

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

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

LEA: Twin Ridges Elementary School District

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state

priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
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 four years, we	Stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the <u>Eight State</u>

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 2015 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, which is the bargaining unit, and special education certificated teachers as well as the majority of our instructional aides.
- A draft version was brought to the all stake holders on 3/11/15. This included a staff meeting, board meeting and site council.
- Several dinners for the community were held during the 2014-2015 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 our regularly scheduled meeting on May 12th.
- The Twin Ridges Elementary School District approved the LCAP at our regularly scheduled meeting on June 9th.

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

Priorities.

The Involvement Process provided us with input from our stakeholders that helped establish our areas of focus. Four 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
- Increase academic as well as Extra-Curricular Offerings

Annual Update:

Many efforts were made in the 2014-2015 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:

- 9/17/14
- 10/21/14
- 12/9/14
- 3/11/15
- 4/14/15

Staff Meetings:

- 8/15/14
- 9/24/14
- 10/22/14
- 12/3/14
- 1/15/15
- 2/4/15
- 3/11/15
- 3/25/15

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

- 8/26/14
- 9/3/14
- 9/22/14
- 9/29/14
- 10/1/14
- 10/7/14

Annual Update:

This process was long and informative. What we learned is that our goals all have significant meaning and value to all stakeholders. On-going improvement in Mathematics and English Language Arts is a priority to the board, teachers and families. I believe that the other core areas will be added as those subjects become adopted in the coming years. The students, families and staff really look forward to the district adding new curriculum, electives, course offerings and extra-curricular activities. This will become a reality as we continue to add more staff or specialist. The district has seen an increased number of parents, families and community members taking part in school-wide activities. This is a direct result in “advertising” these events as well as providing free food to “draw” these groups in. I believe that the biggest change in the district due to the LCAP was our efforts to improve school climate and create a positive environment for everyone. This goal has a direct impact on all the others goals and we saw great changes in our schools. The hard work of the staff, the acceptance from the students and families has made this one goal succeed. We are looking forward to fully implementing PBIS in the coming years.

- 10/24/14
- 10/29/14
- 11/3/14
- 11/4/14
- 11/20/14
- 11/24/14
- 12/2/14
- 12/11/14
- 12/17/14
- 12/18/14
- 1/14/15
- 1/23/15
- 2/3/15
- 2/9/15
- 2/10/15
- 2/17/15
- 2/23/15
- 2/24/15
- 3/5/15
- 3/12/15
- 3/25/15
- 4/9/15
- 4/15/15

Surveys

- Stakeholder surveys in the spring Of 2015

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

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

GOAL:	1) All students will improve their Mathematic proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional practices.		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Need: Increase student academic achievement and performance in Mathematics. Metric: Formative and Summative assessments: API, CAASPP, IXL Math and student report cards, EL Reclassification, CELDT Highly qualified teachers, teacher misassignments Standards aligned instructional materials			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	20% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials including ELD standards EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate 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		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Twin Ridges Elementary School District will provide students		LEA-wide	<u>X</u> _ALL	Certificated

<p>with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> - Fully credentialed teaching staff - New teachers participate in Induction (BTSA) - Provide Professional Development - Provide collaboration time aligned with common core instructional strategies - Provide CCSS aligned curriculum and materials - Individual assistance/tutoring 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Salaries- \$185,467 from LCFF base, EPA and Title II, Cert.Salaries 42,734 from supplemental and concentration BTSA-\$2,000 from LCFF base Professional Development - \$4,000 from 7405 services CCSS- \$15,000 from 7405 supplies</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	
<p>For low income, redesignated students, ELA, and Foster Youth pupils: TRESA is currently 87% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title I Aide.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Aide Salaries \$34,544 from LCFF supplemental and concentration grants, and \$34,544 from Title I</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>An additional 5% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> - Fully credentialed teaching staff - New teachers participate in Induction (BTSA) - Provide Professional Development - Provide collaboration time aligned with common core instructional strategies - Provide CCSS aligned curriculum and materials - Individual assistance/tutoring <p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries-\$191,031 from LCFF base EPA, and Title II No BTSA is budget for this year. Professional Development-\$4,000 from LCFF base services CCSS Instructional Materials \$15,000 from Lottery and LCFF base</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LEA-wide</p>	<p>__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students w/disabilities</u></p>	
<p>For low income, redesignated students, ELA, and Foster Youth</p>	<p>LEA-wide</p>	<p>__ALL</p>	<p>Aide Salaries-</p>

pupils:
TRESD is currently 87% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title I Aide.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

\$34,882 LCFF supplemental and concentration and \$34,882 from Title I

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>An additional 5% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The Twin Ridges Elementary School District will provide students</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Certificated</p>

<p>with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> - Fully credentialed teaching staff - New teachers participate in Induction (BTSA) - Provide Professional Development - Provide collaboration time aligned with common core instructional strategies - Provide CCSS aligned curriculum and materials - Individual assistance/tutoring 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries-\$196,762 from LCFF base, Title II and EPA No BTSA is budget for this year. Professional Development from LCFF base services CCSS Instructional Materials \$10,000 from Lottery and LCFF base supplies</p>
<p>. Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LEA-wide</p>	<p><u>__</u>ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	
<p>For low income, redesignated students, ELA, and Foster Youth pupils: TRES D is currently 87% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title I Aide.</p>	<p>LEA-wide</p>	<p><u>__</u>ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Aide Salaries-\$35,580 from Title I, and \$35,580 from LCFFsupplemental and concentration grant funds.</p>

<p>GOAL:</p>	<p>2) All students will improve their ELA proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional practices.</p>	<p>Related State and/or Local Priorities: 1<u>X</u> 2<u>X</u> 3__ 4<u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Identified Need :	Need: Increase student academic achievement and performance in English Language Arts. Metric: Formative and Summative assessments: API, CAASPP, STAR Reading, AR Testing and student report cards, EL Reclassification, CELDT Highly qualified teachers, teacher misassignments Standards aligned instructional materials
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	20% will improve in identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials including ELD standards EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> - Fully credentialed teaching staff - New teachers participate in Induction (BTSA) - Provide Professional Development - Provide collaboration time aligned with common core instructional strategies - Provide CCSS aligned curriculum and materials - Independent Study contracts when appropriate - Individual assistance/tutoring 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries- \$135,467 from LCFF base Title II, and EPA BTSA-\$2,000 from LCFF base services Cert.Salaries \$50,000 from supplemental and concentration Professional Development - \$4,000 from LCFF baseservices CCSS- \$15,000 from Lottery and LCFF base</p>

<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in English Language Arts are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LEA-wide</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	
<p>For low income, redesignated students, ELA, and Foster Youth pupils: TRES D is currently 87% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title I Aide.</p>	<p>LEA-wide</p>	<p><u> </u>ALL OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> X</u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) _____</p>	<p>Aide Salaries- \$34,544 from Title I, and \$34,544 from LCFFsupplemental and concentration grant funds.</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>An additional 5% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The Twin Ridges Elementary School District will provide students</p>	<p>LEA-wide</p>	<p><u> X</u>ALL</p>	<p>Certificated</p>

<p>with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> - Fully credentialed teaching staff - New teachers participate in Induction (BTSA) - Provide Professional Development - Provide collaboration time aligned with common core instructional strategies - Provide CCSS aligned curriculum and materials - Independent Study contracts when appropriate - Individual assistance/tutoring 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries-\$191,031 From unrestricted, EPA and Title II No BTSA is budget for this year. Professional Development-\$4,000 from LCFF base services CCSS Instructional Materials \$15,000 from Lottery and LCFF base supplies</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in English Language Arts are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LEA-wide</p>	<p><u>__</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	
<p>For low income, redesignated students, ELA, and Foster Youth pupils: TRES D is currently 87% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title I Aide.</p>	<p>LEA-wide</p>	<p><u>__</u>ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Aide Salaries-\$34,882 from Title I and \$34,882 from LCFF supplemental and concentration grant funds.</p>
<p>LCAP Year 3: 2017-18</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>An additional 5% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate Since Twin Ridges School District is an elementary school district we are not required to offer classes that follow the A-G requirement. In addition, we do not offer Advanced Placement courses as well as EAP for college readiness assessment.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The Twin Ridges Elementary School District will provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school:</p> <ul style="list-style-type: none"> - Fully credentialed teaching staff - New teachers participate in Induction (BTSA) - Provide Professional Development - Provide collaboration time aligned with common core instructional strategies - Provide CCSS aligned curriculum and materials - Independent Study contracts when appropriate - Individual assistance/tutoring 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated Salaries- \$196,762 from unrestricted, EPA, and Title II No BTSA is budget for this year. Professional Development from LCFF base services CCSS Instructional Materials \$10,000 from Lottery and LCFF base supplies</p>
<p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in English Language Arts are driven by IEP goals for each student. Site based assistance will be provided to students that are working below grade level through the resource class.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	
<p>For low income, redesignated students, ELA, and Foster Youth</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p>	<p>Aide Salaries-</p>

pupils:
TRES D is currently 87% free and reduced. Therefore, to serve our students to the highest levels possible we will be providing Aides in all classrooms and provide additional instructional services through a Title I Aide.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

\$35,579 from Title I and \$35,579 from LCFF supplemental and concentration grant funds.

GOAL:	3) All students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing healthy meals, Positive Behavior Intervention strategies, and improved attendance rates.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Need: Increase positive behavior supports to ensure a safe and healthy learning environment where students want to come to school and learn. Metric: Monthly discipline logs. SWIS data, suspension and expulsion rates, attendance rates, decreased office referrals, parent conferences, Middle School drop-out rates Well maintained facilities
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase ADA rates by 2% Decrease in suspension rate by 5% Monitor and maintain low expulsion rates to <1% Monitor and maintain low MS drop-out rates to <1% Monitor and maintain Exemplary/ Good Overall Ratings in facilities review Decrease chronic absenteeism by 2% As an elementary district we do not track high school dropout or graduation rates.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development and curriculum to promote	LEA-wide	<input checked="" type="checkbox"/> ALL	PBIS-

<p>positive school climate.</p> <ul style="list-style-type: none"> - Positive Behavior Intervention and Support (PBIS) training and implementation - Grizzly Hill Kitchen - Drug Intervention Training - Transportation to reduce absenteeism - Increased conferencing opportunities - Aide support to assist with student success in classrooms - Counseling and positive behavior support - Health and fitness education - Partnerships with county agencies for life skills and behavior management. 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1800.00from LCFF base supplies and services Contribution from LCFF supplemental and concentration to cafeteria \$55,000.</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase ADA rates by an additional 2%</p> <p>Decrease in suspension rate by an additional 5%</p> <p>Monitor and maintain low expulsion rates to <1%</p> <p>Monitor and maintain low MS drop-out rates to <1%</p> <p>Monitor and maintain Exemplary/ Good Overall Ratings in facilities review</p> <p>Decrease chronic absenteeism by 2%</p> <p>As an elementary district we do not track high school dropout or graduation rates.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Provide Professional Development and curriculum to promote</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>PBIS- \$1800.00</p>

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.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) _____

from LCFF base supplies and services Contribution from LCFF supplemental and concentration to cafeteria \$60,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase ADA rates by an additional 2%</p> <p>Decrease in suspension rate by an additional 5%</p> <p>Monitor and maintain low expulsion rates to <1%</p> <p>Monitor and maintain low MS drop-out rates to <1%</p> <p>Monitor and maintain Exemplary/ Good Overall Ratings in facilities review</p> <p>Decrease chronic absenteeism by 2%</p> <p>As an elementary district we do not track high school dropout or graduation rates.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development and curriculum to promote	LEA-wide	<input checked="" type="checkbox"/> ALL	PBIS-\$1800.00

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.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups: (Specify) _____

from LCFF base. Contribution from LCFF concentration and supplemental to cafeteria \$60,000

GOAL:	4) The district will reach out to our families and community and promote our schools in a positive light. The number of parents/guardians will increase at all school activities and functions.		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Need: Increase the level of parental involvement at school. Metric: Site Council, PTC, Field Trips, Extra Curricular Activities, Open House and Back to School Night			
Goal Applies to:	Schools:	All		
Applicable Pupil Subgroups:	All			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	The number of parent/guardian volunteers will increase by 20%. The number of parent/guardian participation in school-wide activities will increase by 20%. The numbers of families of unduplicated pupils increase by 10% The numbers of families with exceptional needs pupils will increase by 10%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
The Twin Ridges Elementary School District will increase parental	LEA-wide	<u>X</u> ALL		Parent

<p>involvement in all school activities.</p> <ul style="list-style-type: none"> - Increase communication from the district/school to families and the community - Provide more food at school functions to increase participation - Increase school-wide activities to draw participation - Increase opportunities for volunteers - - - 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Involvement from LCFF base supplies \$800.00</p>
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>The number of parent/guardian volunteers will increase by an additional 10%. The number of parent/guardian participation in school-wide activities will increase by an additional 10%. The numbers of families of unduplicated pupils increase by 5% The numbers of families with exceptional needs pupils will increase by 5%</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>The Twin Ridges Elementary School District will increase parental involvement in all school activities.</p> <ul style="list-style-type: none"> - Increase communication from the district/school to families and the community - Provide more food at school functions to increase participation - Increase school-wide activities to draw participation - Increase opportunities for volunteers - - - 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent Involvement from LCFF base supplies \$800.00</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>The number of parent/guardian volunteers will increase by an additional 10%. The number of parent/guardian participation in school-wide activities will increase by an additional 10%. The numbers of families of unduplicated pupils increase by 5% The numbers of families with exceptional needs pupils will increase by 5%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>The Twin Ridges Elementary School District will increase parental involvement in all school activities.</p> <ul style="list-style-type: none">- Increase communication from the district/school to families and the community- Provide more food at school functions to increase participation- Increase school-wide activities to draw participation- Increase opportunities for volunteers---	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent Involvement from LCFF base supplies \$900.00</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	5) The students will be able to participate in additional enrichment or elective classes. This goal is for all students including unduplicated and exceptional needs pupils.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Need: The students need to have greater access to a variety of academic courses as well as Extra- Curricular activities and electives. Metric: School Schedule.			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	All middle school children will be participate in a minimum of one elective class			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
The Twin Ridges Elementary School District will seek out talented community members and or specialist to provide additional classes to increase the extra-curricular and enrichment class offerings within the district. - The district will hire additional staff or specialist: A minimum of 2 elective teachers or specialist will be included to the schedule - Community volunteers will be sought to offer classes and or activities - Current staff will be utilized to increase course offerings	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Elective Teachers salaries from LCFF supplemental and concentration 19,200
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	All middle school children will be participate in a minimum of two elective classes			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
The Twin Ridges Elementary School District will seek out talented	LEA-wide	<u>X</u> ALL		Elective

<p>community members and or specialist to provide additional classes to increase the extra-curricular and enrichment class offerings within the district.</p> <ul style="list-style-type: none"> - The district will hire additional staff or specialist: A minimum of 3 elective teachers or specialists will be included to the schedule. - Community volunteers will be sought to offer classes and or activities - Current staff will be utilized to increase course offerings 	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Teachers salaries from LCFF base 23,000</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>All middle school children will be participate in a minimum of two elective classes</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The Twin Ridges Elementary School District will seek out talented community members and or specialist to provide additional classes to increase the extra-curricular and enrichment class offerings within the district.</p> <ul style="list-style-type: none"> - The district will hire additional staff or specialist: A minimum of 4 elective teachers or specialists will be included to the schedule. - Community volunteers will be sought to offer classes and or activities - Current staff will be utilized to increase course offerings 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Elective Teachers salaries from LCFF base 25,000</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

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

Original GOAL from prior year LCAP:	1) All students will improve their Mathematic proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional practices.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>20% improvement on identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate</p>		Actual Annual Measurable Outcomes:	<p>With no API score calculated for the 2014-2015 school year it was difficult to determine actual growth without a bench mark. It is our belief that we will be able to judge any changes within our student population next year as we establish a new bench mark for the CCSS in our testing this year. Two new teachers were hired this year with preliminary credentials. These two began the year taking the Beginning Teacher Support and Assessment induction. This school year the district adopted a new CCSS math curriculum, <i>My Math</i>, from McGraw Hill. Of the four ELL students within the district, we had a variety of outcomes. Three of the four students are from one family. The first student's scores all dropped slightly but there was no change in his overall performance level. The second student's scores increased in speaking and writing and lowered slightly in the other three categories. This causing her performance level to drop from Advanced to Early Advanced. The third student's scores increased in all categories except one which remained the same. Our last ELL student was new to Grizzly Hill this year from out of the county. This initial test resulted in a baseline for us in which we will be able to compare to next year's CELDT. His scores range from Early Intermediate to Early Advanced.</p>
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<ul style="list-style-type: none"> Maintain a high focus on Mathematics across all grade levels. Common Core State Standards professional development. Enroll new teachers into the Beginning Teacher Support and Assessment (BTSA) program. Adopt <i>My Math</i> to provide Common Core State Standards instruction in Mathematics. Continue to work with our ELL population within their classroom(s). 	<p>CCSS Math Adoption- \$20,946 from 7405 supplies BTSA-\$2,000 from LCFF base services Aide Salaries-\$38,089 from LCFF supplemental and concentration grants</p>	<ul style="list-style-type: none"> Focused on mathematics within weekly staff meetings on Wednesdays. Sent teachers to Common Core State Standards mathematics trainings at the NCSoS office as well as trainings outside the county. Adopted <i>My Math</i> to provide Common Core State Standards instruction in Mathematics. Hired classroom instructional aides for all classrooms. 	<p>CCSS Math Adoption from RS:7405,6300 ,1100,& LCFF base supplies-\$18,751 BTSA-\$2,000 from LCFF base services Aide Salaries-\$38,089 from LCFF supplemental and concentration grants</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to seek out opportunities for more CCSS training. In addition, we will again use our minimum day time for staff development in mathematics.</p>		
<p>Original GOAL from prior year LCAP:</p>	<p>2) All students will improve their ELA proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional practices.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
<p>Goal Applies to: Schools: All</p>			

Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	20% will improve in identified assessments Meet or exceed growth API target as applicable Maintain 100% Highly qualified teachers with no misassignments Maintain sufficiency in standards aligned instructional materials EL students will improve on CELDT scores toward proficiency Maintain EL Reclassification rate		Actual Annual Measurable Outcomes:	With no API score calculated for the 2014-2015 school year it was difficult to determine actual growth without a bench mark. It is our belief that we will be able to judge any changes within our student population next year as we establish a new bench mark for the CCSS in our testing this year. Two new teachers were hired this year with preliminary credentials. These two began the year taking the Beginning Teacher Support and Assessment induction. This school year the district piloted a new CCSS ELA curriculum, <i>Wonders</i> , from McGraw Hill. Of the four ELL students within the district, we had a variety of outcomes. Three of the four students are from one family. The first student's scores all dropped slightly but there was no change in his overall performance level. The second student's scores increased in speaking and writing and lowered slightly in the other three categories. This causing her performance level to drop from Advanced to Early Advanced. The third student's scores increased in all categories except one which remained the same. Our last ELL student was new to Grizzly Hill this year from out of the county. This initial test resulted in a baseline for us in which we will be able to compare to next year's CELDT. His scores range from Early Intermediate to Early Advanced.
	LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<ul style="list-style-type: none"> Maintain a high focus on English Language Arts across all grade levels. Common Core State Standards professional development. Enroll new teachers into the Beginning Teacher Support and Assessment (BTSA) program. Pilot <i>Wonders</i> to provide Common Core State Standards instruction in Mathematics. Continue to work with our ELL population within their classroom(s). 		<p>Certificated Teacher Salaries \$360,131 from LCFF base, Title 1, and Special Education-</p> <p>BTSA-\$2,000 from LCFF base services</p>	<ul style="list-style-type: none"> Focused on English Language Arts within weekly staff meetings on Wednesdays. Sent teachers to Common Core State Standards English Language Arts trainings at the NCSoS office. Piloted <i>Wonders</i> to provide Common Core State Standards instruction English Language Arts. Hired classroom instructional aides for all classrooms. 	<p>Certificated Teacher Salaries - \$360,131 from LCFF base, Title 1 & Special Education</p> <p>BTSA-\$2,000 from LCFF base services</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>We will continue to seek out opportunities for more CCSS training. In addition, we will again use our minimum day time for staff development in English Language Arts. We will be adopting Common Core State Standards aligned curriculum in English Language Arts.</p>		
Original GOAL from prior year LCAP:	<p>3) All students will be educated in learning environments that are safe, drug free, and conducive of learning. This includes providing healthy meals, Positive Behavior Intervention strategies, and improved attendance rates.</p>		<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____</p>	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase ADA rates by 2% Decrease in suspension rate by 5% Monitor and maintain low expulsion rates to <1% Monitor and maintain low MS drop-out rates to <1% Monitor and maintain Exemplary/ Good Overall Ratings in facilities review Decrease chronic absenteeism by 2%</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Our ADA increased by only .41% from 2013-2014 to 2014-2015. Suspensions have dropped by 50% from 14 to 7 from 2013-14 to 2014-15. The Twin Ridges Elementary School district has had no expulsions in the past two school years. Our middle school has not had a student drop out in the past two years. Implemented Positive Behavior Intervention and Support.</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> - Positive Behavior Intervention and Support (PBIS) training and implementation - Grizzly Hill Kitchen - Drug Intervention Training - Transportation to reduce absenteeism - Increased conferencing opportunities - Aide support to assist with student success in classrooms - Counseling and positive behavior support - Health and fitness education - Partnerships with county agencies for life skills and behavior management. 	<p>PBIS-\$1,800 from LCFF base supplies and services Transportation from LCFF base services 72,000</p>	<ul style="list-style-type: none"> • Formed PBIS team. • Implemented PBIS • Continue to offer the best food program in the county. Food is made from scratch whenever possible. Participated in Sierra Harvest. Provide local organic food for both breakfast and lunch. • Held a drug assembly at the start of the year. The school nurse held discussions with middle school kids on making good choices. • The staff has weekly meetings on our minimum day Wednesdays. • We have a counselor provided by the county Mental Health Dept. on campus once a week. • Hired a P.E. instructor. 	<p>PBIS-\$1,641 from LCFF base supplies and services Transportation from LCFF base services 72,000</p>
<p>Scope of service:</p>	LEA-wide	<p>Scope of service:</p>	LEA-wide
<u>X</u> ALL		<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to implement our Positive Behavior Intervention and Support program. This will be the second year of the three year program. This implementation will require additional training and planning. We will continue to work with the Nevada County Mental Health Department to provide services to our students and their families.					
Original GOAL from prior year LCAP:	4) The district will reach out to our families and community and promote our schools in a positive light. The number of parents/guardians will increase at all school activities and functions.	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____				
Goal Applies to:	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%; padding: 2px;">Schools:</td> <td style="padding: 2px;">All</td> </tr> <tr> <td style="width:35%; padding: 2px;">Applicable Pupil Subgroups:</td> <td style="padding: 2px;">All</td> </tr> </table>		Schools:	All	Applicable Pupil Subgroups:	All
Schools:	All					
Applicable Pupil Subgroups:	All					
Expected Annual Measurable Outcomes:	The number of parent/guardian volunteers will increase by 20%. The number of parent/guardian participation in school-wide activities will increase by 20%.	Actual Annual Measurable Outcomes:	We experienced a slight increase in parent volunteers over the past year. However, we did see a large increase in parent participation in school activities.			
LCAP Year: 2014-15						
Planned Actions/Services		Actual Actions/Services				
	Budgeted Expenditures		Estimated Actual Annual Expenditures			
<ul style="list-style-type: none"> - Increase communication from the district/school to families and the community - Provide more food at school functions to increase participation - Increase school-wide activities to draw participation - Increase opportunities for volunteers 	Parent Involvement \$700.00from LCFF base supplies	<ul style="list-style-type: none"> • All classrooms have newsletter that are sent home. • The Grizzly Tracks is a monthly school-wide newsletter. • We use our all-call phone system to notify parents and guardians of activities and functions. • Teachers are required to make contact with all parents/guardians and families several times a year. • Held numerous functions, plays, activities as well as dinners to facilitate and foster a positive community relationship. 	Parent Involvement \$603 from LCFF base supplies			

Scope of service:	LEA-wide, County-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We found that in providing food and adding events to our school calendar, we had more parent and families participate in these activities. Therefore, we will continue to do these things in the coming years.	
Original GOAL from prior year LCAP:	5) The students will be able to participate in additional enrichment or elective classes.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A minimum of 2 elective teachers or specialist will be included to the schedule.	Actual Annual Measurable Outcomes:	A P.E. instructor was hired as well as an elective specialist.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> A minimum of 2 elective teachers or specialist will be included to the schedule. 	Elective teacher salaries \$19,200 from LCFF base	The district hired one P.E. instructor as well as one elective specialist for the 2014-2015 school year. We had several volunteers come to the school and work with teachers and students in our garden. Multiple musicians helped the students put on a musical production. A play was produced at the school with both parent and community members assistance.	Elective teacher salaries \$17,503 from LCFF base

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A third position will be hired to increase electives or other course offerings. We will continue to offer food and other activities at school to increase parent/guardian, and community participation in our school.			

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$207,907
The District has 87% unduplicated pupils. All of the supplemental and concentration funds are used for the cost of Aides, Elective	

teachers, PBIS, and Parent Involvement, contributions to the Cafeteria fund, 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 87%, district wide funds is most appropriate. Although the funds are principally for directed to the unduplicated pupils, they will be applied district wide.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

26.87	%	The District has 87% unduplicated pupils. All of the supplemental and concentration funds are used for the cost of Aides, Elective teachers, PBIS, and Parent Involvement, contributions to the Cafeteria fund, 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. The above actions and service identified will allow TRES D to meet its proportionality percentage.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).