

Local Control and Accountability Plan 2021-22

Including:

- * 2021-22 LCFF Budget Overview for Parents**
- * Annual Update for the 2019-20 LCAP**
- * Annual Update for the 2020-21 Learning
Continuity and Attendance Plan**

Twin Hills Charter Middle School (District 53- Fund 03)

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Twin Hills Charter Middle School
CDS Code:	49709616052302
LEA Contact Information:	Name: Shawna Whitiestine Position: Principal Email: swhitiestine@twinhillsusd.org Phone: 707-823-7446
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,909,042
LCFF Supplemental & Concentration Grants	\$82,522
All Other State Funds	\$184,362
All Local Funds	\$6,300
All federal funds	\$0
Total Projected Revenue	\$2,099,704

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,218,561
Total Budgeted Expenditures in the LCAP	\$1,578,618
Total Budgeted Expenditures for High Needs Students in the LCAP	\$82,522
Expenditures not in the LCAP	\$639,943

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$87,477
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$87,477

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Charter Middle School

CDS Code: 49709616052302

School Year: 2021-22

LEA contact information:

Shawna Whtiestine

Principal

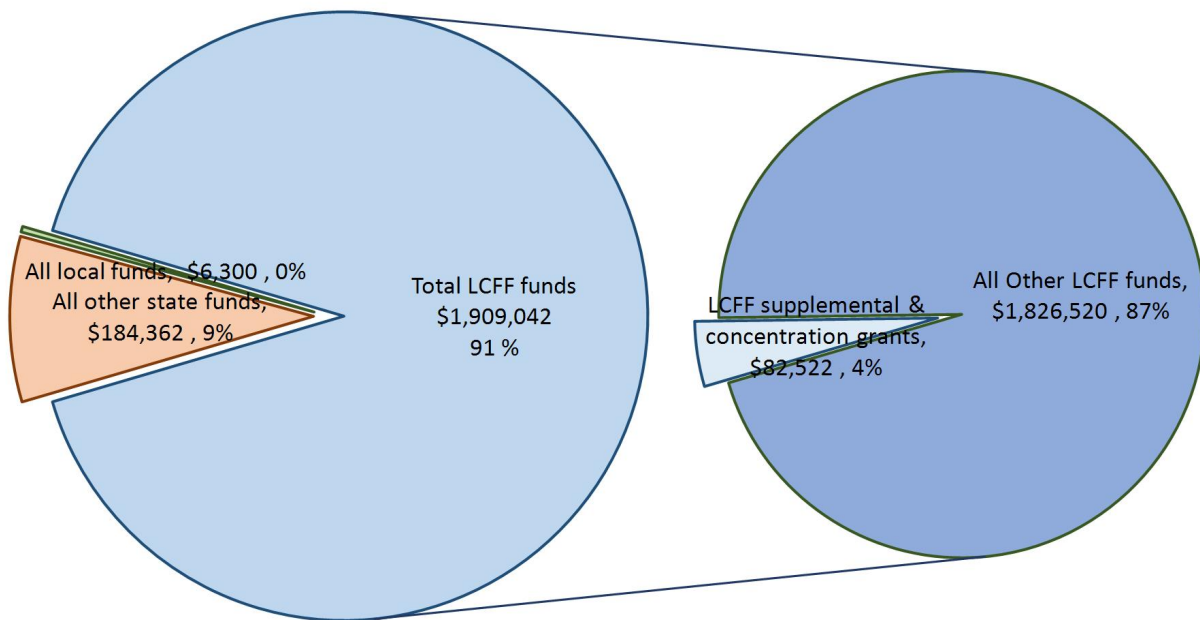
swhiestine@twinhillsusd.org

707-823-7446

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 2021-22 School Year

Projected Revenue by Fund Source



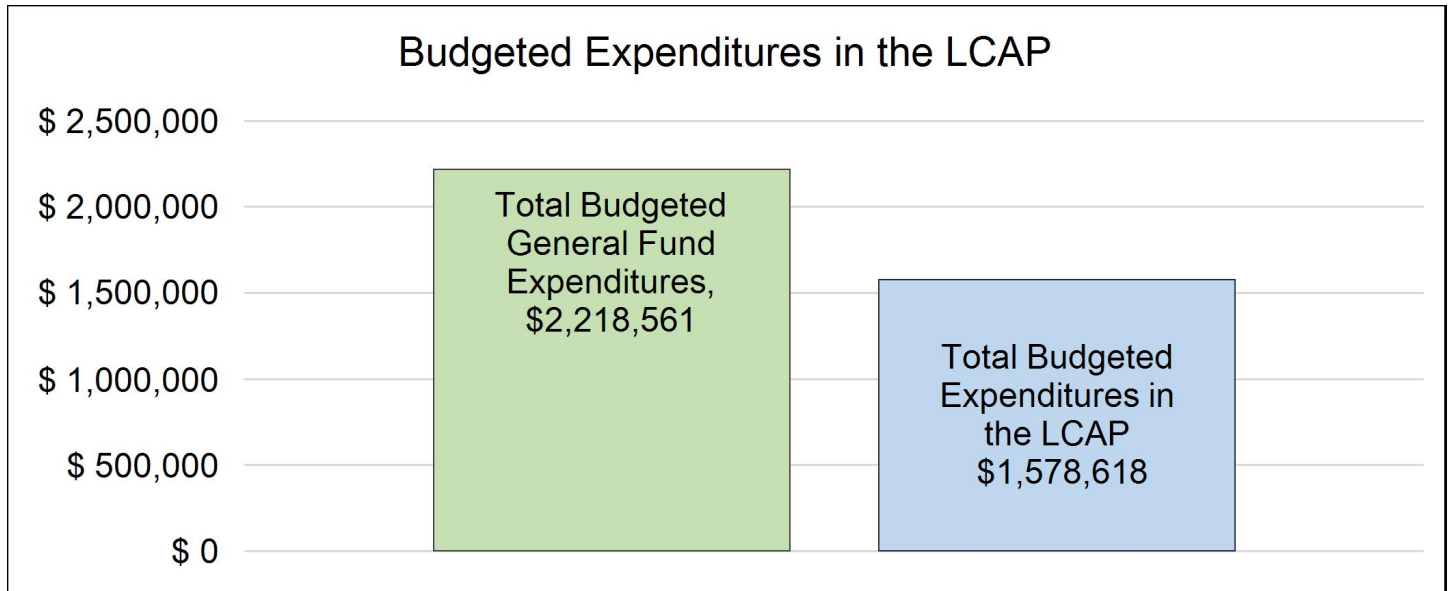
This chart shows the total general purpose revenue Twin Hills Charter Middle School expects to receive in the coming year from all sources.

The total revenue projected for Twin Hills Charter Middle School is \$2,099,704, of which \$1,909,042 is Local Control Funding Formula (LCFF), \$184,362 is other state funds, \$6,300 is local funds, and \$0 is

federal funds. Of the \$1,909,042 in LCFF Funds, \$82,522 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 Hills Charter Middle School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Twin Hills Charter Middle School plans to spend \$2,218,561 for the 2021-22 school year. Of that amount, \$1,578,618 is tied to actions/services in the LCAP and \$639,943 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

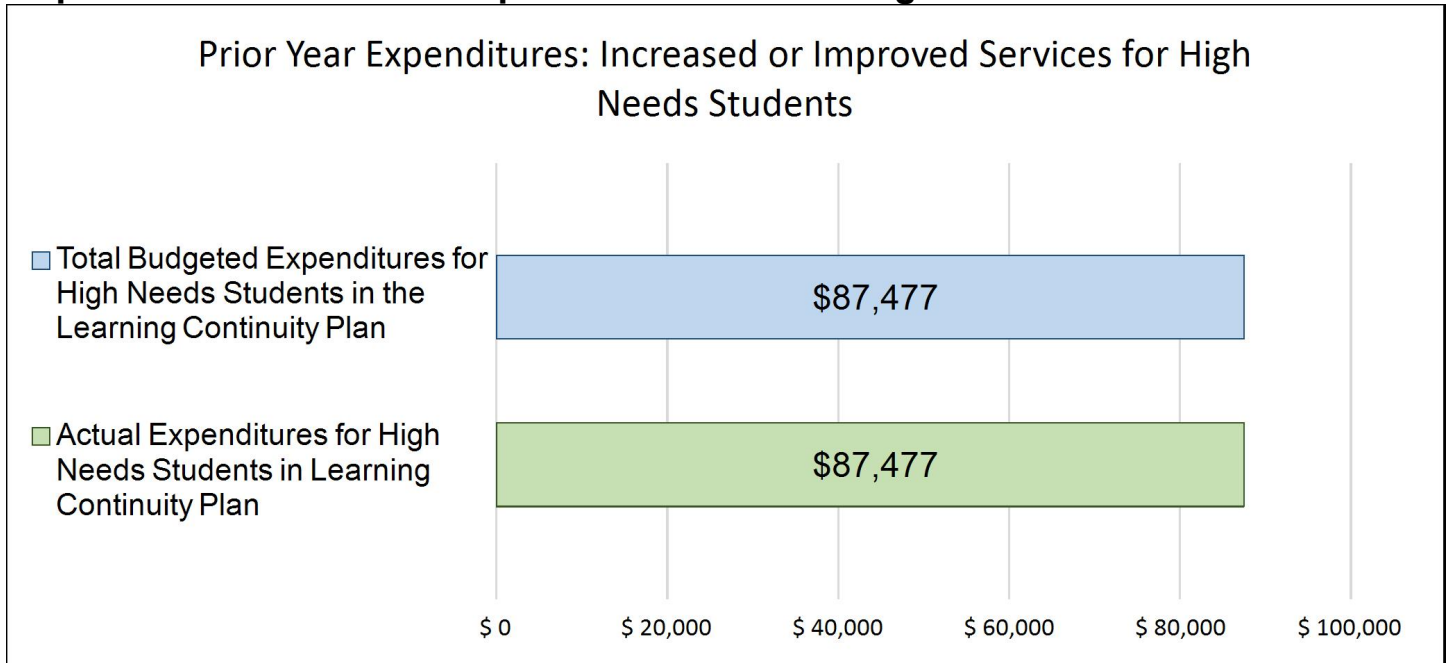
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Twin Hills Charter Middle School is projecting it will receive \$82,522 based on the enrollment of foster youth, English learner, and low-income students. Twin Hills Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Hills Charter Middle School plans to spend \$82,522 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Twin Hills Charter Middle School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Twin Hills Charter Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Twin Hills Charter Middle School's Learning Continuity Plan budgeted \$87,477 for planned actions to increase or improve services for high needs students. Twin Hills Charter Middle School actually spent \$87,477 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Twin Hills Charter Middle School	Shawna Whtiestine Principal	swhitestine@twinhillsusd.org 707-823-7446

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP 19-20 Increase by 5% the number of students who meet or exceed standards on CAASPP Baseline ELA 53% met or exceeded standards. Math 40% met or exceeded standards	The CAASPP was not administered.
Metric/Indicator Common Core Standards Implementation, Parent/Teacher Input 19-20 100% ELA/ELD, Math, and Science fully implemented. Baseline 100% ELA/ELD, Math, and Science fully implemented.	Common Cores Standards fully implemented.
Metric/Indicator ELPAC/Redesignation 19-20	ELPAC not administered.

Expected	Actual
<p>Reclassify 50% of EL students. Establish ELPAC improvement rates.</p> <p>Baseline Establish ELPAC Baseline</p>	
<p>Metric/Indicator # of Highly Qualified Teachers</p> <p>19-20 Continue to insure that 100% of teachers are appropriately assigned and highly qualified.</p> <p>Baseline 100% Highly Qualified Teachers appropriately assigned.</p>	<p>All teachers are highly qualified.</p>
<p>Metric/Indicator Standards Aligned Instructional Materials/Inventory, teacher survey</p> <p>19-20 100% of students will have access to standards aligned instructional materials.</p> <p>Baseline 100% of students will have access to standards aligned instructional materials.</p>	<p>All instructional materials are standards aligned.</p>
<p>Metric/Indicator Physical Fitness Testing</p> <p>19-20 Maintain students testing in healthy fitness zone.</p> <p>Baseline 85% on average test in healthy fitness zone.</p>	<p>Physical Fitness Testing not administered due to Shelter in Place.</p>
<p>Metric/Indicator Course Access, class schedules, teacher survey, parent survey</p> <p>19-20 Continue to provide an inclusive course of study for all students.</p>	<p>All students received a broad course of study as noted in parent and teacher surveys.</p>

Expected	Actual
Baseline 100% of students have access to a broad course of study.	
Metric/Indicator Drop Out Rate 19-20 Maintain 0% drop out rate. Baseline 0% Dropout Rate	0% dropout rate maintained.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Highly Qualified teachers in all classrooms	Salary and Benefits for Highly Qualified Teachers. 03-0000-1100-ELEM 03-1400-1100-ELEM (EPA) 1000-1999: Certificated Personnel Salaries Base \$877,255 03-0000-3**1-ELEM 03-1400-3**1-ELEM 3000-3999: Employee Benefits Base \$282,374	Salary and Benefits for Highly Qualified Teachers. 03-0000-1100-ELEM 03-1400-1100-ELEM (EPA) 1000-1999: Certificated Personnel Salaries Base \$995,376 03-0000-3**1-ELEM 03-1400-3**1-ELEM 3000-3999: Employee Benefits Base \$307,115
1.2 Support Programs included: Renew; Math Tutorial; Homework Club; Study Hall	Salary and Benefits Certificated Staff 03-0000-1130-TUTO (25%) 1000-1999: Certificated Personnel Salaries Base 1,750 03-0000-3**1-TUTO 3000-3999: Employee Benefits Base \$335 03-0000-1130-TUTO (75%) 1000-1999: Certificated Personnel Salaries Supplemental \$5,250	Salary and Benefits Certificated Staff 03-0000-1130-TUTO (25%) 1000-1999: Certificated Personnel Salaries Base \$1,398 03-0000-3**1-TUTO 3000-3999: Employee Benefits Base \$273 03-0000-1130-TUTO (75%) 1000-1999: Certificated Personnel Salaries Supplemental \$4,194

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	03-0000-3**1-TUTO 3000-3999: Employee Benefits Supplemental \$1,003 03-0000-2130-TUTO 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,056 03-0000-3**2-TUTO 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$309	03-0000-3**1-TUTO 3000-3999: Employee Benefits Supplemental \$818 03-0000-2130-TUTO 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0 03-0000-3**2-TUTO 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0
1.3 Provided intervention services for students with disabilities and other students not meeting standards. 2 special education teachers. 2 Instructional Assistants	Salary, Benefits, Instructional Materials 03-0000-7619-SPED 7000-7439: Other Outgo Base \$85,500 03-0000-7619-SPED 7000-7439: Other Outgo Supplemental \$39,500	Salary, Benefits, Instructional Materials 03-0000-7619-SPED 7000-7439: Other Outgo Base \$159,150 03-0000-7619-SPED 7000-7439: Other Outgo Supplemental \$25,650
1.4 Grade Level and department collaborative planning occurred	Substitute Costs for 2 half-days days per teacher per semester. 03-0000-114x-SUBS 1000-1999: Certificated Personnel Salaries Base \$3,875 03-0000-3**1-SUBS 3000-3999: Employee Benefits Base \$790	Substitute Costs for 2 half-days days per teacher per semester. 03-0000-114x-SUBS 1000-1999: Certificated Personnel Salaries Base \$3,350 03-0000-3**1-SUBS 3000-3999: Employee Benefits Base \$500
1.5 Continued to provide a broad selection of elective courses.	Professional services, materials 03-11000-4310-CULA/ART 03-1100-43xx-ELTV 4000-4999: Books And Supplies Lottery \$5,000 03-0000-5830-ELTV 5000-5999: Services And Other Operating Expenditures Base \$24,000	Professional services, materials 03-11000-4310-CULA/ART 03-1100-43xx-ELTV 4000-4999: Books And Supplies Lottery \$2,072 03-0000-5830-ELTV 5000-5999: Services And Other Operating Expenditures Base \$21,538

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6 Teachers developed and implemented units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	Professional Development 03-0000-1130-UA16 1000-1999: Certificated Personnel Salaries Base \$3,000 03-0000-3**1-UA18/UA16 3000-3999: Employee Benefits Base \$573 03-0000-5202-ELEM/ ADMN 5000-5999: Services And Other Operating Expenditures Base \$625	Professional Development 03-0000-1130-UA16 1000-1999: Certificated Personnel Salaries Base \$40 03-0000-3**1-UA18/UA16 3000-3999: Employee Benefits Base \$8 03-0000-5202-ELEM/ ADMN 5000-5999: Services And Other Operating Expenditures Base \$225
1.7 Implemented technology to access information and produce work.	Technology tools, hardware and software 03-1100-4345-LOTT 03-6300-4345-LOTT 03-1100-4400-LOTT 4000-4999: Books And Supplies Lottery \$10,000	Technology tools, hardware and software 03-1100-4345-LOTT 03-6300-4345-LOTT 03-1100-4400-LOTT 4000-4999: Books And Supplies Lottery \$2,052
1.8 Provided standards aligned instructional materials.	Purchase additional math textbooks as needed. Examine and pilot ELA textbooks and materials. Purchase supplemental materials as needed 03-1100-4310-LOTT 03-6300-4310-LOTT 4000-4999: Books And Supplies Lottery \$14,498	Purchase additional math textbooks as needed. Examine and pilot ELA textbooks and materials. Purchase supplemental materials as needed 03-1100-4310-LOTT 03-6300-4310-LOTT 4000-4999: Books And Supplies Lottery \$10,107
1.9A Continued to provide intervention program for students below proficient in reading and math. Intervention classes provided by teachers.	Salary and Benefits Certificated Staff 03-0000-1100-ELMP 1000-1999: Certificated Personnel Salaries Base \$17,857	Salary and Benefits Certificated Staff 03-0000-1100-ELMP 1000-1999: Certificated Personnel Salaries Base \$19,197

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	03-0000-3**1-ELMP 3000-3999: Employee Benefits Base \$5,458 03-0000-1100-ELMP 1000-1999: Certificated Personnel Salaries Supplemental \$17,857 03-0000-3**1-ELMP 3000-3999: Employee Benefits Supplemental \$5,458	03-0000-3**1-ELMP 3000-3999: Employee Benefits Base \$5,557 03-0000-1100-ELMP 1000-1999: Certificated Personnel Salaries Supplemental \$19,197 03-0000-3**1-ELMP 3000-3999: Employee Benefits Supplemental \$5,557
1.9B Provided to RFEP ELs a rigorous instructional program that is offered to all students including support programs. Monitor achievement and differentiate as needed.	All costs included in regular program Supplemental	All costs included in regular program Supplemental
1.10 70% Counselor	Salary and Benefits Certificated Staff 03-0000-1210/1255-CNSL 1000-1999: Certificated Personnel Salaries Base \$10,289 03-0000-3**1-CNSL 3000-3999: Employee Benefits Base \$3,807 03-0000-1210/1255-CNSL 1000-1999: Certificated Personnel Salaries Supplemental \$24,007 03-0000-3**1-CNSL 3000-3999: Employee Benefits Supplemental \$8,883 03-0000-4310-CNSL 4000-4999: Books And Supplies Supplemental \$300	Salary and Benefits Certificated Staff 03-0000-1210/1255-CNSL 1000-1999: Certificated Personnel Salaries Base \$11,129 03-0000-3**1-CNSL 3000-3999: Employee Benefits Base \$4,306 03-0000-1210/1255-CNSL 1000-1999: Certificated Personnel Salaries Supplemental \$25,968 03-0000-3**1-CNSL 3000-3999: Employee Benefits Supplemental \$10,048 03-0000-4310-CNSL 4000-4999: Books And Supplies Supplemental \$0
1.11 Provided rigorous instructional program that is offered to all students including support programs. Monitor achievement and differentiate as needed.	All costs included in regular programs.	All costs included in regular programs.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All students received a rigorous standards based curriculum with supports embedded for UPC students and strong parent participation in fall programs and activities. In March of 2020, the school went into distance learning due to the COVID-19 Pandemic. It was challenging to switch to distance learning without any time to prepare or plan. The school team worked tirelessly to implement google classroom that provided lessons and activities, implement zoom, and provide every student with a chromebook. We met the challenge and students were well served in difficult and changing circumstances. The counselor visited zoom classroom meetings and provided SEL support, all students had a chromebook, and 100 Hot Spots were provided to families in need of better internet connection. The school implemented a start of the day advisory program where social emotional needs were addressed as well and how to manage the online and zoom learning environment. We all learned together.

Goal 2

To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Healthy Kids Survey Parent Survey: We chose to use the parent survey as we have many out of district students and parents have more participation via the survey, including parents of UPC students. 19-20 Healthy Kids Survey: School Connectedness Scale = 75%. 90% of parents report students feel safe. Baseline 72% feel connected to school. 85% of parents who complete survey report students feel safe and connected at school. Provide	Healthy Kids survey not administered.

Expected	Actual
Metric/Indicator Suspension/Expulsion Rate 19-20 Maintain current levels of suspension and expulsion. Baseline Suspension Rate 1.6% Expulsion Rate = 0	Suspension rate maintained.
Metric/Indicator Parent Involvement/parent survey 19-20 Maintain strong involvement of parents as measured by attendance at school events and reporting on parent survey. Baseline 75% of parents attend school activities and events as measured on parent survey.	Parent involvement remained strong, and some activities cancelled in spring due to Shelter in Place.
Metric/Indicator FIT Rating 19-20 Continue to maintain clean and safe buildings and grounds with FIT survey all good. Baseline FIT Rating Good	FIT Rating Good.
Metric/Indicator Attendance and Chronic Absenteeism. 19-20 Maintain current attendance and reduce chronic absenteeism rates. Baseline 96.5% Attendance Rate Chronic Truancy 0% Dropout rate 0%	Maintained attendance rates.

Expected	Actual
Chronic Absenteeism: 7.1%	
Metric/Indicator Promotion Statistics 19-20 Maintain rate of student completion of 8th grade with no more than 8% not meeting all promotion criteria. Baseline Rate of student completion of 8th grade with no more than 8% not meeting all promotion criteria.	Maintained promotion statistics under 10% not promoting.
Metric/Indicator Drop Out Rate 19-20 Maintain 0% Drop out rate Baseline 0% Drop out rate	Drop out rate maintained at 0%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Continued to provide a safe school environment with existing character building and support programs such as reward trips, teacher mentoring of students and safe schools programs.	No separate cost, included in regular programs.	No separate cost, included in regular programs.
2.2 Monitored student attendance and complete SARB process as needed.	Office staff monitor student attendance 03-0000-5840-ASIS 5000-5999: Services And Other Operating Expenditures Base \$1,800	Office staff monitor student attendance 03-0000-5840-ASIS 5000-5999: Services And Other Operating Expenditures Base \$1,827
2.3 Continued parent and community volunteer program, outreach, and education, ELAC, Education activities, Site Council.	Maintain rate of parent involvement. 03-0000-5911-OPER	Maintain rate of parent involvement. 03-0000-5911-OPER

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	03-0000-5950-0000 5000-5999: Services And Other Operating Expenditures Base \$3,700 03-1100-4315-LOTT 4000-4999: Books And Supplies Lottery \$1,200 03-1100-5632/5633-LOTT 5000- 5999: Services And Other Operating Expenditures Lottery \$4,800	03-0000-5950-0000 5000-5999: Services And Other Operating Expenditures Base \$1,662 03-1100-4315-LOTT 4000-4999: Books And Supplies Lottery \$673 03-1100-5632/5633-LOTT 5000- 5999: Services And Other Operating Expenditures Lottery \$2,802
2.4 Provided Custodial Services	Salary, Benefits, Supplies 03-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$71,089 03-0000-3**2-OPER 3000-3999: Employee Benefits Base \$37,359 03-0000-4370/4390-OPER 4000- 4999: Books And Supplies Base \$15,500 03-0000-5560/5800-OPER 5000- 5999: Services And Other Operating Expenditures Base \$13,000	Salary, Benefits, Supplies 03-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$86,396 03-0000-3**2-OPER 3000-3999: Employee Benefits Base \$40,237 03-0000-4370/4390-OPER 4000- 4999: Books And Supplies Base \$13,496 03-0000-5560/5800-OPER 5000- 5999: Services And Other Operating Expenditures Base \$12,279
2.5 Provided Campus Supervision	Salary, Benefits 03-0000-2900-YARD 2000-2999: Classified Personnel Salaries Base \$24,763 03-0000-3**2-YARD 3000-3999: Employee Benefits Base \$11,785	Salary, Benefits 03-0000-2900-YARD 2000-2999: Classified Personnel Salaries Base \$26,621 03-0000-3**2-YARD 3000-3999: Employee Benefits Base \$12,227

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were not substantial changes to the actions/services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2019 school year had success with continuing and increasing counseling services and social emotional wellness, digital literacy, and strong parent involvement in back to school night and school events such as concerts. Some programs continued virtually, via Zoom after Distance Learning commenced in late March, 2020. These programs were delivered with fidelity and adjustments were made as needed. Instructional assistants were trained in Zoom and offered small group support during the day, as if they were in the classrooms. Electives continued via zoom one day a week.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased Disinfection Equipment (Hydrostatic sprayer, ultraviolet light...)	\$5,000	\$4,330	Yes
Purchased PPE	\$10,000	\$10,047	Yes
Adjusted supervision schedules, instructional assistant schedules, and bell schedule.			No
ELD Coordinator, study hall support, counselor assigned to work with students who have experienced learning loss.			No
Counselor supported students and families, especially those who are Foster, Homeless, Socioeconomically disadvantaged and/or English Learners.			No
Purchased additional MERV 13 air purifiers and updated filters for HVAC systems.	\$5,300	\$6,281	Yes
Handwashing Stations were added.	\$2,500	\$883	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The actual Plan is detailed after this statement. The plan was carefully followed. The MOU with the teacher's union adhered to the plan. As directives from Public Health Department were updated, the plans were revised as needed to conform to new guidelines. The principal, teachers, staff, and parents were flexible and worked together for safety and a wholesome and engaging in school experience on hybrid attendance days. Sunshades umbrellas /were installed and students had frequent outside classroom experiences. Teachers continued to provide zoom instruction daily to the students on their distance learning days. Hot spots were provided to families who needed them.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders. However, Apple Blossom School is prepared to offer in-person instruction when it is possible.

While 6' distancing is required (6'distancing does not allow us to accommodate all students in a classroom at a time) we will return to school with a blended learning/hybrid model. We will blend In-Class Learning with Distance Learning. Students will be separated into groups and approximately half of the class will attend school on campus at a time. They will attend for two days and learn from home for three days. The learn from home will be a distance learning model during which classroom learning will be continued at home with a set schedule and live instruction/support provided. Students with special needs may be scheduled more than two days per week.

Encourage arrival no earlier than 8:30. Seated in designated areas by grade levels with masks and 6 feet apart (6th upper quad, 8th in front of the MUR, and 7th on the courts).

Dismissal Dismissal will happen in shifts. Bus kids will be released first. Then students with last names A - L will be released. Then students with the last names M - Z. Office staff will announce shifts over the loudspeaker. 6th graders will be picked up in the lower parking lot. 7th and 8th graders will be picked up in the upper parking lot. If multiple students (i.e. siblings) need to ride in the same car but their grade levels put them in different parking lots, please have both students picked up in the lower parking lot. If students need to be picked up early for an appointment, they will be encouraged to be picked up no later than 3:00. Appts. should be scheduled on days students are off campus.

Movement

Students will move from class to class following arrows on the ground to direct the movement in one direction or two if there is a wide enough outside corridor.

Well Checks Parents will receive a checklist to do at home each morning. Temperature checks will be done randomly to every student. Students with a temperature of 100 degrees or more will be isolated and sent home.

Staff Well Checks Staff checklist each morning. Staff will immediately notify administration if they don't pass one of the survey questions.

Lunch

Food service will be provided in grade-level cohorts. Grab and Go lunches will be available and students will be in line with marks placed 6 feet apart. Food will be distributed by trained personnel with masks and gloves. Students will be given the Grab and Go lunch instead of the student grabbing it themselves. No a la carte items (chips, etc.) will be for sale at this time. Students eat in grade-level cohorts seated 6 feet apart from one another in upper and lower quad, MUR and in front of the MUR, and on the courts. These locations will be rotated weekly. On rainy days grade-level cohorts will be in an alternative setting (in the MUR - for group assigned to MUR and in front of the MUR, the gym - for group assigned to the courts, and rooms 5 & 6 with the library - for the group assigned to the upper and lower quad).

Break and After Lunch

Similar as lunch: Students will remain in grade-level cohorts. Their grade level specific locations will rotate weekly. Students in the upper quad will be able to enjoy the upper and lower quad and the upper field and library. The students in the MUR and in front of the MUR will remain in that area. The students on the courts will be able to enjoy the lower field. There will be activities that students can do, but no contact sports. All equipment will be sanitized regularly. No equipment from home will be allowed.

Hygiene

All students and staff are required to wear face coverings except when eating, during PE, and if running. Hand sanitizer stations will be available in each classroom and other areas around campus. As students walk into or out of the classroom, they will sanitize their hands. Students can bring their own hand sanitizer, but they shouldn't share it. Everyone should be encouraged to wash their hands multiple times per day for at least 20 seconds.

Restrooms The number of stalls are the number of people allowed in the restroom at a time. There will be a sign with maximum occupancy. Restrooms will be assigned by location that students are assigned to. Partitions will be placed between the sinks.

Water for Drinking

Students will be encouraged to carry personal water bottles; refilling stations will be open and hand sanitizer nearby.

Custodial Cleaning

The campus will be sanitized throughout the day with approved wipes by various staff members. The high touch surfaces will be cleaned most frequently. The custodial staff will be deep sanitizing each evening. Please see the district custodial plan on the district website for more information regarding sanitizing/cleaning.

Signage

We will put up signs reminding students to wash their hands, be socially distant, etc. throughout the campus.

Activities

No assemblies, field trips, or volunteers. Homework Club will be available in small groups. More information will follow about this procedure. Library will be open as a work space and social distancing will be enforced.

Parent and/or Community on Campus

All parents and/or community members will be discouraged from being on campus. Those who have a need to be on campus will wear a mask and must go to the office.

Classroom

Physical Distance

Marks will be painted 6 ft apart outside of the classrooms to show where they should be standing when waiting to enter the classroom. While in the classroom, students will be sitting 6 ft apart and all facing forward in alternate desks. The alternate unused desks will be used in the following period. Then all desks will be sanitized at break and lunch by staff. No student will be seated in a used desk without it being sanitized.

Cohort Model

Students are assigned to a small cohort (10-14 students) for their class periods. The grade level cohorts are 30-40 students. These cohorts will be on campus 2 days a week and independent learning/practicing 2-3 days a week. Fridays will be used for teacher office hours, Zoom classes, and other instructional practices.

Hygiene

Staff will be trained and will then educate and reinforce proper hand washing, hand-sanitizer, sneezing, etc.

Movement

Movement around the classroom will be discouraged as much as possible. Teachers will create a flow for their individual classroom and put tape arrows on the floor to demonstrate the flow. To limit movement, backpacks will be stored in the classroom with the student.

Supplies

We will have a list of recommended supplies students will need while they are at school and while they are at home. The school will provide the supplies to students in need. Classrooms that have personal student supplies will have separated stations for each student. For communal supplies there will be a clean and dirty container so that they can be wiped down between uses. No sharing of supplies between students.

Water

Students will be asked to bring their own water bottles. Refilling stations will be available on campus.

Air

Every classroom, bathroom, and office space will have an air purifier running during the school day. These purifiers will have filters approved to combat both disease and smoke.

Textbooks

We are going to scan as much as possible and find out which books are available online. Some textbooks may be sent home, but none will be shared.

Chromebooks We will provide a 1:1 ratio for Chromebook. This means each child will be issued a Chromebook at the beginning of the year. Students will be expected to bring a fully charged Chromebook with them to and from school daily. There will be a small amount of extra Chromebook and chargers available on campus.

Bathroom Use During Class Time

Students will sign out with their own writing utensil to go to the bathroom. Gym and MUR bathroom will be closed during class time. PE teachers can allow and monitor their students to use the gym bathroom during class. Bathrooms will be sanitized regularly throughout the day.

Special Services

Students who receive special services (i.e. IEPs, ELD, etc.) will be supported. Staff will be communicating with families regarding the students' individual needs.

Learning at Home

Learning at home will be independent. Teachers will have Google Classrooms that will be able to be accessed from a central platform. Most home learning will be independent practice, but this will vary due to teaching style.

Assessment

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and performance tasks, among other things. Performance tasks may be described as multi-step academic exercises that allow students to demonstrate the application, synthesis, creativity, etc., with content knowledge in a real and/or imagined context. Performance tasks are accompanied by rubrics that allow for levels of performance and subtle differences in assessment feedback to students.

In hybrid and distance learning, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning. At the Middle School Level teachers use writing samples, math quizzes and assessments, reading comprehension questions, and rubrics to assess learning loss and student levels of achievement.

Students at risk of learning loss or who demonstrate learning loss will provided virtual small group support by their class teacher , the study hall teachers, instructional assistants, and/or the EL Coordinator who also provides ELD and tutoring.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased chromebooks so 100% of students are provided.	\$40,000	\$9,326	Yes
Laptops purchased for teachers to provide live in-person instruction.	\$20,000	\$28,846	Yes
Purchased Hotspots for families and teachers in need.	\$7,200	\$7,588	Yes
Teacher leadership team worked with principal to develop hybrid and distance learning plans.		\$6,849	No
Purchased student materials to use from home during distance learning, including materials for science experiments and culinary arts.	\$10,000	\$7,332	Yes
Provided pay to teachers to engage in professional learning opportunities outside their workday to improve skills necessary for distance learning instruction.	\$8,000	\$2,325	Yes
Provided digital learning platforms for teachers to use with students and families.	\$10,000	\$6,125	Yes
Provided specified time for teachers to collaborate in department, with whole staff, and with academic specialists to share approaches to improving student achievement in the distance learning environment. Collaboration also focusses on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable.			No
Purchased digital learning platforms such as Acellus to mitigate learning loss and address essential learning standards.	\$15,000	\$14,450	Yes
Planned space and safety guidelines to provide assessments, IEP meetings, and services for students with IEPs.	\$1,000		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences. Chromebooks already at 1 to 1 and fairly new, large volume not purchased at this time.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The actual plan follows this analysis.

The school used Google Classroom to post assignments and receive student work. Some families needed hotspots and these were provided. This was a bit challenging in the beginning, but within two weeks all families had a hotspot that needed one. Teachers received training in use of the google classroom as needed, and to be paid for their time. Students with special needs were offered additional time in the resource center if they had an IEP, and with small group support if they were struggling in other ways. The EL coordinator provided support to English Learners and their families. We were fortunate that there was very little active COVID cases among staff or students.

Continuity of Instruction

Should there be another Shelter in Place or other health reason that students cannot come on campus, we designed a comprehensive and rigorous program for all students which includes daily student contact with the teacher. This is an updated and rigorous distance learning program, supported by legislation, to require daily interaction with a teacher, and monitor attendance, work completion, and engagement. Feedback on work will be provided and grades will be given in the format the school usually uses. All teachers will be provided with training on delivery of online lessons as well as how to effectively engage learners at home. Each class will work together as one cohesive group with daily lessons both recorded and in person with the teacher. Instructional time may be live with a teacher or a recorded lesson from the class teacher or a teacher from another class. Each grade level will design a coordinated schedule for all students at that level. The grade level curriculum will continue with essential standards-based lessons, social emotional learning activities, and strong teacher support. During this time students will receive grades and feedback just as if they were in the physical classroom. Students will also continue to receive lessons from specialist and support teachers. We will have classes available through our virtual learning company, Acellus. Teachers will assign students to these classes as appropriate. We will also offer a variety of supports for students who may struggle with areas of the curriculum.

Teachers design lessons and assignments through a learning management system such as Google Classroom. Teachers are using Zoom for delivery of in-person instruction with peers, and phone calls, email, and texts to followup with students and families.

The district provided professional development in the learning management systems, online classroom, and essential standards with a focus in math. Time is provided to teacher for collaborative grade level planning. Instructional assistants are trained in using zoom to provide small group virtual support.

Frequent feedback and progress reports will be provided to students and families. Teachers have webpages with assignments, zoom links, and other information, for one stop access to assignments, submit student work, and check schedules.

Access to Devices and Connectivity

Twin Hills Charter Middle School students were provided with a Chromebook, district email, one step access to all apps and programs on the Chromebook through Clever, and hotspots as needed.

Pupil Participation and Progress

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA. A daily schedule is made for the class. Synchronous minutes are detailed and the teacher provides classwork in the form of reading, writing, completing math problem sets, research and other standard assignments to meet the additional required minutes that will be completed asynchronously. Student Classwork and assessments will be submitted via Google Classroom. This work will be evaluated and feedback provided. Daily schedules will reflect the required number of minutes as required by law. Daily engagement will be recorded.

Distance Learning Professional Development

Teachers were offered a variety of paid professional develop time during the summer and continuing through the school year if they choose to use the hours provided. In agreement with the teacher union, the professional development day was moved from January to before the school year begins, adjusting the start date by one day. PD on this day included: focus on essential standards with road maps or pacing guides, resources for assessment, and using the online learning management systems. Paid PD via teacher choice included: Sonoma County Office of Education - Best Practices in Online Teaching; Disrupt Conference; Google Classroom Certification Training; Zoom training, and other teacher self selected training opportunities.

Staff Roles and Responsibilities

Instructional Aides and Campus Supervisors will be trained in technology tools and platforms that they will be supporting students with. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Food service personnel are working different hours and providing food bags one day a week with a full week of lunches. Teachers roles are shifted to instruction via virtual platforms including providing social emotional services through online interface to support engagement with the learning process.

Supports for Pupils with Unique Needs

Study Hall teachers are assigned students who need extra support and tutoring to meet grade level standards.

Acellus provides targeted support as assigned and monitored by the teacher.

The school counselor is meeting with each class on a bi-weekly basis to provide social emotional guidance and will also meet individually with students as needed.

Access to technology and Hotspots was provided to all students as needed.

Students with special needs are having their services provided virtually and in small groups by the Education Specialists and assistants. IEP Assessments will be conducted in person with appropriate PPE in a designated room. During distance learning, the service minutes may be adjusted to reflect the minimum instructional minutes. Related services will also be provided virtually.

The EL Coordinator works with teachers, provides ELD in small virtual groups, contacts families, and provides tutoring as needed. She also translates.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments purchased to monitor student progress and potential learning loss.	\$2,000	\$2,117	Yes
Professional development for use in Acellus and other tools for distance learning to assess and mitigate student learning loss.	\$3,000	\$2,105	Yes
Professional development and support for teachers to support small groups in the virtual environment.	\$2,000	\$0	Yes
Additional time to translate.	\$0	\$0	Yes
Time for teachers, ELD Coordinator, Education Specialists, support teachers to collaborate.			No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences. Professional Development done in late 19-20 included Google Classroom, no costs attributed to 20-21, teachers helping teachers.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The program as described was implemented. Results from the STAR Renaissance Learning assessment administered in May, 2021 show more success with maintaining learning in English Language Arts than in Math. ELA average scores for grades 6-8 show 65% of students in the proficient range, and 30% of students proficient in math. The school is adopting a new math curriculum for 2021-22, replacing a series that is over 10 years old. We expect that daily in person instruction, frequent progress monitoring, and the new math program will help to speed learning recovery. There will also be a math support class offered at each grade level for those student who are significantly behind.

Grade level teachers have collaborated to work towards teaching with greater emphasis of the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students will be assessed with the District Assessments and adopted curriculum at the start of the school year to develop a plan to meet the needs of each individual student.

Teachers will create differentiated learning plans for those few students who may need additional accommodations to their instruction. Teachers as well as Instructional Staff will work with individual or small groups of students to regain the student's loss of learning and support the English Learners. The teachers use both formative assessments, evaluation of daily work, and formal assessments and projects with rubrics to continually revise and adjust instruction to accelerate or mitigate learning loss.

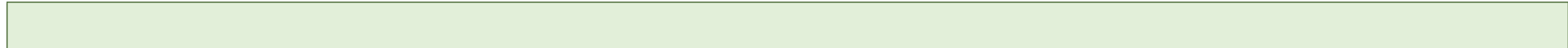
Teachers have weekly collaboration time to evaluate student work and group or regroup virtual small group support and intervention by the teacher or support specialists in reading and math. Teachers also evaluate student progress on asynchronous software based learning activities.

Pupil Learning Loss Strategies

For all students including English Learners; Low-income pupils; Foster youth; Pupils with exceptional needs; and Pupils who are experiencing homelessness the primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Effectiveness of Implemented Pupil Learning Loss Strategies

Students will be assessed on a regular basis as well as daily connection and check ins on their progress. Communication between all staff supporting these students will be frequent and regular. Data will be collected and analyzed by grade level teams in an ongoing basis and will be used to plan instruction.



Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The school counselor visited advisory classes bi-weekly to support social emotional well-being. She held a Friday zoom lunch meeting with invited students. And, she met with students and parents as needed. The SAMSHA program supported students identified through their checklist. The school is purchasing a social emotional character education curriculum and support will be increased in 21-22 for students who continue to demonstrate effects of the year of distance learning and other pandemic related well-being issues.

Twin Hills Charter Middle School provides a wide array of mental health and social emotional well-being supports.

The School Counselor makes bi-weekly visits to all classes. She will share information about the Stop It App, which provides students an anonymous platform to share their personal concerns and situation in a safe environment. She also will discuss material from SOS, Suicide Prevention and Well Being program, and then additional relevant topics based upon student need and input.

The School is researching good Social Emotional Learning (SEL) Curriculum to augment these bi-weekly class visits.

There is a daily, morning Advisory period where teachers check in with a cohort of students. Discussions include sharing, well checks, support for daily schedules and other topics generated by teacher or students. Advisory topics are also suggested by the Principal.

The Principal conducts Restorative Circles and many staff members have received training in restorative practices.

Professional Development will be provided for the new SEL curriculum, in SOS, Suicide Awareness, in Advisory Topics for discussion, and as requested by teachers and staff.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Attendance was overall positive. Students that were not engaged or not attending had phone calls and emails to parents from the teacher. Then the office followed up and if needed the counselor and principal. In a few cases special plans were created to support unique needs of the student and family.

This was most challenging for families who were not responsive. A small cohort of students was asked to participate in their distance learning at school where they could receive support to participate and complete work.

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (AERIES) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Home Learning or SHS is met through the following:

participating in the daily class meeting

evidence of participation in online activities

completion of regular assignments

completion of assessments

contacts between any THUSD staff member and a student or their parent/guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from home learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

Reengagement Process

Tier 1

The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.

Teachers or the attendance clerk will attempt to make contact with the student and parent. Attendance information will be available for parents through the Student Information Portal.

Tier 2

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and school principal.

As part of the re-engagement strategy, the school site principal will attempt to reach out and determine the cause for the absence and will Ensure that communication with the parent is working, phone dialer, emails, and internet access;

Determine if there is a breakdown in communication and make any corrections; and Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.

The parents will be informed that continued absences from distance learning could include:

A conference with the principal;

Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and

Discussion of the intervention of the student being removed from Supported Home Study or Home Learning.

Tier 3

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. The school administrator may develop an Attendance Plan that includes

- Teacher engagement
- Both reward and consequences for further attendance;
- Review of the family circumstance for outside connection with health and social service
- Make a recommendation to transitioning the student to full in-person learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The following plan was implemented. One change to the original plan was the students did not have lunch on campus. Therefore, the pickup was revised from one day a week to two days a week so the lunches could be picked up on the hybrid attendance day. Students who stayed in distance learning could choose which day to pick up their lunch. This program was successful, although participation rate was lower than in a normal year.

The district provided nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning.

The District provided lunch for students when distance learning started on August 19th and continued to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed.

Lunch was provided for pick up every Tuesday in front of the Multi Use Room. Food Services Staff will get the names of student/s from the adult in the car. They will go inside and return with a bag of 5 lunches for each student. The bag will be placed in the trunk or back of the car. The Food Services Employee will enter the student information into the database. Parents of reduced pay or full pay will have access to make a deposit online to pay for meals.

Once the School moves towards in person learning, the students will pick up lunch on their attendance days for the week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are not substantive differences.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Actions in the LCAP 2021-24 include: continue to provide 1:1 devices to all students; continue to provide hotspots to families and staff who need them; increase counselor time to 1.0 to address social emotional issues; provide professional development to support learning recovery; budget for extended day learning opportunities and tutoring; provide math support classes for students who are significantly behind in math achievement; and purchase social emotional curriculum.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Students were assessed in May 2021 in ELA and Math using STAR Renaissance Learning assessment. 65% of students are proficient in ELA and 30% in math. Students will continue to be assessed with the STAR, IXL math, textbook assessments, teacher made assessments and observations throughout the next school year. A new math curriculum is selected and ordered to support student learning through a variety of sources: online, text, workbook, and in class activities. Ther

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis of data indicate that students with unique needs benefited from small group support and access to the counselor. Parent survey information supports more academic support classes and counselor time, as well as continued technology devices. The lessons learned from the analysis and experience of the LCAP and Learning Continuity and Attendance Plan including our experience and data from analysis of student work and STAR assessments yielded the following actions in the 21-22 through 23-24 LCAP: Actions in the LCAP 2021-24 include: continue to provide 1:1 devices to all students; continue to provide hotspots to families and staff who need them; increase counselor time to 1.0 to address social emotional issues; provide professional development to support learning recovery; budget for extended day learning opportunities and tutoring; provide math support classes for students who are significantly behind in math achievement; and purchase social emotional curriculum.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,635,605.00	1,833,045.00
Base	1,496,484.00	1,723,907.00
LCFF Supplemental and Concentration	1,365.00	0.00
Lottery	35,498.00	17,706.00
Supplemental	102,258.00	91,432.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,635,605.00	1,833,045.00
1000-1999: Certificated Personnel Salaries	961,140.00	1,079,849.00
2000-2999: Classified Personnel Salaries	96,908.00	113,017.00
3000-3999: Employee Benefits	358,134.00	386,646.00
4000-4999: Books And Supplies	46,498.00	28,400.00
5000-5999: Services And Other Operating Expenditures	47,925.00	40,333.00
7000-7439: Other Outgo	125,000.00	184,800.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,635,605.00	1,833,045.00
1000-1999: Certificated Personnel Salaries	Base	914,026.00	1,030,490.00
1000-1999: Certificated Personnel Salaries	Supplemental	47,114.00	49,359.00
2000-2999: Classified Personnel Salaries	Base	95,852.00	113,017.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	1,056.00	0.00
3000-3999: Employee Benefits	Base	342,481.00	370,223.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	309.00	0.00
3000-3999: Employee Benefits	Supplemental	15,344.00	16,423.00
4000-4999: Books And Supplies	Base	15,500.00	13,496.00
4000-4999: Books And Supplies	Lottery	30,698.00	14,904.00
4000-4999: Books And Supplies	Supplemental	300.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	43,125.00	37,531.00
5000-5999: Services And Other Operating Expenditures	Lottery	4,800.00	2,802.00
7000-7439: Other Outgo	Base	85,500.00	159,150.00
7000-7439: Other Outgo	Supplemental	39,500.00	25,650.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,450,609.00	1,634,825.00
Goal 2	184,996.00	198,220.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,800.00	\$21,541.00
Distance Learning Program	\$111,200.00	\$82,841.00
Pupil Learning Loss	\$7,000.00	\$4,222.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$141,000.00	\$108,604.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		\$6,849.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		\$6,849.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,800.00	\$21,541.00
Distance Learning Program	\$111,200.00	\$75,992.00
Pupil Learning Loss	\$7,000.00	\$4,222.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$141,000.00	\$101,755.00

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 Hills Charter Middle School	Shawna Whtiestine Principal	swhitestine@twinhillsusd.org 707-823-7446

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Twin Hills Charter Middle School is nestled in the beautiful rolling hills of western Sonoma County. The school environment is friendly, supportive, and safe for the 6-8 grade students. About 60% of students reside outside of the district boundaries. They travel from nearby communities. Twin Hills serves 350 students. Generally about 24% of students are socioeconomically disadvantaged, 2.5% are English Learners, and 8.5% students with disabilities. Demographics: White 65%; Hispanic 21%; Multiple 11%. Others are below 2%. The rigorous and engaging academic program is enhanced by an abundance of elective offerings including music/band, art, culinary arts, video production, Spanish, graphic arts, and movement. An 80% guidance counselor supports students social emotional learning. Intervention classes provide support for students below proficient, and all students have access to computers and 1:1 chromebooks.

Reflections: Successes

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

Local data indicate that 65% of students are proficient in Reading based upon the STAR Renaissance research assessment. The dashboard indicates that the all students category, students are 38.5 points above the standard, an increase of 15.8 points and are in the Blue tier for English Language Arts. . English Language Arts is a strength in both the 2019 Dashboard and 2021 assessments. Math increased by 6 points and is in the green tier. We maintain a high attendance rate and very low chronic absenteeism and a very low suspension rate. The school is known for a safe and caring culture with restorative practices and support for students to learn and grow through mistakes. We successfully navigated distance learning and the hybrid model with strong parent support and student participation.

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.

While all subgroups increased on SBAC scores the socially economic disadvantaged and Hispanic subgroup are still below White students in achievement. While progress has been made, the number of students receiving Ds and Fs is too high. We continue to have a need to find time for teacher professional development and to address parent concerns about the amount of homework in 7th and 8th grade.

LCAP Highlights

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

All students are supported by highly qualified teachers who participate in professional development and provide a rigorous curriculum with a focus on common core state standards. UDC students are additionally supported by an involved school counselor, an intervention program, and an engaged principal dedicated to creating and maintaining a safe welcoming campus. Two education specialists support students with special needs. Study hall, intervention classes for math, before and after school tutoring programs are available to all students who choose to participate.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Twin Hills Charter Middle School provided many opportunities for parents, teachers, and community members to be involved in gathering data and information.

Bimonthly reports to the Board of Trustees by Principal Whitestine.

Parent Survey April 2019 and May 2021, Meet with Parent Council, and Information presented to Education Foundation

ELAC Meeting with Specific focus on LCAP goals in Fall meeting. ELAC parents completed survey.

LCAP Goals and School Activities discussed at monthly teacher staff meetings including discussion of staffing. Discussions with Teacher Leadership Team members include THTA union leadership and members.

Principal meets with classified staff monthly and gathered input for the LCAP goals and actions.

Consultation with SELPA to support Performance Indicator Review process.

Students completed the California Healthy Kids Survey and/or Youth Truth Survey.

Board Meeting for Public Hearing of LCAP and Budget: June 24, 2021.

Board Meeting for Approval of LCAP and Budget: June 28, 2021.

Principal meets with classified staff monthly and gathered input for the LCAP goals and actions.

A summary of the feedback provided by specific stakeholder groups.

Board Meeting - Twin Hills Principal Whitestine reported on LCAP related programs and activities bimonthly. The board provided general questions.

Parent Survey and Parent Meeting Input - Discussions with parents at Parent Council and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Twin Hills Charter Middle School. Some parents noted not enough support provided to struggling learners. ELAC parents were very positive about the academic opportunities for their children. Survey showed parents are concerned with the amount of homework. Parents would like to have Spanish continue.

Review of Data - A review of school level assessments indicates an achievement gap in significant subgroups: low income, (not sufficient numbers in EL for separate report.) Gap areas include ELA and Math with math being lower. Current programs and services are positively influencing student achievement. An increase of these services and the addition of services could have a positive effect on student

achievement. In addition, school level data indicates social, emotional, and behavior needs of some students are increasing, which impacts their ability to fully participate and effects achievement. Implementation of Advisory Program will be beneficial

ELAC parents were very positive about the academic opportunities for their children.

Teachers provided input into actions, specifically what supports would be beneficial to increase speed of learning recovery.

Classified staff reviewed campus safety and playground supervision. Custodian provided information for summer projects.

Consultation with SELPA for the performance indicator review to decrease number of suspensions of students with special needs.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP was influenced by stakeholder input in these ways: Provide Academic Support Classes in Math during the school day; provide Credit Recovery Class during the school day for 8th graders; purchase curriculum for Advisory/Character Education program; professional development in Advisory, Restorative Practices, new adoptions as needed, and increase counselor time. Continue to provide 1:1 technology devices.

Goals and Actions

Goal

Goal #	Description
1	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.

An explanation of why the LEA has developed this goal.

This goal was developed based upon data, using the Dashboard released in Fall 2019 and May 2021 local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC students. The 2019 LCFF Evaluation Rubrics report: ELA All students 38.5 points above standards, and Math 0.5 points below standard. Teachers will benefit from continued professional development in student engagement strategies, mathematics curriculum planning, and using data to inform lesson planning. This will support all students. We are implementing common core aligned ELA, Math, and NGSS curriculum materials that all have adoptions in recent years. We implement the adopted materials assessments and benchmarks to evaluate student learning and teacher planning in grade level teams. We increased academic support options during the school day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	ELA 38.5 points above standard. Math .5 points below standard.				Maintain ELA at 40 points above standard. Increase Math to 20 points above standard.
Common Core Standards Implementation, Parent/Teacher Input	100% ELA/ELD, Math, and Science fully implemented.				Maintain 100% ELA/ELD, Math, and NGSS fully implemented.
ELPAC/Redesignation	Establish ELPAC Baseline				Once established, increase baseline by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Highly Qualified Teachers	100% Highly Qualified Teachers appropriately assigned.				Maintain 100% highly qualified and appropriately assigned teachers.
Standards Aligned Instructional Materials/Inventory, teacher survey	100% of students will have access to standards aligned instructional materials.				Maintain 100% of students have access to standards aligned instructional materials.
Physical Fitness Testing	85% on average test in healthy fitness zone.				Increase by 5% number of students test on average, in healthy fitness zone.
Course Access, class schedules, teacher survey, parent survey	100% of students have access to a broad course of study.				Maintain 100% of students have access to a broad course of study.
Drop Out Rate	0% Dropout Rate				Maintain 0% dropout rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Teachers in all classrooms.	1.1 Highly Qualified teachers in all classrooms	\$970,190.00	No
2	Provide Academic Support Programs	1.2 Support Programs include: Renew; Math Tutorial; Homework Club; Study Hall	\$8,375.00	Yes
3	Special Education Services	1.3 Provide intervention services for students with disabilities and other students not meeting standards. 2 special education teachers. 2 Instructional Assistants. Only showing funding of the supplemental dollars, no way to separate out in this format.	\$15,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4	Collaborative Team Planning Time	1.4 Grade Level and department collaborative planning	\$5,444.00	No
5	Elective Courses	1.5 Continue to provide a broad selection of elective courses.	\$170,667.00	No
6	Professional Development to support Curriculum Planning and Student Engagement	1.6 Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$3,627.00	No
7	Technology to Support Learning	1.7 Implement technology to access information and produce work.	\$8,000.00	No
8	Standards Aligned Instructional Materials	1.8 Provide standards aligned instructional materials.	\$8,574.00	No
9	Intervention Classes for Extra Support in ELA and Math	1.9 Continue to provide intervention program for students below proficient in reading and math. Intervention classes provided by teachers.	\$100,078.00	Yes
10	Rigorous Instructional Program with Support for Redesignated English Learners.	1.10 Provide to RFEP ELs a rigorous instructional program that is offered to all students including support programs. Monitor achievement and differentiate as needed.		Yes
11	Increased Counselor Time and Advisory Program	1.11 0.9% Counselor	\$77,464.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

This broad goal was selected using stakeholder survey data, suspension and discipline data, and campus safety factors. The campus is clean and safe and the goal supports continued campus maintenance programs. Students, parents, and teachers report a safe and friendly environment- campus supervisors are respectful and receive regular support from the Principal. Professional development is planned for restorative resources and implementation of Advisory program. The counselor time was increased.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey Parent Survey: We chose to use the parent survey as we have many out of district students and parents have more participation via the survey, including parents of UPC students.	72% feel connected to school. 85% of parents who complete survey report students feel safe and connected at school. Provide				Increase to 80%, number of students who feel connected to school as reported on Youth Truth Survey or Healthy Kids Survey. Maintain parent report of 85% believe students are safe and connected to school.
Suspension/Expulsion Rate	Suspension Rate 1.6% Expulsion Rate = 0				Maintain suspension rate below 2% and 0% expulsion rate.
Parent Involvement/parent survey	75% of parents attend school activities and				Increase to 80%, number of parents who participate and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	events as measured on parent survey.				are involved in school activities as reported on parent survey.
FIT Rating	FIT Rating Good				Maintain Good FIT Rating.
Attendance and Chronic Absenteeism.	96.5% Attendance Rate Chronic Truancy 0% Dropout rate 0% Chronic Absenteeism: 7.1%				Maintain attendance rate above 96% and 0% chronic truancy and dropout rate.
Promotion Statistics	Rate of student completion of 8th grade with no more than 8% not meeting all promotion criteria.				Increase students meeting all promotion criteria to 98%.
Drop Out Rate	0% Drop out rate				Maintain 0% dropout rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe School Enviornment.	2.1 Continue to provide a safe school environment with existing character building and support programs such as reward trips, teacher mentoring of students and safe schools programs.		No
2	Monitor students attendance.	2.2 Monitor student attendance and complete SARB process as needed.	\$1,800.00	No

Action #	Title	Description	Total Funds	Contributing
3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	2.3 Continue parent and community volunteer program, outreach, and education, ELAC, Education activities, Site Council.	\$11,100.00	No
4	Custodial Services	2.4 Provide Custodial Services	\$156,902.00	No
5	Campus Supervision	2.5 Provide Campus Supervision	\$41,397.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.52%	\$82,522

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Twin Hills Charter Middle School has less than 40% Unduplicated Students. No funds for increased or improved services are schoolwide.

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

These funds will be spent on the students attending this charter. Expenditures include computer software and instructional support services including a .80 FTE Counselor and .60 FTE Intervention provided by teachers. The counselor and intervention teachers will principally serve those students in need of social/emotional and academic support. It is our experience when unduplicated students who receive tutoring and intervention supports, including counseling when needed, demonstrate improved learning and work completion. This charter school has 22.6 percent of enrollment of unduplicated pupils.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,429,622.00	\$148,996.00			\$1,578,618.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,488,064.00	\$90,554.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Teachers in all classrooms.	\$970,190.00				\$970,190.00
1	2	English Learners Foster Youth Low Income	Provide Academic Support Programs		\$8,375.00			\$8,375.00
1	3	English Learners Foster Youth Low Income Students with special needs	Special Education Services	\$15,000.00				\$15,000.00
1	4	All	Collaborative Team Planning Time	\$5,444.00				\$5,444.00
1	5	All	Elective Courses	\$167,667.00	\$3,000.00			\$170,667.00
1	6	All	Professional Development to support Curriculum Planning and Student Engagement		\$3,627.00			\$3,627.00
1	7	All	Technology to Support Learning		\$8,000.00			\$8,000.00
1	8	All	Standards Aligned Instructional Materials		\$8,574.00			\$8,574.00
1	9	English Learners Foster Youth Low Income	Intervention Classes for Extra Support in ELA and Math	\$31,190.00	\$68,888.00			\$100,078.00
1	10	English Learners	Rigorous Instructional Program with Support for Redesignated English Learners.					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Increased Counselor Time and Advisory Program	\$36,332.00	\$41,132.00			\$77,464.00
2	1	All	Safe School Enviornment.					
2	2	All	Monitor students attendance.	\$1,800.00				\$1,800.00
2	3	All	Parent Volunteer Program, Outreach, ELAC, Parent Council.	\$3,700.00	\$7,400.00			\$11,100.00
2	4	All	Custodial Services	\$156,902.00				\$156,902.00
2	5	All	Campus Supervision	\$41,397.00				\$41,397.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$82,522.00	\$200,917.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$82,522.00	\$200,917.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Provide Academic Support Programs	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$8,375.00
1	3	Special Education Services	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
1	9	Intervention Classes for Extra Support in ELA and Math	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$31,190.00	\$100,078.00
1	10	Rigorous Instructional Program with Support for Redesignated English Learners.	Limited to Unduplicated Student Group(s)	English Learners			
1	11	Increased Counselor Time and Advisory Program	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$36,332.00	\$77,464.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.