Youth pupils: TRESD 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.	For low income, redesignated students, ELA and Foster Youth pupils: TRESD 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.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$25,469	Amount	$26,306	Amount	$27,146
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries 3010	Budget Reference	2000-2999: Classified Personnel Salaries 3010	Budget Reference	2000-2999: Classified Personnel Salaries 3010
Amount	25,223	Amount	$26,852	Amount	$28,601
Source	Title I	Source	Title I	Source	Title I
Budget Reference	3000-3999: Employee Benefits 3310	Budget Reference	3000-3999: Employee Benefits 3310	Budget Reference	3000-3999: Employee Benefits 3310

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly discipline logs SWIS data Suspension and expulsion rates Attendance rates Decreased office referrals Parent conferences Middle School drop-out rates Well maintained facilities	1: ADA rate of 93% 2: Current suspension rate of 10% 3: Using SWIS data-decrease office referrals to 5% 4: Monitor and maintain low expulsion rates to <1% 5: Monitor and maintain low MS drop-out rates to <1%	1: Increase ADA rates by an additional .5% 2: Decrease in suspension rate by an additional 1% 3: Decrease office referrals by 1% 4: Monitor and maintain low expulsion rates to <1% 5: Monitor and maintain low MS drop-out rates to <1%	1: Increase ADA rates by an additional .5% 2: Decrease in suspension rate by an additional 1% 3: Decrease office referrals by 1% 4: Monitor and maintain low expulsion rates to <1% 5: Monitor and maintain low MS drop-out rates to <1%	1: Increase ADA rates by an additional .5% 2: Decrease in suspension rate by an additional 1% 3: Decrease office referrals by .5% 4: Monitor and maintain low expulsion rates to <1% 5: Monitor and maintain low MS drop-out rates to <1%

	6: Monitor and maintain Exemplary/Good overall ratings in facilities review 7: Current chronic absenteeism 5% 8: As an elementary district we do not track high school dropout or graduation rates.	6: Monitor and maintain Exemplary/Good overall ratings in facilities review 7: Decrease chronic absenteeism by .5% 8: As an elementary district we do not track high school dropout or graduation rates	6: Monitor and maintain Exemplary/Good overall ratings in facilities review 7: Decrease chronic absenteeism by .5% 8: As an elementary district we do not track high school dropout or graduation rates	6: Monitor and maintain Exemplary/Good overall ratings in facilities review 7: Decrease chronic absenteeism by .5% 8: As an elementary district we do not track high school dropout or graduation rates

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

Provide Professional Development and curriculum to promote positive school climate. • 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.	Provide Professional Development and curriculum to promote positive school climate. • 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.	Provide Professional Development and curriculum to promote positive school climate. • 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.

BUDGETED EXPENDITURES

2017-18

Amount	$900
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PBIS / D=0101
Amount	$5,915
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries PBIS / D=0101, PE, PD,
Amount	$640
Source	Supplemental and Concentration

2018-19

Amount	$900
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PBIS /D=0101
Amount	$5,915
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries PBIS / D=0101, PE, PD,
Amount	$640
Source	Supplemental and Concentration

2019-20

Amount	$900
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PBIS / D=0101
Amount	$5,915
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries PBIS / D=0101, PE, PD,
Amount	$640
Source	Supplemental and Concentration

Budget Reference	3000-3999: Employee Benefits PBIS / D=0101, PE, PD,	Budget Reference	3000-3999: Employee Benefits PBIS / D=0101, PE, PD,	Budget Reference	3000-3999: Employee Benefits PBIS / D=0101, PE, PD,
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PBIS / D=0101	Budget Reference	4000-4999: Books And Supplies PBIS / D=0101	Budget Reference	4000-4999: Books And Supplies PBIS / D=0101
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS / D=0101	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS / D=0101	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS / D=0101
Amount	$65,000	Amount	$65,000	Amount	$65,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo Kitchen Supplement	Budget Reference	7000-7439: Other Outgo Kitchen Supplement	Budget Reference	7000-7439: Other Outgo Kitchen Supplement
Amount	$1000	Amount	$1000	Amount	$1000
Source	Tobacco-Use Prevention Education	Source	Tobacco-Use Prevention Education	Source	Tobacco-Use Prevention Education
Budget Reference	2000-2999: Classified Personnel Salaries 6650	Budget Reference	2000-2999: Classified Personnel Salaries 6650	Budget Reference	2000-2999: Classified Personnel Salaries 6650
Amount	$245	Amount	$245	Amount	$245
Source	Tobacco-Use Prevention Education	Source	Tobacco-Use Prevention Education	Source	Tobacco-Use Prevention Education
Budget Reference	3000-3999: Employee Benefits 6650	Budget Reference	3000-3999: Employee Benefits 6650	Budget Reference	3000-3999: Employee Benefits 6650
Amount	$455	Amount	$455	Amount	$455
Source	Tobacco-Use Prevention Education	Source	Tobacco-Use Prevention Education	Source	Tobacco-Use Prevention Education

Budget Reference	4000-4999: Books And Supplies 6650	Budget Reference	4000-4999: Books And Supplies 6650	Budget Reference	4000-4999: Books And Supplies 6650
Amount	$65,000	Amount	$65,000	Amount	$65,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

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.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	Increase the level of parental involvement at school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site Council participation, PTC participation Field Trips Extra Curricular Activities Open House and Back to School Night	1: The number of parent/guardian volunteers will maintain an average participation rate of at least 60%. This is calculated by 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. This number includes all families including ones with unduplicated pupils as well as ones with exceptional needs.This year was 58%.	1: The number of parent/guardian volunteers will increase by 2%.	The number of parent/guardian volunteers will increase by 2%.	The number of parent/guardian volunteers will increase by 2%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 • Provide more food at school functions to increase participation • Increase school wide activities to draw participation • Increase opportunities for volunteers	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 • Provide more food at school functions to increase participation • Increase school-wide activities to draw participation • Increase opportunities for volunteers	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 • Provide more food at school functions to increase participation • Increase school-wide activities to draw participation • Increase opportunities for volunteers

BUDGETED EXPENDITURES

2017-18

Amount	$10,651
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Music & Drama Program, Grizzly Tracks,
Amount	$1,195
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Music & Drama Program, Grizzly Tracks,
Amount	1,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PARENT INVOLVEMENT D=0102
Amount	$200
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures All Call

2018-19

Amount	$10,651
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Music & Drama Program, Grizzly Tracks,
Amount	$1,195
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits MUSIC & DRAMA PROGRAM
Amount	1,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PARENT INVOLVEMENT D=0102
Amount	$200
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures All Call

2019-20

Amount	$10,651
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Music & Drama Program, Grizzly Tracks,
Amount	$1,195
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits MUSIC & DRAMA PROGRAM
Amount	1,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PARENT INVOLVEMENT D=0102
Amount	$200
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures All Call

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $226,610   Percentage to Increase or Improve Services: 30.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Twin Ridges has 95% unduplicated pupils. All of the supplemental and concentration funds are used for the costs of Aides, Elective teachers, 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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

> **New, Modified, Unchanged**

> > As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

> ### Goal

> > State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

> ### 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

> ### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

    C. Middle school dropout rates;
    D. High school dropout rates; and
    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
    A. Pupil suspension rates;
    B. Pupil expulsion rates; and
    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
    A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
    B. Programs and services developed and provided to unduplicated pupils; and
    C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
    A. Working with the county child welfare agency to minimize changes in school placement
    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
    A. Local priority goals; and
    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 school sites 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?

Guiding Questions: Stakeholder Engagement

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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	874,812.00	894,686.00	919,676.00	2,689,174.00
Base	0.00	0.00	460,770.00	473,544.00	486,863.00	1,421,177.00
Common Core Standards Implementation Funds	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
Special Education	0.00	0.00	126,714.00	130,106.00	133,650.00	390,470.00
Supplemental and Concentration	0.00	0.00	229,936.00	231,178.00	236,716.00	697,830.00
Title I	0.00	0.00	50,692.00	53,158.00	55,747.00	159,597.00
Tobacco-Use Prevention Education	0.00	0.00	1,700.00	1,700.00	1,700.00	5,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	874,812.00	894,686.00	919,676.00	2,689,174.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	329,301.00	336,560.00	344,104.00	1,009,965.00
2000-2999: Classified Personnel Salaries	0.00	0.00	155,695.00	159,905.00	164,166.00	479,766.00
3000-3999: Employee Benefits	0.00	0.00	198,541.00	210,946.00	224,131.00	633,618.00
4000-4999: Books And Supplies	0.00	0.00	9,955.00	9,955.00	9,955.00	29,865.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	116,320.00	112,320.00	112,320.00	340,960.00
7000-7439: Other Outgo	0.00	0.00	65,000.00	65,000.00	65,000.00	195,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	0.00	0.00	874,812.00	894,686.00	919,676.00	2,689,174.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	294,474.00	300,806.00	307,395.00	902,675.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	30,902.00	31,829.00	32,784.00	95,515.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	3,925.00	3,925.00	3,925.00	11,775.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	25,469.00	26,305.00	27,145.00	78,919.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	103,757.00	106,294.00	108,875.00	318,926.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	25,469.00	26,306.00	27,146.00	78,921.00
2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
3000-3999: Employee Benefits	Base	0.00	0.00	101,296.00	107,738.00	114,468.00	323,502.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	25,223.00	26,852.00	28,601.00	80,676.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	46,554.00	49,259.00	52,216.00	148,029.00
3000-3999: Employee Benefits	Title I	0.00	0.00	25,223.00	26,852.00	28,601.00	80,676.00
3000-3999: Employee Benefits	Tobacco-Use Prevention Education	0.00	0.00	245.00	245.00	245.00	735.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books And Supplies	Special Education	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	3,500.00	3,500.00	3,500.00	10,500.00
4000-4999: Books And Supplies	Tobacco-Use Prevention Education	0.00	0.00	455.00	455.00	455.00	1,365.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	65,000.00	65,000.00	65,000.00	195,000.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00	44,120.00	44,120.00	44,120.00	132,360.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	7,200.00	3,200.00	3,200.00	13,600.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	0.00	65,000.00	65,000.00	65,000.00	195,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	719,111.00	738,985.00	763,975.00	2,222,071.00
Goal 2	142,655.00	142,655.00	142,655.00	427,965.00
Goal 3	13,046.00	13,046.00	13,046.00	39,138.00

* Totals based on expenditure amounts in goal and annual update sections.