



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Ridges Elementary School District

CDS Code: 29-66415

School Year: 2022-23

LEA contact information:

Scott Mikal-Heine

Superintendent/Principal

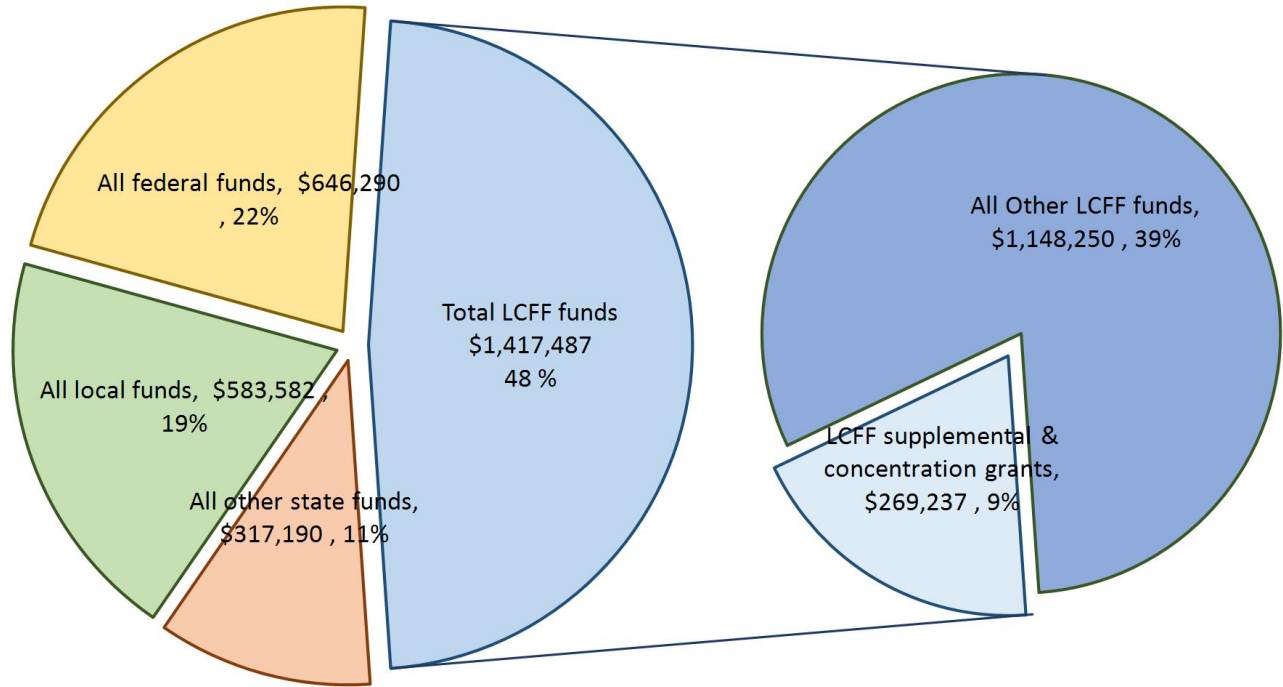
mmadigan@tresd.org

(530) 265-9052

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

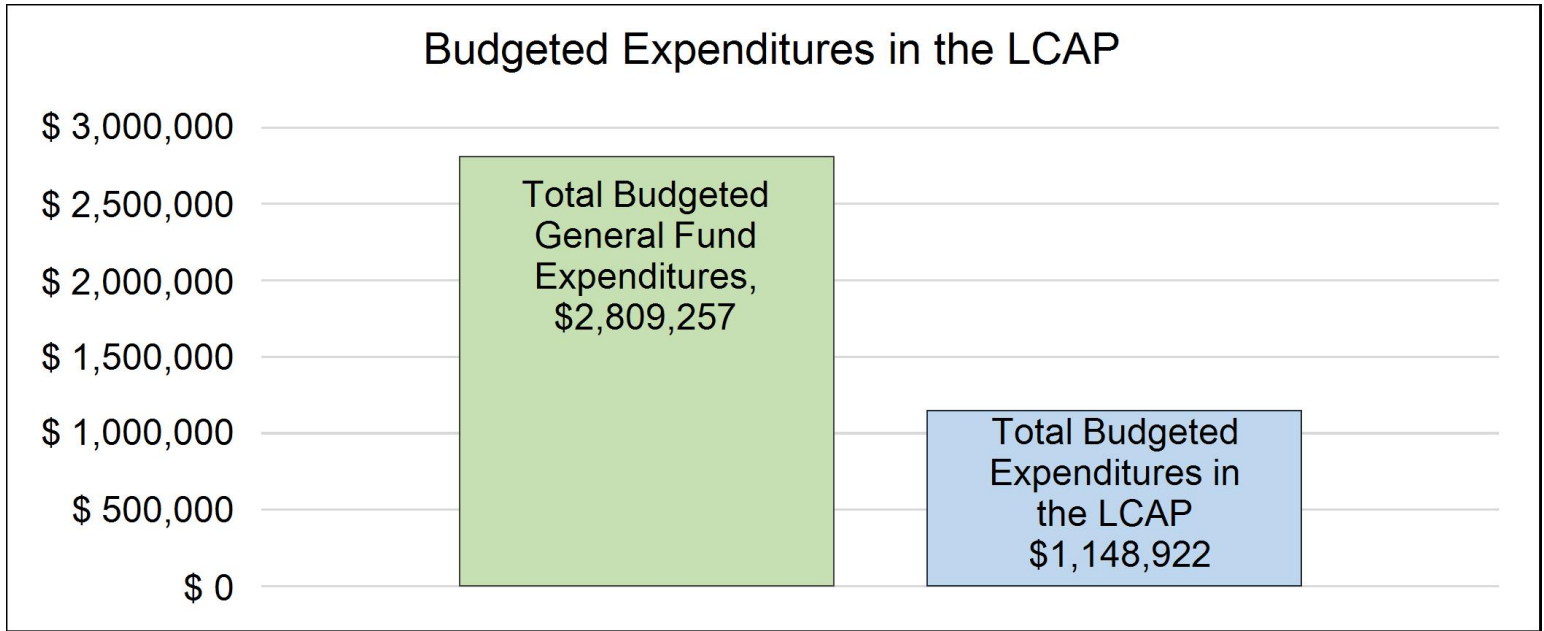


This chart shows the total general purpose revenue Twin Ridges Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Ridges Elementary School District is \$2,964,549, of which \$1,417,487 is Local Control Funding Formula (LCFF), \$317,190 is other state funds, \$583,582 is local funds, and \$646,290 is federal funds. Of the \$1,417,487 in LCFF Funds, \$269,237 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Twin Ridges Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Ridges Elementary School District plans to spend \$2,809,257 for the 2022-23 school year. Of that amount, \$1,148,922 is tied to actions/services in the LCAP and \$1,660,335 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures in the General Budget not include in the LCAP are for base program services such as general teacher salaries, administration costs, operational costs such as utilities, materials and supplies, insurance, professional services and facility custodial and maintenance costs.

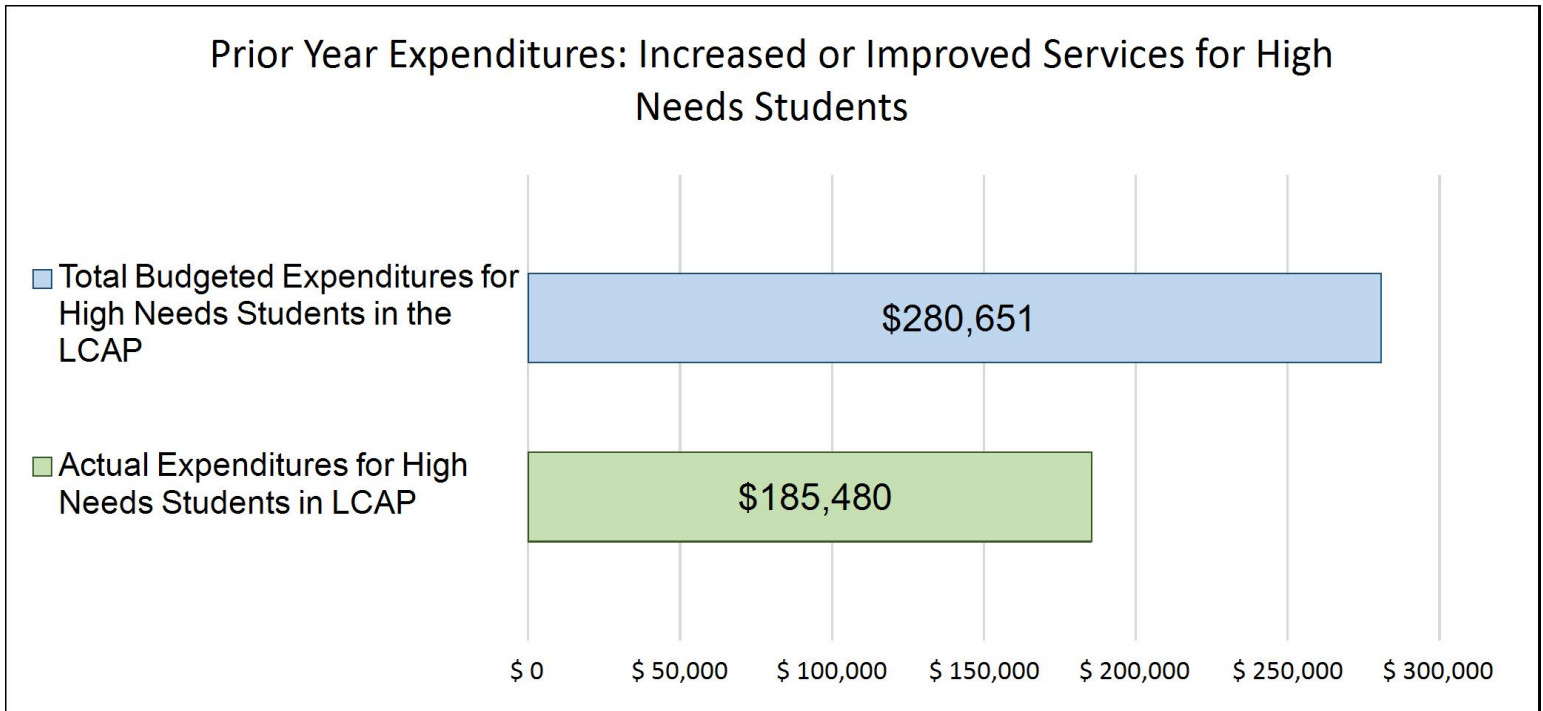
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Twin Ridges Elementary School District is projecting it will receive \$269,237 based on the enrollment of foster youth, English learner, and low-income students. Twin Ridges Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Ridges Elementary School District plans to spend \$381,345 towards meeting this requirement, as described in the LCAP.

The amount of expenditure in the Learning Continuity Plan to increase the services for high need students primarily on Distance and Hybrid Learning due to COVID. Other expenditures not in the LCP to improve and increase services for high needs students include costs for food services transportation, enrichment and elective classes, counseling services and other instructional support services that are primarily directed toward low income, homelessness, and English learning students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Twin Ridges Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Twin Ridges Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Twin Ridges Elementary School District's LCAP budgeted \$280,651 for planned actions to increase or improve services for high needs students. Twin Ridges Elementary School District actually spent \$185,480 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-95,171 had the following impact on Twin Ridges Elementary School District's ability to increase or improve services for high needs students:

Actual expenditures were less than budgeted primarily due to not implementing our Experiential Learning program (Director and supplies). This action was intended to offer an alternative educational intervention program, however, after more review and discussion with educational partners, it was determined that different intervention services will be more effective in meeting the needs of our high needs students. Services such as expanded elective course offerings, expeditionary field trips and more direct, targeted academic supports to students will be implemented going forward. There was no effect to the overall increased and improved services to high needs students as other services were provided to meet their needs.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Ridges Elementary School District	Melissa Madigan Superintendent/Principal	mmadigan@tresd.org 530-263-9052

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In addition to the 2022 LCAP (Local Control and Accountability Plan):

https://www.twinridgeselementary.com/files/ugd/8f3ce8_11c27e5f7b674a52b27efdcc9a7aef9.pdf

Twin Ridges plans to engage its partners in earnest in Fall of 2022 and extending into Spring 2023 regarding

Educator Effectiveness Grant: https://www.twinridgeselementary.com/files/ugd/8f3ce8_62891a6b6cad4c6a8efdff40fb0366a1.pdf

Expanded Learning Opportunities Plan : https://www.twinridgeselementary.com/files/ugd/8f3ce8_ed5695f1f8ec4fbda2430e9c0b5bc61c.pdf

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

TRESA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth greater than 55 percent. Staffing percentages and service capacity are tightly interconnected. The District plans to increase staffing, including support staff, to improve student engagement, academic outcomes, and classroom management support. Like many school districts, TRESA has faced challenges with hiring efforts to fill district positions and recruit qualified staff. As staff are essential to providing high quality instruction for students, we continue to recruit while providing incentives and support to retain existing employees.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

TRESA has established a practice of meaningful stakeholder engagement. These efforts have been refined and improved through the LCAP development process. The district maintained this practice through the 2020-21 school year, despite the varied limitations brought about by the pandemic. TRESA sought input and feedback from its educational partner groups regarding distance learning in the Spring of 2020, and during the return to school in its various formats during the 2020-21 school year (hybrid, full distance, etc.). Throughout the plan development process, the LEA received input on a variety of district programs and services provided to students. TRESA used this feedback to address the critical areas of need for our students, staff, and community. The District conducted district-wide surveys and we have encouraged feedback and support from all engagement partners. Surveys to gather feedback for planning and development were conducted throughout all of the 2020-2021 school year using Google Surveys.

The following links indicate how and when the district engaged its education partners in the use of funds received to support recovery from the COVID-19 Pandemic.

Expanded Learning Opportunities Grant Plan:

https://www.twinridgeselementary.com/files/ugd/8f3ce8_ed5695f1f8ec4fbda2430e9c0b5bc61c.pdf

Local Control and Accountability Plan: https://www.twinridgeselementary.com/files/ugd/8f3ce8_11c27e5f7b674a52b27efdcc9a7aeff9.pdf

ESSER III Expenditure Plan: https://www.twinridgeselementary.com/files/ugd/8f3ce8_b503de3e7fa84b5c9ada20a4c455cbc7.

Engagement with partners includes for example;

Twin Ridges Teachers Association meetings, every other week meet and confer since 2020.

Parent Teacher Council meetings each Third Thursday. Held regularly since 2020 with regular visits and reports from school admin.

Site Staff Meetings including Certificated/Classified personnel scheduled each Wednesday since August, 2020. School spending is a regular discussion item.

TRES D Cabinet Meetings scheduled each Monday in the 8am to 8:30am, Started in 2020.

Google Surveys were sent out five times in 2020, 3 times in 2021, and two aimed for Fall 2022 to gather student, staff and parent input.

TRES D Board Meetings: 2nd Tuesday of each month.

Regular individual partner engagement with GHS principal / TRES D Superintendent; examples partners include NSJ Fire, North Columbia Schoolhouse Cultural Center, North San Juan municipality, Nevada County Government, NSJ Community Forum, Community of Washington, North San Juan Family Resource Center, North San Juan Parks & Recreation, etc.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

TRES D is or will be implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation in the following ways:

It is a priority of TRES D to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by:

American Rescue Plan (ARP) Action of 2021

(https://www.twinridgeselementary.com/files/ugd/8f3ce8_b503de3e7fa84b5c9ada20a4c455cbc7.pdf)

ESSER III expenditure plan (https://www.twinridgeselementary.com/files/ugd/8f3ce8_b503de3e7fa84b5c9ada20a4c455cbc7)

To this end, our LEA has implemented the following:

- ** received and distributed shipments of PPE, cleaning and sanitizing equipment
- **provided opportunities for staff, students, families, and volunteers to regularly test for COVID-19
- **conducted a first-trimester student performance assessment using STAR testing for ELA
- **supported staff groups with targeted intervention tools and time to support student academic and social-emotional needs.

Our district school sites continue to safely operate in person despite COVID-19. We provide weekly testing for unvaccinated staff as well as daily testing opportunities for staff, students, and families. This year we are experiencing a significant increase in student behavioral concerns due to the pandemic. Higher incidences of trauma and socially unacceptable behaviors make services challenging. We are addressing this need by implementing support such as restorative practices and counseling services. We continue to do all we can to support our students and staff with best-practice training, interventions, and support opportunities.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

TRESA received the following additional resources in 2021-22: American Rescue Plan Act / Elementary and Secondary School Relief Funds - collectively known as ESSER III and encapsulated in the Safe to Return to In-Person Instruction and Continuity of Services Plan. These funds are being utilized in line with approved expenditure plans (LCAP) and in cross over with identified 2021-22 LCAP goals and actions and the Annual Update as follows;

- Additional site support to promote safe and continuous instruction through mental health two days a week, custodial staffing, campus aides who work as helpers in the classroom, instructional help, and supervision staff.
- COVID contact tracing duties and ongoing testing protocols and other COVID requirements for staff and students.
- Return to in-person "post COVID" planning and implementation including facilities HVAC upgrades.
- PPS Counseling supports for students.
- Academic, Instructional and Social Emotional Learning Intervention supports.

2021-2022 TRESA Local Control Accountability Plan;

file:///C:/Users/smikal/Downloads/2022_Local_Control_and_Accountability_Plan_Twin_Ridges_Elementary_School_District_20221009.pdf

The ESSER III expenditure plan (https://www.twinridgeselementary.com/files/ugd/8f3ce8_b503de3e7fa84b5c9ada20a4c455cbc7) will be monitored and adjusted to meet the needs of the school sites to allow for safe and continuous instruction.

Return to In-Person Instruction and Continuity of Services Plan:

https://www.twinridgeselementary.com/files/ugd/8f3ce8_ccd98a5db2ec45ceb08f9308db881407.pdf

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Ridges Elementary School District	Scott Mikal-Heine Superintendent/Principal	smikal@tresd.org (530) 265-9052

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Twin Ridges Elementary School District is a small rural/frontier district composed of three school sites; Grizzly Hill is the largest with ninety-five students, Oak Tree houses the Family Resource Center and our new preschool, Little Acorns, and Washington School will be an educational hub for the students in Washington. There are six classroom teachers at Grizzly Hill, a part-time counselor, part-time special education service providers, one full-time special education teacher, and ten classified employees spread across food services, transportation, maintenance, groups keepers, and instructional aides. Little Acorns has two instructors and Washington School has an after-

school position. These schools are representative of their communities in which they serve. Many families choose to live in this area due to its beautiful rural and remote setting. The District has an 85% free/reduced meal participant rate and a 91% Title 1 population. This number is the highest in the county and historically directly impacts student learning and 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 community partnerships helps in our mission to prepare students for the future. TRES D schools serve as a hub of their communities. Students and their families rely on our schools, not only for after-school care, meals, internet access, and education but also for essential resources such as mental health services and connections to local resources such as the hygiene pantry, events to gather and connect, and a provide a sense of pride.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Twin Ridges ESD has invested for the past few years in building staff capacity around classroom/school environments and enhancing curricular offerings for both adopted curriculum and elective offerings. The district provided beginning of school in-service days to build trust among staff, to build an appreciation for staffs' strengths and weaknesses, for acceptance of each staff member as someone who is unique and can offer some things other staff cannot. In other words, all staff matter! This starting point laid the foundation for staff to bring to students that all students matter! This has been a highly successful building block after COVID and a building block that allowed for the following successes.

As a district there is much to celebrate related to attendance, enrollment, academic growth, curriculum, parent connectedness, and internal processes that provide resources to students and families. Our students have found their way back to school. While the last chronic absenteeism measurement in Dataquest 51.6% from the COVID year of 2020/21, data here is skewed by the district's inability to collect accurate attendance during distance learning in this year. It will also be exacerbated in the out-year of 2021/22 as the district lacked a board approved long term independent studies process that would allow the district to capture positive attendance during the second year of COVID where Distance Learning was no longer a recognized format. Enrollment has grown from 76 students in 20/21 at Grizzly Hill, to 87 in 21/22 to 100 students in 2022/23. Academic Growth is elusive in a CA Dashboard that stops at 2018/19. Twin Ridges opted not to conduct CAASPP in 2020/21 and did replace it with an adequate or approved instrument. Grizzly Hill has only student level data from the Spring of 2022, outside the scope of this LCAP year. Parent Teacher Committee has grown 150% in the past three years. And school processes like Student Attendance Mediation, Intervention, Literacy, Positive Behavioral Interventions and Support, Restorative Practices, etc. A strengthened internal system has also provided a way to measure academic growth incrementally. This is now done by STAR testing at the beginning of the year to use as a baseline level and students are then tested right before the end of each trimester. Using the student familiar STAR testing allows students to more accurately show academic growth than just the yearly CAASPP testing. The district is incredibly proud of its new, approved, school wide curriculum. For the first time in decades, the entire curriculum will flow from TK-8th. There is articulation between grades and communication between teachers. This new curriculum will allow for ease of continuity and that alone will allow students to academically thrive.

Electives were re-introduced in 2021/22. Consolidating and leveraging this successful effort has a clear schedule of PE, Visual Art, and Music rotating on a trimester basis at Grizzly Hill. Several Classified staff members are involved in teaching electives. This past year the district was able to open a preschool for families in our community. Little Acorns, located at the Oak Tree School campus, has been met with tremendous interest in our community --enrollment was at 22 last year and is currently at 19 this year. Also, the district has hosted Nevada Joint Union Adult School for adults to earn the GED at the Oak Tree School campus. We've been able to continue offering this Oak Tree campus space to our local San Juan Ridge Family Resource Center - the FRC does an outstanding job offering the food pantry, Parenting classes, and much needed family support throughout the year.

In 2020/21, our part-time school counselor was able to bring life back to the campus through Boys and Girls Circles, and our vibrant TUPE program that puts on activities throughout the school year. Teachers created a Science Fair, Career Day, and did volunteering in the community. In the following year 2022/23, the school will add PE and sports including Boys and Girls Volleyball, Cross Country, Basketball, and Track.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of stakeholder input, TRESA has identified the following needs:

While the Dashboard did not publish a chronic absenteeism measure for Twin Ridges in 2021, Dataquest did; 51.6% for FY21. This rate has increased from prior years significantly. In order to address this issue the district will look at new, more effective ways for staff to work directly with families, coordinate site efforts, make home visits, and create action plans for individual students. Additionally it will institute a formal Student Attendance Mediation process in 2022/23. Next, TRESA will continue to provide social-emotional supports for students, such as mental health counseling, as well as provide all staff with training about increasing student attendance. Grizzly Hill will be adopting and reinvigorating PBIS and Restorative Practices (RP) at its campus, as well as conducting Trauma-sensitive School training for staff in Spring 2023. TRESA schools will also include attendance in their Grizzly Hill School Plan for Student Achievement (SPSA) so that appropriate goals, actions, and expenditures are aligned with the LCAP.

Suspension rate among students has decreased but in order to continue to decrease suspensions the district will introduce PBIS and RP as described in needs for absenteeism. Dataquest rates show a decline from 2017-18 (6 suspensions, 5.6%) to 2018-19 (5 suspensions, 4.3%) to 2019-20 (4 suspensions, 4.9%) to 2020-21 (0%) .., a target of 3% or less would be a at pace with the state. A few conclusions here are that COVID represents an outlier year, and that the small (denominator) population of the school and district creates a somewhat volatile "rate". This said, the raw number of suspensions has decreased steadily.

TRESA's rate of performance for both English Language Arts and Mathematics remains an area of need. According to Smarter Balance results from 2014-15 to 2018-19

Met or Exceeded ELA;

2014/15 - 27%
2015/16 - 24%
2016/17 - 39.62%
2017/18 - 39.28%
2018/19 - 43.75%
2019/20 - N/A
2020/21 - Not collected or not available
2021/22 - 27.5%

Clearly a growth trend leading up to COVID, then a return to 2014/15 levels.

Met or Exceeded in Mathematics;

2014/15 - 22%
2015/16 - 21%
2016/17 - 30.19%
2017/18 - 18.75%
2018/19 - 20.96%
2019/20 - N/A
2020/21 - Not collected or not available
2021/22 - 10.4%

The trend here is less encouraging, with a decline in the percentage being fairly dramatic for 2016/17 to 2017/18. Key takeaway here is similar to suspensions -- small denominator (ADA) creates statistical volatility. Clearly effort in Math is overdue.

For 2020/21, it is unclear why Twin Ridges did not administer CAASPP or did not conduct, collect or report an identified alternative assessment for the purposes of tracking student proficiency in the minimum areas of English Language Arts and Mathematics. Upon reflection, staff from that time cited various reasons regarding the requirements and/or necessity of this assessment, as well as the potential validity of data in the light of COVID-affected attendance and/or the completeness of any possible assessment delivery.

We are looking forward to clear, comparable data in 2022/23. We will consider this data essentially a new baseline.

In order to address academic achievement TRESA will take the following action:

1. Fund and build the preschool to increase elementary literacy rates and progress towards language proficiency.

2. Systematize the intervention program for struggling students at every level.
3. Provide professional development for staff to ensure evidence-based practices are being used in every classroom, including deploying and implementing new standards based curriculum.
4. Provide additional classroom staffing to support academic achievement of struggling students; including intervention teacher, and instructional aides, and a Learning Center approach for our SPED program that will positively affect specific classrooms through a Universal Design for Learning push-in approach.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Three years ago, the district developed a vision to create actions that support three overarching goals: student achievement, engagement, and community involvement. An online version of the LCAP can be found on the Twinridgeselementary.org site. Aligning our goals with the state priorities for school districts made sense to ensure we met all aspects of the LCAP framework. As we reflect on the past three years, our district continues to celebrate our work behind those three goals as we are very proud of our overall success criteria.

Goal #1 focused on student achievement. Two areas of particular focus were mathematics and ELA. Mathematics standardized scores showed light growth (2.21%) growth over the past three years of CAASPP data, which at this point is likely too far in the past to consider valuable. In the upper grades the focus has shifted towards a growth mindset and individual growth at the student level. The district has been using the online ALEKS math program, along with tutor support, to allow not only academic support, but also math acceleration. The school has students working above grade level (according to ALEKS) for the first time in years. The district has put in place a schoolwide intervention structure for struggling readers. This program is from Ortho Gillingham and Grizzly Hill has a full-time teacher fully trained in this method to provide a comprehensive, articulated literacy program. New curriculum adoptions in all subjects will start the 22-23 year off on solid footing. The district uses several online platforms to reinforce learning as well. The curriculum purchase will include intervention tools and materials for Tier 2 and 3 efforts. Curriculum was last adopted in a piecemeal fashion without a clear cycle -- with the new adoption in Spring 2022, there is finally clear vertical alignment among grade levels, Tier II materials, and digital support tools for each subject. Overall, we are pleased with the progress and systems designed for our students in receiving instruction.

Goal #2 is aimed at improving and maintaining the standard of positive school climate. Some of the notable highlights are the active TUPE group who puts on school wide activities, booths, and help support middle school dances, the new Leadership elective where elected students representatives coordinate and promote activities for all students on campus, and the revamped PTO which is highly supported and very active, The district put aides in every classroom and added staff to support students at every need. The theme of all staff matter has been sewed throughout the district that all kids matter. Overall, we are pleased with the progress and systems designed for our students in receiving instruction.

Goal #3 was designed to strengthen the strong partnerships with our families and community. This goal was able to focus on creating multiple opportunities for stakeholders and the larger community to be involved. Events such as the Halloween Trunk-or-Treat, Back to School, Open House, the community garden at Oak Tree, the local support of Washington School, the new preschool, the GED offering at

Oak Tree, the continued outstanding offerings the NSJ Family Resource Center provides at Oak Tree all are to be celebrated. Strengthening partnerships is about connecting with people and groups, to have dialogue about what resources are need and wanted, and then finding sustainable ways to have the ideas flourish. Overall, we are pleased with the progress and systems designed for our students in receiving instruction.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

TRESA believes that stakeholder input drives the development of the LCAP. The District consulted parents, pupils, school personnel, local bargaining units, and the community over the course of the past three year to engage in the goals, and to provide input over the years. Parent and community involvement in all district processes has been a goal over the past three years and is an ongoing, annual process.

The following meetings listed below were hosted by TRESA and other organizations and committees. Some of these meetings took place before COVID-19 disruption, some during, and some after schools reopened. All meetings are important therefore, all schedules are included for transparency and to show an attempt and willingness for stakeholders to engage in school processes During some months there were restrictions due to state and local ordinances, parent, community, and student meetings were held virtually utilizing Zoom. Stakeholders could participate in person, by phone or by logging into the platform. Staff meetings were held both virtually and in-person as permitted by applicable health and safety guidelines.

2021/22

1. CTA meetings held monthly. (Meet & Confer, first Wednesdays, 2:45pm with contract negotiations on many other days that involved LCAP planning and implementation)
2. PTO meetings held bi-monthly. (First and third Thursdays, 3pm)
3. Site Staff Meetings including all Certificated/Classified personnel (each Wednesday 1:45pm).
4. Cabinet and Leadership Meetings (Student Services, Principal, CBO) scheduled each Monday, Wed, Friday. (8am)
5. Weekly Sunday update sent to parents, students and staff.
6. Districtwide Google Surveys are sent out five times to gather student, staff and parent input. (1 at start of year, one at end of each trimester, one at end of year)
7. TRESA Board Meetings: 2nd Tuesday of each month.
8. TRESA Board retreat February 2022, identifying goals and priorities for a new superintendent/principal. Much of this input was synthesized in the below summary and educational partners influence section.

An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on May 10, during the Public Hearing. It is anticipated the final draft of the LCAP will be approved at the June 28th, 2022 board meeting.

A summary of the feedback provided by specific educational partners.

A summary of our District-collected stakeholder feedback is as follows. Stakeholders want clear communication from the District, focus and attention on academics with data backed student growth, tight processes around potential student to student bullying issues, a high quality electives program to include physical education, visual art, music, and technology, outdoor education and "legacy" field trips for all grades, a real sports program, participation in county academic tournaments like the spelling bee, geography tournament, STEAM Expo. Stakeholders

also highlighted facility issues at Grizzly Hill, particularly paint, HVAC in the gym, back up generator power, and fire systems improvements. Stakeholders identified, somewhat more abstractly, the need for clear routines, clean classrooms, and procedures on the Grizzly Hill campus that improved recesses, lunch, scheduled electives, and other transitions. Stakeholders have given strong feedback about Washington school house and the access of the Washington Community to some level of service at the school, to include staffing, internet access, snacks, and some instructional tools like copier / scanner.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholder input collected in the 2021/22 continues to influence both the original LCAP submission and the current review and edit of the plan. Efforts to reach back into the prior year and gather dates, input sessions, and real data from educational partners is no simple matter. The following will continue to remain the focus of this plan: 1) Improving Student Achievement for All Students, 2) Increasing Parent and Community Communication and Participation, and 3) Maintaining a Safe and Positive School Climate. These three goals are a solid foundation that broadly captures the given direction to new leadership and staff at TRESA, and will be reflected throughout this plan in terms of identified fiscal resources.

Goals and Actions

Goal

Goal #	Description
1	TRESA will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through the district's strategic academic interventions, newly added curriculum, outstanding learning programs, and overall best instructional practices. TRESA will show academic growth for all students while closing the achievement gap.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 1 is a broad goal focused on improving academic performance across the wide range of metrics listed below. 72.5% of our students do not currently meet or exceed their grade-level standards in English Language Arts and 89.60% do not meet standard in Mathematics. Compare this to 50.99% and 66.24% not meeting standard for ELA and Math at the state level respectively. The CAST Science assessment was slightly better, with 23.5% of 5th and 8th grade students meeting or exceeding standard compared to the 28.72% of students at the State level. This performance data is for unduplicated students.

Twin Ridges will identify also employ additional data to measure academic priorities this year and year after year, particular STAR / Renaissance assessments. The District is also exploring the CAASPP Interim assessment. The data will guide the programs and supports can be put in place so that all subgroups/students are showing growth year after year in academics. The TRESA mission has always been to increase instructional outcomes as to lower achievement gaps for all subgroups such as low income, foster youth and English learners. The district recognizes that mathematics and language acquisition play an important role in raising performance and the district will continue to be strategically focused on improving students' ability to progress. While meeting and exceeding standards for all students, unduplicated or not, our goal is to see individual growth for every student in at Math and ELA of at least 5%. A key feature of this goal as we move into the 22/23 year will be connected to the roll out and implementation of new standards based curriculum, which are necessarily connected to statewide tests, increasing the assessment validity of our efforts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	In 2019, on the Math CAASPP, 19.13% of	2021 CAASPP was not administered, and while a state-			Increased percentage of students who have met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4a; Statewide Assessments)	<p>TRESD students met or exceeded standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p>	<p>recognized alternative was deployed, it's completeness and validity of data are questionable at best.</p>			<p>standard on the Math CAASPP from the prior year. A specific target would be 5% beyond the 2019 baseline -- so 24.13%. While this is not at the state level of performance (33.76%), it would be positive movement for a school and community in COVID learning loss recovery.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA (Priority 4a; Statewide Assessments) (Priority 4e; percentage of EL students who make progress toward English Proficiency as measured by ELPAC) (Priority 4f; Reclassification Rate)	<p>In 2019, on the ELA CAASPP, 21% of TRES D students met or exceeded standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>100% of EL students made progress toward English Proficiency. 100% (1) student was reclassified as English proficient.</p>	<p>2021 CAASPP was not administered, and while a state-recognized alternative was deployed, it's completeness and validity of data are questionable at best.</p> <p>100% of EL student made progress toward English Proficiency. Data unknown on reclassification 2021-22.</p>			<p>Increased percentage of students who have met or exceeded standard on the ELA CAASPP from the prior year. A specific target would be 5% beyond the 2019 baseline -- so 32.5% While this is not at the state level of performance (49.01%), it would be positive movement for a school and community in COVID learning loss recovery in the outcome column for 4e and 4f.</p> <p>100% of EL students made progress toward English Proficiency. 100% students reclassified as English proficient.</p> <p>.</p>
STAR Math	Spring 2021 will become the baseline	2021-22 data is available and needs to be placed in reports.			Student growth year over year, and alignment with like-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		New superintendent is working on this.			assessment CAASPP results. Target growth at 3%/year from baseline with a total of 9%.
STAR ELA	Spring 2021 will become our baseline	2021-22 Data is available and needs to be placed in reports. New superintendent is working on this.			Student growth year over year, and alignment with like-assessment CAASPP results. Target growth at 3%/year from baseline with a total of 9%.
Sufficient access to instructional materials. (Priority 1b; Curriculum	Every pupil in the school district had sufficient access to standard aligned instructional materials.	Every pupil in the school district had sufficient access to standard aligned instructional materials. District will study, adopt and purchase curriculum for school year 2022-23			All students will have access to standards-aligned instructional materials -- full implementation.
Percentage of teachers conducting and implementing standards-aligned teaching and instruction. Percentage of EL students with access to standards-aligned	100% implementation of state board adopted standards-aligned teaching and instruction. 100% of EL students had access to standards-aligned	2021-22. 100% implementation of state board adopted standards-aligned teaching and instruction. 100% of EL students had access to			100% implementation of state board adopted standards-aligned teaching and instruction. 100% of EL students had access to standards-aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>teaching and instruction and ELD.</p> <p>Percentage of students with access to a broad course of study.</p> <p>(Priority 2a; implementation of state content and performance standards) (Priority 7a; broad course of study)</p>	<p>teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>	<p>standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>			<p>teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p> <p>Additionally, all classrooms and all teachers will have standards aligned course(s) of study, with an accompanying syllabus, grading guide, and long range outline for each school year.</p>
<p>Percentage of teachers appropriately assigned and credentialed. (Priority 1a; credentials)</p>	<p>2020-21</p> <p>80% of classroom teachers were either holders of Preliminary or Clear Multiple Subject Credentials.</p>	<p>2021-22</p> <p>80% of classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.</p> <p>Steps taken to move toward appropriate credential for 1/5 of teachers (one teacher at GHS working under a General Education Limited Assignment Permit [GELAP]).</p>			<p>100% (5/5) + all other certificated staff appropriately credentialed for the assignment they are in.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading and Mathematics Intervention Teachers/Aides	TRES D will provide 1 full-time Intervention teacher (1.0 FTE) to serve students who are struggling to meet or exceed grade-level academic standards.	\$95,111.00	Yes
1.2	Districtwide instructional practices for special education students.	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 working below grade level through added time with the Student Services Coordinator (SPED Director) and use of the resource room. The SPED model at Grizzly Hill was moved to a Learning Center approach in 2022/23	\$599,887.00	No
1.3	Electives Curriculum	Electives education, particularly in PE, Visual Art, and Music, are a useful tool in supplementing the efforts of grade level teachers and reinforces the standards assessed in ELA, Math and Science. This action is available to all students.	\$2,000.00	Yes
1.4	Electives Education	Classified and Independent contract staffing for electives education, particularly in PE, Visual Art, and Music, are a useful tool in supplementing the efforts of grade level teachers and reinforces the standards assessed in ELA, Math and Science. This action is available to all students.	\$13,000.00	Yes
1.5	Supplemental Online Academic Support Programs	Multiple Supplemental Online Academic Support Programs, subscriptions and software to increase academic achievement, reading comprehension, and enhancement of learning for all students.	\$4,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	After School Program	Grizzly Hill After School Program for all students to access academic support, including tutoring and assistance completing homework.	\$55,496.00	No
1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Add (move) 1.0 FTE teacher from Washington School to Grizzly Hill School so that all students have the most opportunity for continued academic growth according to the most current state and local assessments. Low class sizes will allow teachers to better direct each student's learning.	\$66,378.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2021/22 goals have largely been implemented. One significant challenge is the closing of Washington Schoolhouse, as enrollment projections dropped to three students. This change does not appear in a distinct action.

Changes to Actions:

Actions 1.3 & 1.4 are essentially new actions, to replace old actions identified as "Experiential Education Curriculum / Director". As no movement has been placed in this latter direction, and a traditional electives model with Physical Education, Visual Art and Music is being offered through a combination of credentialed, classified, guest/volunteering, and administration participating.

Action 1.1 was reduced from 1.5 FTE to 1.0 FTE teacher.

Action 1.2. 0.5 FTE Sped Director was converted to a 1.0 FTE Student Services Coordinator, serving SPED students in a Learning Center model.

Action 1.5 was edited to account for this access to all students rather than only unduplicated students only.

Action 1.6 was edited to account for this access to all students rather than only unduplicated students only.

Action 1.7 was edited to account for this access to all students rather than only unduplicated students only and further describes the movement of a teacher from one school to another to assist in class size reduction and grade-balancing.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1, Reading/Math Intervention: Actual expenditures were more than budgeted due to an increase of FTE dedicated to intervention time from .40 FTE at budget to .75 FTE due to student needs.
Action 1.2, Special Education: Actual expenditures were more than budgeted due to increased student placements at the County Special Education school.
Actions 1.3 and 1.4, Experiential Curriculum and Director in 21/22: No actual expenditures as these actions were not implemented due to a change of direction of intervention services provided.
Action 1.5, Online Curriculum: Actual expenditures were more than budgeted due to addition of the Aleks Math and Math Seeds online intervention programs not budgeted.
Action 1.6, After School Programs: Actual expenditures were more than budgeted due to additional staff FTE to support increased student participation, salary increases at year end, and for the purchase of special equipment for the program.
Action 1.7, Small Class Sizes: Actual expenditures were more than budgeted due to salary increases at year end.

An explanation of how effective the specific actions were in making progress toward the goal.

As this is the first year of outcome assessment, it is difficult to measure effectiveness of specific actions beyond some data-based milestones like ELA progress of 6.5% and modest near-state-level performance on CAST Science assessment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As detailed in the first goal analysis field, a change from seeking / providing for an Experiential Education Curriculum an/or Director to a providing a standard elective prep approach was the most substantive change in Goal 1. This approach makes sense from an instructional planning and teacher collaboration point of view. An elective schedule provides a more natural, least restrictive or problematic location in the school day to pull students for intervention ad testing. It also gives teachers clear time in the day, four days a week, to conduct standards based instructional planning, which is after all, at the heart of this goal.

Additional changes made to this planned goal, associated metrics, outcomes, and actions include:

A new description of Goal 1

A new explanation in the "why" prompt

Metric columns have been expanded and changed to account for previously unaccounted for state priorities and provide more accurate baselines and targets for clarification.

Actions 1.3 & 1.4 are essentially new actions, to replace old actions identified as "Experiential Education Curriculum / Director". As no movement has been placed in this latter direction, and a traditional electives model with Physical Education, Visual Art and Music is being offered through a combination of credentialed, classified, guest/volunteering, and administration participating.

Action 1.1 was reduced from 1.5 FTE to 1.0 FTE teacher.

Action 1.2. 0.5 FTE Sped Director was converted to a 1.0 FTE Student Services Coordinator, serving SPED students in a Learning Center model.

Action 1.5 was edited to account for this access to all students rather than only unduplicated students only.

Action 1.6 was edited to account for this access to all students rather than only unduplicated students only.

Action 1.7 was edited to account for this access to all students rather than only unduplicated students only and further describes the movement of a teacher from one school to another to assist in class size reduction and grade-balancing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	The Twin Ridges ESD will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength. All students will be educated in learning environments that are safe, drug free, and conducive to learning.

An explanation of why the LEA has developed this goal.

Goal two is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of not only unduplicated students, but all students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become high school ready. This goal come about in an effort to increase all sub populations; low income, English learners and foster youth, as well as the entire student population to feel safe, that they are free from drugs on campus, and in an environment that actively engages them is our goal. Educational experience that connect students' studies to their everyday life will promote a positive school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates (Priority 5a; attendance rates)	2019-2020 attendance rate for TRES D was 84.85% 2020-21 attendance rate for TRES D was 66.37%* *Attendance Rates for the 2020/21 lack any real validity -- this was the year of state distance learning.	The attendance rate for 2021/22 was 74.16%, which is an improvement from 2020-21, but still short of the 19/20 rate.			Maintain the District attendance rate at or above 90%, which is still short of the state average, but would represent a paradigm shift for Twin Ridges.
Chronic Absenteeism	Chronic absenteeism 2019-20 was 38.2%	The chronic absenteeism rate,			Decrease TRES D's Chronic Absenteeism

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 5b; absenteeism)	Chronic Absenteeism Rate for 2020/21 was 52.6%.	while currently imperfect based on some reporting errors, is approximately 45.84% for 2021-22.			rate from the prior year according to the California School Dashboard. A target rate of 20% is a desired outcome for this stretch of years to 2023-24.
Healthy Kids Survey Results (Priority 6c; school connectedness)	The only "baseline" data available for student reporting is from 2018-19. CHKS was either not administered to students in 2019-20, 2020-21, and OR data was not uploaded.	Data not available currently.			The percentage of students who reported feeling safe at school will be 98% according to the the annual California Healthy Kids Survey.
Participation in TUPE (Priority 6c; other local measures)	No baseline for 2020-21 TUPE participation exists.	12/34 6th thru 8th graders participated in TUPE last year (2021-22) -- a "rate" of 35.2%			The percentage of students participating in TUPE at school will be 98% of 6th thru 8th graders.
Participation and exposure to organized standards based electives. (Priority 7a; Broad course of study) (Priority 8a; pupil outcomes)	No baseline for this metric is available from 2020-21.	As this sub goal is being added under both LCAP Goal 1 and 2, a new baseline is shall be established in 2022/23.			The percentage of students participating in an engaging learning environment will be 100% and a complete cross section of student body for access to electives will be from 1st through 8th grade -- PE, Music, and Art.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout rates (Priority 5c; middle school drop out rates)	No students dropped out of TRES D schools in 2020-21	No students dropped out of TRES D schools in 2021-22.			Maintain a 0% middle school drop out rate.
Suspensions and expulsion rates (Priority 2a; suspensions) (Priority 2b expulsions)	Dataquest rates show a decline from 2017-18 (6 suspensions, 5.6%) to 2018.19 (5 suspensions, 4.3%) to 2019-20 (4 suspensions, 4.9%) to 2020-21 (0%) .., a target of 3% or less would be a at pace with the state.	Suspension rate for 2021-22 increased (6 suspensions, 6.2%)			Target for out of school one time suspensions is 2% or less.
School Facilities (Priority 1c; facilities)	80% School facilities in Good Repair per Facilities Inspection Template (FIT)	Data unavailable for 2021-22.			95% School facilities in Good Repair per Facilities Inspection Template (FIT)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Build a positive school environment	<p>Provide Professional Development and increase staffing around key services and curriculum to promote positive school climate.</p> <ul style="list-style-type: none"> Positive Behavior Intervention and Support (PBIS) training and implementation. Grizzly Hill Kitchen Drug Intervention Training Increased transportation to reduce absenteeism 	\$246,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Increased restorative 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. 		
2.2	Student Support Services efforts	TRES D to provide a District Student Support Services classified support staff	\$58,184.00	No
2.3	TUPE Coordinator	Our District will offer TUPE education to all students in an attempt to achieve their feeling safe and attending a drug free school. TUPE coordinator stipend.	\$1,300.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2021/22 goals have largely been implemented.

Changes to Actions:

Action 2.1 has a new title. Experiential Learning elements were removed from this goal. TUPE spending as well as electives spending were removed from this goal. The description of this goal has new language.

Action 2.2 has been changed from serving unduplicated students to all students. The description has been clarified to identify spending on a single classified student support staff person.

Action 2.3 has been given funds and has been clarified to represent a stipend for a staff member.

A +/- 10% difference in substantive differences in planned actions exist in actions 2.1 and 2.2. Also noteworthy, action 2.1 needs to be broken out into several additional actions to better account for described actions, accountability and the effect of each. Right now 2.1 is an

ungainly amalgam of planned actions that, while capturing the spirit of Goal 2, would be better differentiated as several distinct sub-actions or standalone actions. Action 2.2 is different by a changed approach that moves away from a standalone position and spreads out this FTE into several classified confidential and certificated leadership (admin) positions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1, Positive School: Actual expenditures were less than budgeted due to less contribution to the Food Service program as a result of increased State funding, increased transportation costs due to increased ridership and routes, and the addition of field trip expenditures not planned at budget time due to the uncertainty of COVID-19.

Action 2.2, Student Support Staff: Actual expenditures were more than budgeted due to salary increases at year end.

An explanation of how effective the specific actions were in making progress toward the goal.

As previously described in the prior two goal analysis fields, Action 2.1 is too comprehensive or tries to capture too many distinct actions. This complicates monitoring progress and identifying successes and potential failures. The LCAP committee is re-evaluating this action for next year, planning to revise it for future LCAP clarity.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to Goal 2 are as follows:

New language in the explanation of Goal 2

New language in the "why" prompt" for this goal

Metric Columns were edited and expanded to include state priorities, data, and language clarification

Removed the following Metrics; Participation in Experiential Learning opportunities

Added following metric: participation and exposure to organized standards-based electives.

Action 1; modified language

Action 2.1; "Experiential Learning" was removed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The TRESA district will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own and their student's educational development.

An explanation of why the LEA has developed this goal.

Goal 3 is a goal focused on improving participation across the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the TRESA community and promote educational success for their children. The district understands that unduplicated students in subpopulations of low income, foster youth and English learners will benefit from the district achieve in those goal as will all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input and participation in programs for unduplicated students and students with exceptional needs (Priority 3a; parent input) (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	Response and participation rate of parents of unduplicated students with exceptional needs is currently 100%	No data available for 2021/22.			100% of parents of unduplicated students with exceptional needs will be offered the opportunity to provide and participate in feedback for programs and services provided to their students.
Parent communication.	In 2020-21 both school sites utilized	No data available for 21/22.			100% of school sites utilizing Remind and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Communication will be measured by Remind and School Messenger at all school sites. (Priority 3a; parent input)	Remind to communicate with Parents. This usage will continue at 100% participation. Baseline data will be number of parents connected to Remind. 100% of school contacts are already connected to School Messenger.				School Messenger to communicate with Parents.
Provide Parent Education classes for all parents. (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	In 2020-21, TRES D was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic.	No data available for 2021/22.			Rate of attendance to TRES D offered parent education classes for parents increased or maintained year to year. Target would be 50% parents attend one of two offered parent courses throughout the school year.
Participation in PTC, field trips, Open House and Back to School Night. (Priority 3a; parent input) (Priority 3b; parent participation SED, Homeless, Foster, EL)	In 2020-21, TRES D was unable to offer these options due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic.	No data available for 2021/22.			75% of parents participate in at least one school event.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3c: parent participation SPED)					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement, Support Services personnel, and Supplies	<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 • Increase personnel to make these offerings happen. 	\$2,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Substantive changes to planned actions and implementation were as follows:

New language in Goal 3 description

Revised language in "why" prompt for goal 3

Revised Metrics columns for goal 3 accounting for state priorities, clarification of data collection, and added data targets.

No change to Action 3.1

As mention in several actions where no baseline data was reported for 2021/22, it is unclear if movement or data collection on some Actions happened. Substantive changes to planned actions are minimal; language was cleaned to simply state the planned actions (rather than

vague verbiage like "seek" or "maintain"). Descriptions of baseline data were added for each metric was not moved back to 2021 language, but instead updated to identify a clear metric in which to establish an measurable outcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no expenditures for this action as no food was purchased for school functions due to continued COVID-19 restrictions.

An explanation of how effective the specific actions were in making progress toward the goal.

The effectiveness of the specific actions under this goal are abstract. Anecdotally we can report that many parents and families have described, thanked, and appreciated the improved communication from the school in comparison to past years. Clearer baselines for identified metrics should contribute to effectiveness statements moving forward.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As detailed in the first field of Goal 3 Goal Analysis, all four metrics were given measurable outcomes that connect to the described action. This is a change in the LCAP. Desired outcomes were also adjusted accordingly. Reflection here mostly surrounds the language and effort put into the formation of this plan in 2021/22.

New language in Goal 3 description

Revised language in "why" prompt for goal 3

Revised Metrics columns for goal 3 accounting for state priorities, clarification of data collection, and added data targets.

No change to Action 3.1

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$261,177	\$31,239

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.58%	9.01%	\$69,551.00	41.59%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the three Goals and accompanying Metrics, Actions for each in this plan. Per the spirit of concentration and supplemental funds, foster youth, homeless and low-income students are considered at the outset of all established goals and associated metrics and actions. It is the belief of the district that applying these goals and actions for all students, where applicable, justify the planned action as most students occupy one or more subgroups -- particularly socioeconomically disadvantaged (SED).

Goal 1

Action 1, Intervention -- this service, as applied, positively affects students in any number of sub groups or unduplicated status. Effectiveness will be determined as growth is measured against baseline moving toward target completion date of LCAP 2024.

Goal1, Actions 3 & 4 Experiential Education Curriculum & Experiential Education Director -- changed to Electives Curriculum & Education -- this new service, as applied, will provide supplemental learning activities that reinforce standards based curriculum in math, ELA ad Science. It is anticipated that electives will positively affects students academic scores as measured by CAASPP and STARs assessments.

Goal1, Action 5, Supplemental Online Education Curriculum platforms --these services, which represent multiple supplemental online academic support programs and software platforms, provide opportunities for students to learn independently, extend knowledge and content, and work collaboratively with students. Like electives, it is anticipated that such supplemental curriculum will positively affect students academic scores as measured by CAASPP and STARs assessments.

Goal1, Action 7, Class size reduction -- this service, as applied, will benefit students by keeping class sizes low where teachers can provide more small group and 1:1 support for students. Teachers will monitor progress regularly through local assessments. Additional results will be evident positively as measured by CAASPP and STARs data.

Goal 2:

Action 1, Positive School Environment -- this broad action includes items like Positive Behavior Intervention and Support (PBIS) training and implementation, Drug Intervention Training, Counseling and positive behavior support, Increased restorative conferencing opportunities, and Health and fitness education, among others. As applied, these will positively affect students in any number of sub groups or unduplicated status. Effectiveness will be determined as growth is measured by a variety of surveys and other instruments like participation rates or attendance rates.

Goal 3:

Action 1, Parent Engagement Materials and Supplies -- this action, as applied, positively affects students in any number of sub groups or unduplicated status. Effectiveness will be determined as growth is measured against baseline moving toward target completion date of LCAP 2024.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. These contributing actions are principally directed toward our unduplicated student population to help TRES D be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. All of these actions and services are being provided on an LEA wide basis in order to increase access to these services to students who may be struggling with the barriers of low-income, foster or English learner challenges but have not been identified in these categories.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for low-income, foster youth and English learners are increased in quantity by 47.57%, which is more than the required 41.59% through the Actions specified above. The total amount budgeted for increased services in this plan is \$381,345.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District has one school, Grizzly Hill. Additional Counseling support for students has been put in place to provide mental health supports to students in need.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:7
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$880,795.00	\$62,490.00	\$63,213.00	\$137,425.00	\$1,143,923.00	\$517,893.00	\$626,030.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Reading and Mathematics Intervention Teachers/Aides	English Learners Foster Youth Low Income	\$71,333.00			\$23,778.00	\$95,111.00
1	1.2	Districtwide instructional practices for special education students.	Students w/disabilities Students with Disabilities	\$504,450.00	\$5,694.00	\$63,213.00	\$26,530.00	\$599,887.00
1	1.3	Electives Curriculum	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.4	Electives Education	English Learners Foster Youth Low Income	\$13,000.00				\$13,000.00
1	1.5	Supplemental Online Academic Support Programs	English Learners Foster Youth Low Income	\$4,400.00				\$4,400.00
1	1.6	After School Program	All		\$55,496.00			\$55,496.00
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	English Learners Foster Youth Low Income	\$66,378.00				\$66,378.00
2	2.1	Build a positive school environment	English Learners Foster Youth Low Income	\$217,234.00			\$28,933.00	\$246,167.00
2	2.2	Student Support Services efforts	All				\$58,184.00	\$58,184.00
2	2.3	TUPE Coordinator	All		\$1,300.00			\$1,300.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent Engagement, Support Services personnel, and Supplies	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$801,638	\$261,177	32.58%	9.01%	41.59%	\$376,345.00	0.00%	46.95 %	Total:	\$376,345.00
								LEA-wide Total:	\$376,345.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Reading and Mathematics Intervention Teachers/Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,333.00	0
1	1.3	Electives Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	0
1	1.4	Electives Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	0
1	1.5	Supplemental Online Academic Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,400.00	0
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,378.00	0
2	2.1	Build a positive school environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,234.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Student Support Services efforts				All Schools		
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,133,092.00	\$1,173,366.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Reading and Mathematics Intervention Teachers/Aides	No	\$82,477.00	\$129,606
1	1.2	Districtwide instructional practices for special education students.	No	\$511,914.00	\$641,422
1	1.3	Experiential Education Curriculum	Yes	\$10,000.00	\$0
1	1.4	Experiential Education Director	No	\$131,846.00	\$0
1	1.5	Supplemental Online Academic Support Programs	Yes	\$4,400.00	\$5,353
1	1.6	After School Program	No	\$38,491.00	\$70,854
1	1.7	Low class sizes, adding two teachers to GH and a FT teacher to Washington	Yes	\$128,525.00	\$134,888
2	2.1	Providing a drug free and positive school environment	Yes	\$178,244.00	\$139,710
2	2.2	Student Support Services employee	No	\$45,195.00	\$51,533
2	2.3	TUPE Coordinator	No	\$0	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	\$2,000.00	\$0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$255,031	\$280,651.00	\$185,480.00	\$95,171.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Experiential Education Curriculum	Yes	\$10,000.00	\$0	0	0
1	1.5	Supplemental Online Academic Support Programs	Yes	\$4,400.00	\$5,353	0	0
1	1.7	Low class sizes, adding two teachers to GH and a FT teacher to Washington	Yes	\$128,525.00	\$134,888	0	0
2	2.1	Providing a drug free and positive school environment	Yes	\$135,726.00	\$45,239	0	0
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	\$2,000.00	\$0	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$772,077	\$255,031	0.00%	33.03%	\$185,480.00	0.00%	24.02%	\$69,551.00	9.01%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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 Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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 Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 percent or more enrollment of unduplicated pupils: Describe how these actions 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 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022