

Charter School Renewal Cover Sheet

Instructions: Authorizing local educational agencies (LEAs) should complete and submit this cover sheet upon its renewal of a charter school.

Section 1. Charter School Information

Complete this section as it pertains to the charter school.

1. School Name: Twin Hills Charter Middle School
2. Charter School Number: 0904
3. County-District-School Code: 49-70961-6052302
4. Administrator Name: Shawna Whitestine
5. Administrator Email: swhitestine@twinhillsusd.org
6. Administrator Phone: 707-823-7446

Section 2. Authorizing Local Educational Agency Information

Complete this section as it pertains to the charter school's authorizing LEA.

1. LEA Name: Twin Hills Union School District
2. County: Sonoma
3. Superintendent Name: Dana Pedersen
4. Superintendent Email: dpedersen@twinhillsusd.org
5. Superintendent Phone: 707-823-0871
6. Date LEA Approved Renewal: 04/24/2025
7. Approved Charter Term: 07/01/2025 to 06/30/2032

Section 3. Renewal Information

Select the option that best pertains to the renewal of the charter school:

- ☐ 1. The charter school was previously operating outside the geographical boundaries of the charter authorizer; charter school submitted a request for renewal of the charter petition to the school district in which the charter school is located in order to continue operating, pursuant to California *Education Code (EC)* sections 47605(a)(5)(A), 47607 and 47605.1.

Previous Authorizing LEA Name:

County:

- ☐ 2. A resource center is currently operating outside of the boundaries of the authorizing LEA under a currently-approved charter school that is operating within the boundaries of the authorizing school district. The charter school under which the resource center is currently operating submitted a petition to physically locate and operate within the boundaries of the school district in which the resource center is currently located (i.e., transferring charter school), as defined by *EC* sections 47605.1(c)(5)(A) and 47612.7(b).

Previous School District Name:

County:

- ☐ 3. The charter school was renewed on appeal by the county office of education in which the charter school is located, as defined by *EC* Section 47605(j)(1).

Denying School District Name:

- ☐ 4. The charter school was operating under the State Board of Education (SBE) and was renewed by the governing board of the school district or county office of education in which the charter school is located, as defined by *EC* Section 47605.9(c).
- ☐ 5. The charter school was operating under the SBE and was renewed by the SBE, and a local school district or county office of education was assigned as the chartering authority, as defined by *EC* Section 47605.9(c).
- ☒ 6. The charter school was renewed by its previous authorizing LEA; the charter school did not experience a change in authorizing LEAs.

Section 4. Performance Level

Indicate the renewal criterion that pertains to the charter school.

The authorizing LEA has determined, based on the renewal criteria laid out under *EC* sections 47607(c)(2), 47607(c)(7), 47607.2(a), or 47607.2(b) that the charter school falls under the following performance level:

- ☒ **High Performing:** Charter school has Blue and Green on all state indicators for three years
- ☐ **Middle Performing:** Charter school meets neither High nor Low Performing levels and is automatically categorized as Middle Performing
- ☐ **Low Performing:** Charter school has Red and Orange on all state indicators for three years
- ☐ **Dashboard Alternative School Status (DASS) School:** Charter school has its own renewal criteria, which has been agreed upon with its authorizing LEA

Section 5. Certifications

By signing below, I hereby certify to the best of my knowledge and belief that that the information is correct and true. The authorizing LEA's governing board has reviewed and approved the charter renewal petition pursuant to relevant *EC* sections and *California Code of Regulations*, Title 5 sections in their entirety.



05/01/2025

1. Authorizing LEA Superintendent Signature

2. Date

Submission Information

Submit completed renewal packages to the Charter Schools Division (CSD) via email at CharterRenewals@cde.ca.gov prior to the expiration of the charter school's current term.

All renewal packages must include the following:

1. **Charter School Renewal Cover Sheet** signed by the superintendent of the authorizing LEA or the designee.
2. **Written Notice of Approval** (board minutes of the public hearing indicating approval of the renewal of the charter) by the governing board of the authorizing LEA. Please note, the minutes must include the charter term for which the charter school was approved.
3. **Updated Petition** (including new legislation enacted after the charter was originally granted or last renewed) as approved by the authorizing LEA.
4. **Copy Written Plan** (if the status of the charter is low performing, a copy of the written plan adopted by the governing body of the charter school as stated under *EC* Section 47607.2[a][3][A]).

If the Charter School Renewal Cover Sheet and aforementioned documentation cannot be provided electronically, mail the form and all documents (printed back to back) to the CSD at the following address:

California Department of Education
Charter Schools Division
Attention: Charter Renewals
1430 N Street, Suite 5401
Sacramento, CA 95814

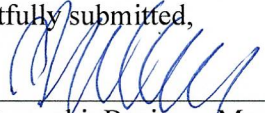
**TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING**

April 24, 2025

MINUTES

1. The Board Meeting was called to order at 4:05 pm by Clerk Moise
 - A. Roll Call: President Harding absent.
 - B. Flag salute
 2. Motion to approve agenda with items 9, 12, 13, 11 moved by Trustee Houghton and second by Trustee Ost. Approved 4-0.
 3. Public Comment on Closed Session. Closed Session. Returned to Open Session reporting:
 - a. No action, direction was given to Clerk Moise.
 - b. The board voted on Resolution #2025-590 to release temporary employees with 4 yes and 1 abstention due to absence.
 - c. Compromise and Release Agreement for Case #7895435231 approved 4-0.
 - d. No action.
 4. Celebrating Success presentation by Twin Hills CMS – Coach Nick and sports teams introduced
 5. Open Session.
- Item #9 moved here: Motion to approve Superintendent Dana Pedersen's 3 year contract by Trustee Moise and second by Trustee Houghton. The contract includes full time, 220 days, \$220,000 per year plus same health benefits as other certificated employees. Approved 4-0.
6. Motion to approve the minutes of the Special meetings of March 6, 2025, April 3, 2025, April 14, 2025, and April 15, 2025, and the Regular meeting of March 13, 2025, by Trustee Beck and second by Trustee Ost. Approved 4-0.
 7. Motion to approve consent items by Trustee Houghton and second by Trustee Beck. Approved 4-0.
 8. Board of Trustees reports.
- Item #12 moved here: Motion to approve SunRidge Lease Extension 2025-2030 by Trustee Ost and second by Trustee Beck. Approved 4-0.
- Item #13 moved here: Motion to approve
- A. Resolution #2025-594: Twin Hills Charter Middle School 2025-2032 by Trustee Beck and second by Trustee Houghton. This charter school is renewed for a seven-year term effective 7/1/2025 through June 30, 2032. Approved 4-0.
 - B. Motion to approve Resolution #2025-595: SunRidge Charter School 2025-2030 by Trustee Ost and second by Trustee Houghton. This charter school is renewed for a five-year term effective 7/1/25 through June 30, 2030. Approved 4-0.
- Item #15 moved here: Motion to approve overnight field trips for SunRidge grades 4 and 8 in May 2025 by Trustee Houghton and second by Trustee Ost. Approved 4-0.
- Item #11 moved here: Approval of future construction resolutions:
- A. Motion to approve Resolution #2025-591 to designate district representatives by Trustee Ost and second by Trustee Houghton. Approved 4-0.
 - B. Motion to approve Resolution #2025-592 for applications received beyond bond authority by Trustee Houghton and second by Trustee Beck. Approved 4-0.
 - C. Motion to approve Resolution #2025-593 to authorize filing applications for funding by Trustee Beck and second by Trustee Houghton. Approved 4-0.
10. Motion to approve discontinuing the Orchard View/Apple Blossom Board AdHoc/Subcommittee to address facilities by Trustee Houghton and second by Trustee Beck. Approved 4-0.
 14. 2025-26 Budget Development Calendar provided for information.
 16. Classified Job Descriptions provided for first reading.
 17. Motion to approve part-time and temporary employment agreement as Interim Superintendent with Dana Pedersen by Trustee Ost and second by Trustee Houghton. Approved 4-0.
 18. Adjournment at 5:30 pm.

Respectfully submitted,


Patty Nosecchi, Business Manager, Designee
Recording Secretary to the Board of Trustees

RESOLUTION OF THE TWIN HILLS SCHOOL DISTRICT #2025-594
BOARD OF TRUSTEES
REGARDING REQUEST TO RENEW THE CHARTER OF
TWIN HILLS CHARTER MIDDLE SCHOOL

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, Assembly Bill 1505 (AB 1505) was signed into law by Governor Gavin Newsom on October 3, 2019, adding a number of new provisions to the petition review and evaluation criteria, most of which took effect on July 1, 2020; and

WHEREAS, AB 1505 amended Education Code §47605(c) to state that an authorizer “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve”; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(c) charges school district governing boards and county boards of education with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(c)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, if a governing board denies a petition to form a charter school, it must make written findings to support any of the following under Education Code § 47605(c): (1) the charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) the petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) the petition does not contain the required number of signatures [not applicable to renewals]; (4) the petition does not contain an affirmation of each of the conditions described in Education Code §§47605(e); (5) the petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code §§47605(c)(5)(A)-(O); and (6) the petition does not contain a declaration of whether or not the charter school shall be deemed the

exclusive public employer of the employees of the charter school for purposes of Government Code § 3540 (the Rodda Act, the State's collective bargaining law for school employees), in addition to the two new grounds added as set forth below; and

WHEREAS, AB 1505 added the following grounds for denial of a petition to establish a new charter school, effective July 1, 2020:

(7) "The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate," and

(8) "The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial."

WHEREAS, the above two new grounds do not apply to a request to renew a charter, but do apply to the impact of a proposed material revision of a charter under Education Code section 47607(a)(4).

Procedural History

WHEREAS, Twin Hills Charter Middle School ("Twin Hills Middle " or "Charter School"), has been operating in the District since the **2007-2008** school year; and

WHEREAS, in or around February 2025, the Charter School submitted a request to renew its charter for term of July, 1, 2025 through June 30, 2032; and

WHEREAS, in compliance with Education Code §47605(b), the Board held a public hearing on March 13, 2025, to determine the level of support for the Renewal; and

WHEREAS, the Board, under Education Code §47605(b), is obligated to take action to grant or deny the Renewal within 90 days of its submission, unless the parties mutually agree to an extension of up to thirty (30) days; and

WHEREAS, the Charter School has agreed that the Board will take action to grant or deny the renewal at its April 24, 2025, meeting.

Evaluation of High-Performing Charter School

WHEREAS, AB 1505 created 3 categories of charter schools for renewal: “high performing,” “mid-performing,” and “low-performing”; and

WHEREAS, Twin Hills Middle is a “high-performing” school per CDE designation; and

WHEREAS, a charter school is a “high performing” if either “[t]he charter school has received the two highest performance levels schoolwide on all of the state indicators ... for which it receives performance levels,” or “[f]or all measurements of academic performance, the charter school has received: a) performance levels schoolwide that are the same or higher than the state average; and b) for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average” (Education Code §47605(c)(2)(A)) and;

WHEREAS, a high performing charter school “that satisfies the academic requirements under this section shall be only required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter” (Education Code §47605(c)(2)(F)); and

WHEREAS, the chartering authority shall not deny renewal to a high-performing charter school, unless “upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend,” and only after the issuance of a written notice of violation and request for corrective action plan (not applicable here.) (Education Code §47605(c)(2)(A));

WHEREAS, a charter renewed under this section shall be renewed for a term of between five (5) and seven (7) years (Education Code §47605(c)(2)(E)).

The Board’s Options: Approve the Renewal

WHEREAS, the Education Code does not require that the Board make findings if it elects to grant a renewal of a high-performing charter school; and

WHEREAS, if a governing board denies a petition to renew a charter school, it must make written findings to support any of the grounds listed under Education Code § 47605(c).

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Twin Hills School District Board of Trustees that:

Option 1: The Board hereby grants the request to renew the Charter of Twin Hills Middle Charter School for a renewal term of July 1, 2025 through June 30, 2032.

* * *

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Twin Hills School District Board of Education that:

☒ The Board hereby grants the request to renew the Charter of Twin Hills Middle Charter School for a renewal term of July 1, 2025 through June 30, 2032.
[Recommended]

The foregoing **RESOLUTION** was passed and adopted at a meeting of the Board of Trustees of the **TWIN HILLS UNION SCHOOL DISTRICT** on the 24th day of April, 2025, on a motion by trustee Beck, seconded by trustee Houghton by the following vote:

AYES: <u>4</u>	<u>Board Members</u>	<u>Vote</u>
	Terry Beck	<u>Aye</u>
NOES: <u>0</u>	Jeff Harding	<u>Absent</u>
	Rebecca Houghton	<u>Aye</u>
ABSENT/	John Moise	<u>Aye</u>
ABSTAIN: <u>1</u>	Michael Ost	<u>Aye</u>

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Twin Hills Union School District.

Dated this 24th day of April, 2025


Clerk/President, Board of Trustees

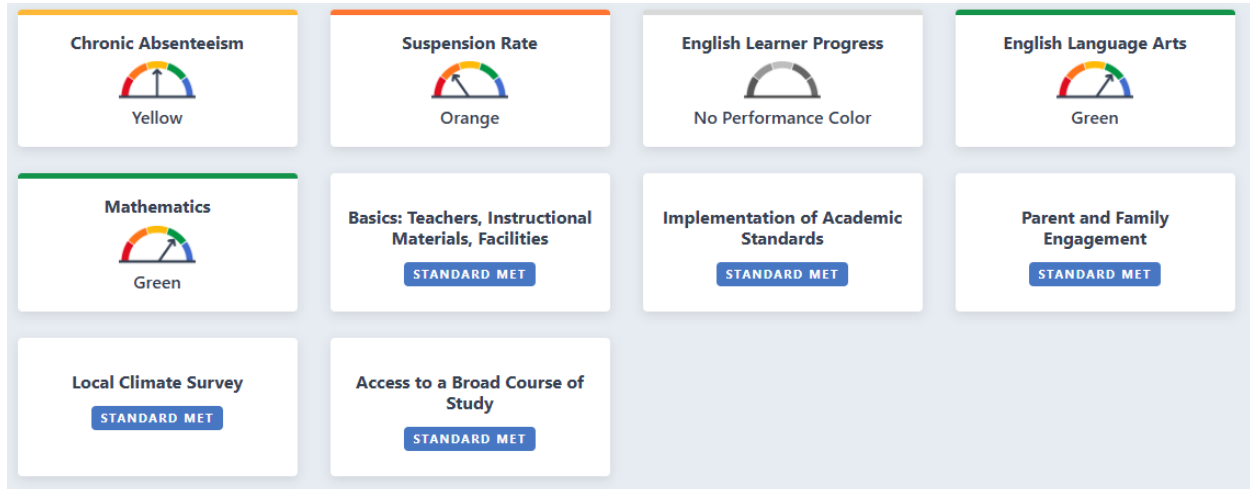
EXHIBIT A

California School Dashboard Report

The Charter School's 2024 performance on State assessment measures placed it in the "high-performing" tier for renewal purposes. The Charter School attained the following ratings on the California School Dashboard:

Chronic Absenteeism	Suspension Rate	English Language Arts	Mathematics
Yellow	Orange	Green	Green

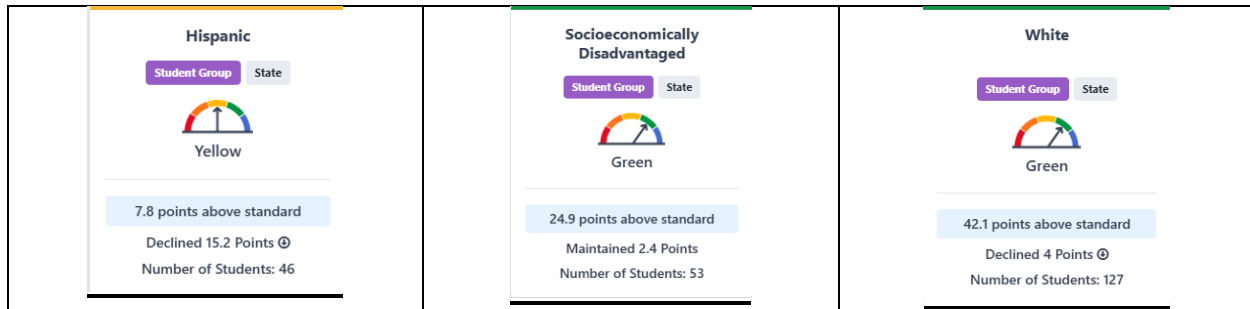
Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey	Access to a Broad Course of Study
Standard Met	Standard Met	Standard Met	Standard Met	Standard Met



English Language Arts

In 2024, Twin Hills Middle received a Green rating for English Language Arts. The performance of statistically significant pupil subgroups is as follows:

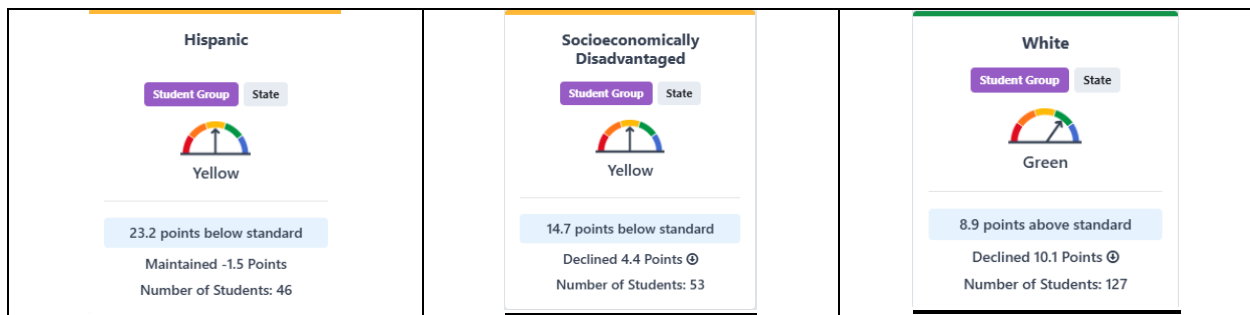
Group	Number of Students Tested	Change	Points Above Standard
Total	197	Decline 7.4	37
Hispanic	46	Decline 15.2	7.8
Socioeconomically Disadvantaged	53	Maintained 2.4	24.9
White Students	127	Decline 4	42.1



Mathematics

In 2024, Twin Hills Middle received a **Green** rating for Mathematics. The performance of statistically significant pupil subgroups is as follows:

Group	Number of Students Tested	Change	Points Above/Below Standard
Total	197	Decline 4.1	7.5
Hispanic	46	Maintain -1.5	23.2 below
Socioeconomically Disadvantaged	53	Decline 4.4	14.7 below
White Students	127	Decline 10.1	8.9 above



Student Demographic Profile

The following chart shows the Charter School's demographic profile by ethnicity, relative to that of the District and County:

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Twin Hills Middle Percent of Total Enrollment¹	Twin Hills School District Percent of Total Enrollment²
American Indian or Alaska Native	0.5%	0.3 %
Asian	0.5%	0.7 %
Black or African American	0.5%	0.5 %
Filipino	0.5%	0.2 %
Hispanic or Latino	23.7%	19.6 %
Native Hawaiian or Pacific Islander	0.0%	0 %
Two or More Races	10.6%	7.8 %
White	63.8%	70.7 %

Student Enrollment by Subgroup (School Year 2023–24)

Subgroup	Charter School Enrollment	Twin Hills SD (non-Charter)	County (non-Charter)
English Learners	4.8%	5.2%	20.8%
Foster Youth	0.0%	0.3%	0.5%
Homeless Youth	0.0%	3.5%	1.5%
Migrant Education	0.0%	0.0%	1.9%
Students with Disabilities	14.0%	8.0%	16.9%
Socioeconomically Disadvantaged	26.6%	28.8%	52.4%
All Students		288	46,185

(Source: DataQuest)

¹ Source: Dataquest: (<https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?aggllevel=School&year=2023-24&cde=49709616052302&ro=y>)

² Source: Ed-Data (<https://www.ed-data.org/district/Sonoma/Twin-Hills-Union-Elementary>)



Twin Hills School

Twin Hills Charter Middle School

Charter Renewal 2025

Proposed Term: July 1, 2025 – June 30, 2032

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I. SCHOOL DESCRIPTION/FOUNDING GROUP

Twin Hills Charter Middle School (THCMS) serves students in grades six through eight in Sebastopol, West Sonoma County. The local economy includes agriculture, small manufacturing, retail, and technology-related industries. THCMS attracts families from outside the Twin Hills School District due to its reputation for offering a small, rigorous academic environment that is inclusive and supportive of diverse student needs.

Staffing currently includes certificated teachers, an administrator, classified staff, and a full-time counselor. All staff members focus on student progress, emphasizing academic rigor, high school preparation, and social-emotional wellness. THCMS offers a well-rounded elective program, including music, studio art, band, choir, Spanish, photography, yearbook, video editing, and culinary arts.

At Twin Hills Charter Middle School, we are committed to equity. We use data-driven decision-making to monitor the progress of all students, including English Learners (ELs) and students with special needs, ensuring equitable access to educational resources.

For the 2023-2024 academic year, Twin Hills Charter Middle School has demonstrated exceptional academic performance, as measured by statewide assessments. This is a testament to the high-quality education we provide. Parents actively participate in school activities such as the monthly Second Cup of Coffee with the principal and serving on the Parent Advisory Committee, playing a critical role in THCMS's success.

II. EDUCATIONAL PROGRAM

Mission Statement

Twin Hills Charter Middle School is committed to excellence. We provide students with a challenging academic environment in a supportive atmosphere. We aim to foster lifelong learning and prepare students to become responsible, positive societal contributors.

Vision Statement

Twin Hills Charter Middle School envisions a learning environment that:

- Ensures safety and order.
- Challenges and motivates students.
- It is staffed by highly qualified educators skilled in adolescent education.
- Respects individual differences and abilities.
- Encourages values of honesty, responsibility, perseverance, moral courage, and peaceful conflict resolution.
- Aligns with state standards.
- Promotes personal health, social-emotional wellness, and technological proficiency.

Charter Renewal Requirements

THCMS's charter will be renewed upon meeting at least one of the renewal criteria specified in California Education Code §47607, based on academic performance, financial management, and adherence to state and federal laws, including compliance with the Local Control and Accountability Plan (LCAP).

Target Student Population

THCMS serves students in grades 6-8, welcoming families from the broader community who seek a rigorous and supportive academic environment. THCMS is nonsectarian and will not discriminate based on race, ethnicity, gender, sexual orientation, or disability. THCMS supports a diverse population, including ELs and students with special needs, and provides equal access to high-quality education for all students.

Whom the School Attempts to Educate

Twin Hills Charter Middle School will serve children in grades sixth through eighth. THCMS will best serve families who seek an educational program based on values and principles described in our mission and vision statement and further delineated in the remainder of this charter.

Twin Hills Charter Middle School is nonsectarian in all aspects of its curriculum and its operations including admission policies and employment practices. THCMS shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, home language, or disability.

The students who attend THCMS come from a wide spectrum of socio-economic backgrounds. The school serves a relatively diverse student body. The California dashboard in 2024 indicates the student population to be 63.8% Caucasian, 23.7% Hispanic, 0.5% Black, 10.6% Mixed Race, with the remaining 1.5% composed of Asian, Native American, and Filipino. Approximately 26.6% of the students require Free and Reduced Lunch Program.

How Learning Best Occurs

Learning occurs best when:

- Students construct meaning through active engagement in learning experiences.
- Parents are actively involved in their children's education.
- Learning is relevant and challenging, and it actively engages students in problem-solving and critical thinking.
- Teachers hold high expectations for students and act as mentors.
- Instruction is differentiated to meet individual learning needs.
- Curriculum standards are clearly defined, and both formative and summative assessments are used to guide instruction.

What it Means to be an Educated Person Today and Tomorrow

Twin Hills Charter Middle School is committed to supporting the development of students who will achieve academic and personal habits and attitudes desired of an educated person in the 21st Century, a life long learner who has developed competence, self motivation, confidence, and responsibility.

An educated person today is:

- Demonstrates mastery of core subjects such as reading, writing, mathematics, science, and history.
- Thinks critically and solves problems effectively.
- Is proficient in the use of technology.
- Understands and respects cultural diversity.
- Possesses the skills necessary for personal responsibility and global citizenship.

Academic Performance and Annual Measurable

Goals Annual Goals

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. [California Ed Code]

Twin Hills Charter Middle School has established annual goals for all pupils and for each subgroup as specified in the Education Code cited above. Annual goals are established for three years and are located in the Local Control Accountability Plan (LCAP). As part of the LCAP process these goals and metrics will be reviewed annually.

Annual Goals (24-25 School Year) and Measurable Outcomes

Goal #1: Our aim is to empower each student with the tools for continual advancement and future triumphs. To achieve this, we commit to consistently refining and adapting our district curriculum to ensure it remains robust, in sync with Common Core State Standards, and conducive to 21st century learning.

● Annual Measurable Outcomes:

- Increase the percentage of students meeting or exceeding CAASPP standards annually.
- Fully implement Common Core standards in ELA, Math, and Science.
- Reclassify 50% of students identified as English Learners annually.
- Ensure 100% of teachers are highly qualified.
- Provide all students with access to standards-aligned materials and resources.

Goal #2: Twin Hills CMS, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness. We are committed to cultivating deep parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff.

● Annual Measurable Outcomes:

- Maintain suspension and expulsion rates within state target levels (suspension rate <2%, expulsion rate 0%).
- Increase parental involvement, with at least 80% of parents attending one or more school events annually.
- Achieve high satisfaction scores (80% or above) on the Healthy Kids Survey.
- Maintain clean and safe facilities, as measured by Facility Inspection Tool (FIT) surveys.

Curriculum

The School offers all students, sixth through eighth grade, a standards-based education providing the necessary foundations for a successful learning experience. The School's educational plan consists of a broad range of goals and objectives to meet the educational needs of all its students. These goals and objectives reflect the standards currently adopted by the State of California, as well as the State's curricular frameworks and current educational practices. The School will continue to provide a rigorous academic program along with a strong music and art program.

The School will provide a curriculum that will allow students the opportunity to:

- ☐ Demonstrate skills that meet their grade level standards
- ☐ Use technology to enhance the learning process
- ☐ Practice decision-making and problem solving skills
- ☐ Develop the ability to appreciate cultural diversity in the world
- ☐ Participate in and understand a variety of cultural events, literature, and arts
- ☐ Demonstrate their understanding of interdisciplinary concepts
- ☐ Learn to read and write in two languages
- ☐ Develop attitudes and foster habits that promote personal responsibility

Plan for Students that are High and Low Achieving

The School is dedicated to supporting the learner's development by respecting individual differences, by helping them learn to live and work cooperatively, and by promoting self-esteem. School educators will teach students to assess their learning styles, to recognize their strengths and weaknesses, and to use this information to empower themselves to become life long learners. The School will continue to provide services for the special needs of all students, based on the changing demographics of the community. The School will take advantage of innovative ideas and programs, which may include: English Language Development, Academic Intervention, Speech

and Language, enrichment, and cross-age tutoring. Appropriate Special Education Programs will be offered to assist in maintaining Twin Hills Charter Middle School's commitment to educating all students.

Plan for English Learners

THCMS offers English Language Development and primary language support in all academic areas to all English Language Learners. All teachers are trained and certified in CLAD or SDAIE.

Plan for Special Education

The School shall comply with state law, the ADA, Section 504, and the current state and federal laws, with regard to serving its individuals with exceptional needs. The School pledges to work together with the Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with disabilities. The School will comply with all applicable provisions of law and implementing regulations related to the rights of disabled students and their parents, and will adhere to the policies, procedures and requirements of the SELPA Local Plan for Special Education. These requirements include:

- ☐ Provide assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services
- ☐ Provide assurances of its knowledge and understanding of applicable special education laws
- ☐ Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment
- ☐ Follow all requirements of the SELPA Local Plan
- ☐ Utilize SELPA approved forms
- ☐ Provide transportation as indicated in the SELPA Local Plan
- ☐ Provide assurances that the School understands its sole legal and financial responsibility to provide appropriate services to eligible students and that the School shall not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement. Twin Hills Charter Middle School is a member of Twin Hills Union School District, which remains the LEA for Special Education Services and funding.

As an LEA, the Twin Hills Union School District shall:

- ☐ Participate in governance of the SELPA in the same manner as all other LEAs in the SELPA.
- ☐ Continue to participate in, and receive the benefits of reimbursement from all SELPA fiscal pools and participate in any chargebacks in the same manner as other members.
- ☐ Receive state and federal funding for special education in accordance with the SELPA Special Education Funding Allocation Plan.

- ❑ Be responsible for all costs incurred in the provision of special education services to students enrolled in the District, including Twin Hills School.
- ❑ Document that all state and federal special education funds apportioned to the District are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities.

POTENTIAL IMPROVEMENTS

To ensure continued growth and better serve our students, Twin Hills Charter Middle School acknowledges the need to provide more detailed information on how specific interventions for English Learners (ELs) and students with special needs are implemented and funded. This would ensure full compliance with special education law, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Special Education and 504 Accommodations

- Teacher Awareness and Training: As soon as each student's 504 Plan and Individualized Education Program (IEP) are finalized, all teachers are informed. The accommodations and modifications outlined in these documents are communicated to the teaching staff, ensuring that all students receive the necessary support.
- Placement and Monitoring: Students are placed in classrooms per their 504 Plans and IEPs. Regular monitoring is conducted to assess their academic progress and ensure that accommodations and supports are applied consistently and effectively. This includes ongoing collaboration between general education teachers, special education staff, and administrators.
- Interventions for English Learners (ELs): THCMS provides targeted interventions for EL students to support language acquisition and academic progress. These interventions may include English Language Development (ELD) classes, differentiated instruction, and regular monitoring of language proficiency and academic growth through assessments.

Funding and Compliance

- Special Education Funding: THCMS allocates funding for special education services in accordance with District and state guidelines. These funds support instructional aides, specialized materials, professional development, and other resources necessary to comply with state and federal laws and Section 504 requirements.
- Annual Reviews and Updates: To ensure continued compliance with state and federal laws, THCMS will review and update 504 Plans and IEPs annually, making adjustments as needed to serve the students best. This includes collaboration with parents, District specialists, and legal representatives when required.

By clearly documenting these processes, Twin Hills Charter Middle School can demonstrate its commitment to equity and legal compliance while ensuring that all students receive the support they need to succeed academically and socially.

III. MEASURABLE STUDENT OUTCOMES

Student outcomes are based on California Common Core Standards and will be assessed through CAASPP and other state-mandated testing systems. THCMS will also use progress reports, portfolios, and student projects to evaluate student learning. To ensure personalized and equitable support, special education students and English Learners will be assessed according to their Individualized Education Plans (IEPs) or English Language Development (ELD) plans.

"Pupil outcomes" means the extent to which all students of the School demonstrate that they have attained the skills, knowledge and attributes specified as goals in the School's educational program. Measurable pupil outcomes will be defined by Common Core State Standards for each grade level span as students develop the essential skills and understandings listed below:

Language

Students will be able to read, write, listen and speak using varied forms of expression. They will demonstrate comprehension skills and the ability to critically interpret these forms of expression. English Language learners will have the opportunity to acquire English and succeed in the regular classroom. All English only students will be given the opportunity to learn Spanish as a second language.

Mathematics

Students will demonstrate number sense, basic computation skills, logical reasoning, and problem solving skills. They will be able to apply concepts and processes, including those within arithmetic, algebra, geometry, and statistics.

Science

Students will understand and apply scientific principles and methodologies associated with the various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

History

Students will demonstrate skills necessary to be competent, compassionate citizens of the 21st century by learning about the history and geography of the world. This will include understanding key aspects of a variety of cultures, both past and present.

Thinking Skills

Students will be able to problem solve, analyze and apply the knowledge they acquire in the core subjects.

Technology Skills

Students will be proficient in a variety of technology applications including, but not limited to, word processing, database and spreadsheet, presentation tools, utilizing the Internet and in digital citizenship.

Fine Arts

Students will be able to demonstrate creative expression and appreciation in various forms of the arts.

Life Long Learning Skills

Students will develop skills that will enable them to pursue their passions and interests throughout their adult life. These will include: study skills, research skills, self and peer evaluation techniques, and the skills necessary to complete a project, critical and creative thinking.

Social/Interpersonal Skills

Students will demonstrate citizenship and leadership skills through school community service projects. Students will master techniques necessary for collaboration and cooperative work by successfully completing group projects and/or activities.

Physical Education

Students will develop endurance, strength, flexibility, and movement skills, and setting personal physical goals. Students will learn the specific rules and techniques of team and individual sports including, but not limited to: basketball, volleyball, soccer, golf, and football.

Methods of Measuring Student Outcomes

Knowledge of core subjects will be assessed using the state testing system: CAASPP, and/or other methods mandated by the State of California. In addition, a variety of ongoing authentic assessment tools will be used to determine a student's overall academic progress. These assessments and reporting tools may include, but are not limited to, the following:

- ☐ Regular review of work in progress
- ☐ Informal and formal student, parent, and teacher conferences
- ☐ School progress reports
- ☐ Portfolio of work accomplished
- ☐ Completed projects
- ☐ Unit assessments

Progress for students with exceptional needs and English language learners will be defined appropriately according to their Individualized Education Plans and/or English proficiency levels.

An annual report will be made to the Board of Trustees whereby test scores and other pertinent information will be shared demonstrating that the students within the School are meeting or pursuing the performance standards held by the District and the State of California.

IV. GOVERNANCE STRUCTURE

THCMS is governed by the Twin Hills Union School District's Governing Board. Our Parent Advisory Committee, composed of school staff and parents, and our Leadership Team, composed of staff, will facilitate communication between THCMS and the District's governing board. The principal manages the day-to-day operations while actively seeking input from parents and staff through surveys and discussion groups.

V. HUMAN RESOURCES

THCMS will maintain high standards for all personnel who work with students, which will be reflected in hiring practices, evaluations, and professional development. All teachers will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing in compliance with Education Code §47605(l) and the Every Student Succeeds Act.

Certificated Personnel

Certificated personnel will be the certificated bargaining unit members, covered by the Collective Bargaining Agreement between the Twin Hills Teachers Association and the Twin Hills Union School District. These employees will be subject to tenure, dismissal, and working conditions outlined in the Education Code and Government Code 3540. All current union representation and contracts will apply, including those for classified staff.

Certificated teachers will teach all classes and oversee student academic progress, including grading and enrollment decisions, following District policies. The District recognizes the Twin Hills Teachers Association (THTA) as the exclusive representative of the certificated staff. Successor agreements will be negotiated as per the Education Employment Relations Act.

Employee Rights

As District employees, employees choosing to work at THCMS will maintain all rights, including pay, benefits, and employment status. THCMS will continue to employ current certificated and classified staff, subject to enrollment and funding.

STRS, PERS, and Social Security

All employees will participate in STRS, PERS, or Social Security, with appropriate contributions from both employees and the District as per Twin Hills Union School District's Board of Trustees' policies.

The District shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Education Employment Relations Act, and recognizes that no employee can be forced to work for a charter entity.

Existing employee bargaining units, agreements, contracts and policies relating to District personnel will continue to be in effect. Prior to hiring, all new employees will be informed of the Charter status of the School. If the Charter is revoked or otherwise rescinded, all employees will revert to their status as employees of the Twin Hills Union School District.

Health and Safety Standards

THCMS will comply with state laws and District policies, including fingerprinting employees, student and staff immunizations, disaster response, prevention of blood-borne pathogens, drug administration, and maintaining a drug-, alcohol-, and tobacco-free workplace.

The School will continue to adhere to the existing state laws as well as current board policy when implementing its comprehensive set of health and safety policies. These policies at a minimum will address the following topics:

- Fingerprinting and criminal record summary of employees pursuant to Education Code Section 44237
- Policies for students and staff relating to documenting immunizations
- Policies for examination of faculty and staff for tuberculosis
- Policies for screening the health of students
- Policies and procedures for response to natural disasters and emergencies
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- Policies related to the maintenance of a drug, alcohol, and tobacco-free workplace

All information related to the above referenced policies will be included in the parent/student and employee handbooks and will be reviewed on an ongoing basis, as determined by District Governing Board policies. The School shall also develop a school safety plan in accordance with Education Code section 32282(a)(2)(A)-(J).

Dispute Resolution Process

The School agrees to resolve all disputes regarding this charter in accordance with the District adopted policies, State Board of Education guidelines and the Education Code. The intent of these policies is to:

- Resolve disputes within the School pursuant to the District's policies
- Minimize the oversight burden of the State Board of Education
- Ensure a fair and timely resolution to disputes

Parents, students, board members, volunteers, and staff at the School will be provided a copy of THCMS /District policies and the dispute resolution process, and will agree to work within them.

Any disputes between THCMS and District shall attempt to be resolved first by an informal meeting with the Principal and/or designee. Should the parties fail to resolve the dispute after the informal meeting and following the District dispute resolution process; the parties will arrive at a mutually agreeable dispute resolution process on a case-by-case basis which may include mediation and/or arbitration. THCMS recognizes that this procedure shall not pre-empt the procedures set forth in Education Code section 47607 for any disputes that potentially constitute grounds for revocation.

The School's cost of dispute resolution would be funded by the District. The District agrees to work to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education.

VI. ADMISSION, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

THCMS will admit students regardless of race, ethnicity, gender, disability, or sexual orientation. If applications exceed capacity, THCMS will conduct a random lottery for admissions, giving preference to students residing within the Twin Hills Union School District.

Admission Preference Groups:

1. Students residing in boundaries of Twin Hills Union School District
2. Children of Twin Hills Union School District employees
3. Siblings of students currently enrolled in THCMS
4. Out-of-District students currently enrolled in fifth grade at Apple Blossom Elementary School

Priority Criteria for Lottery:

THCMS will prioritize enrollment in THCMS based on the admissions preferences above as follows: All applications from Group 1 will be admitted, then Group 2, then Group 3, then Group 4, and then any applications without any priorities, until THCMS meets enrollment capacity.

THCMS will comply with California Education Code 47605(e)(4)(A)-(E), and shall not:

- Discourage a pupil from enrolling or seeking to enroll in THCMS for any reason, including, but not limited to, academic performance, or for any protected characteristics.
- Request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to THCMS before enrollment.
- Encourage a pupil currently attending THCMS to disenroll from THCMS or transfer to another school for any reason, including, but not limited to, academic performance, or for any protected characteristics.

THCMS shall post the notice developed by the California Department of Education of the requirements of this section as required by California Education Code 47605(e)(4)(D).

Students must satisfy all state and locally required immunizations or approved medical exemption to be enrolled in THCMS.

THCMS will comply with California Education Code §48900 regarding suspension and expulsion policies, ensuring due process for all students. Such policies shall include due process in accordance with Education Code Section 48915. All policies shall conform with state and federal laws. THCMS shall comply with the requirements of Education Code section 47605(c)(5)(J)(i)-(v) with respect to the expulsion, involuntary removal, or suspension of 10 days or more of any student.

Students must satisfy all state and locally required immunizations or approved medical exemption to be enrolled in THCMS.

The Board of the District shall maintain policies and procedures further detailing the admission process.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

THCMS will adhere to the fiscal policies set forth by the Twin Hills Union School District, ensuring compliance with all state and federal reporting requirements, and shall participate in the Board's annual audit of fiscal and programmatic operations. The District will provide essential payroll, insurance, custodial, and maintenance services. THCMS will participate in the District's annual audit and report budget expenditures aligned with the Local Control Funding Formula (LCFF) and LCAP to ensure transparency and accountability.

The District and School shall resolve any audit exceptions and/or deficiencies in accordance with District policies and procedures.

The School will also comply with District Board Policies and provide an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Section II from assessment instruments and techniques listed in Section III.
- Data on the level of parent involvement in the District's governance (and other aspects of THCMS, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working in the School and their qualifications.

Facilities

The School will continue to operate at 1685 Watertrough Road, Sebastopol, California. The School will utilize the classrooms, multipurpose facility, library, gym, offices, and storage facilities located at the above address.

Transportation

The School will continue to participate in the District transportation program.

Closure

In the event the charter is revoked, non-renewed, or rescinded, the School will resume its operations as a non-charter school of the Twin Hills Union School District in accordance with all applicable laws. The District will document any action to rescind the charter and notify the California Department of Education, the State Superintendent of Public Instruction, and the County Superintendent of Schools, and all other required parties. The District will notify parents of the loss of the charter and inform them as soon as possible as to any changes that may occur in daily operation, policies or procedures as a result of the loss. All assets of the School gained while a charter school shall remain the property of the District.

Oversight, Reporting, Revocation, and Renewal

According to Education Code Section 47607 the charter may be revoked if the District determines that the Charter School:

- ☐ Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
- ☐ Failed to meet or pursue any of the pupil outcomes identified in the charter
- ☐ Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- ☐ Violated any provision of law

The School agrees to work to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education. Annual fiscal and programmatic audits and annual performance reports will be submitted to the District's governing board in a timely manner, as well as to the State Board of Education and the State Superintendent of Public Instruction, if required. General staff input to the preparation of the annual report will be integral to its completion.

The School will submit its renewal request of its charter petition in sufficient time to allow the District staff to cooperatively resolve any issues that may be identified.

VIII. SCHOOL MANAGEMENT

The School will not be contracting with an Education Management Organization.

IX. IMPACT ON THE CHARTER AUTHORIZER

The District, as the authorizing agency, will provide fiscal and personnel services for the Charter. The District will continue to provide payroll services and liability insurance along with other insurances needed to support the School. The District will also provide the custodial and maintenance services for the School. Scheduling of repairs and building projects will be coordinated by the District office staff and the Superintendent. THCMS budget and the purchasing of materials will be developed and implemented by the District business manager and District staff.

ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter of Twin Hills Charter Middle School to be located at 1685 Water Trough Road, Sebastopol is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further understand that if awarded a charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref California Education Code §47605(d)(1)]*
2. Will not be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.) *[Ref California Education Code §47605(c)(6)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref California Education Code §47605(e)(1)]*
4. Will not charge tuition. *[Ref California Education Code §47605(e)(1)]*
5. Will admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref California Education Code §47605(e)(2)(B)]*
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref California Education Code §47605(e)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref California Education Code §47605(l)]*

10. Will at all times maintain all necessary and appropriate insurance coverage through the District.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Shawna Whitestone
Authorized Representative's Signature

Date:

03/06/2025

Twin Hills Charter Middle School

Safety Plan for the Public

Introduction

Our middle school is committed to ensuring a safe and welcoming environment for all students, staff, and visitors. Our safety plan follows California state guidelines and is updated regularly to address the needs of our school community. We aim to foster an environment where students can focus on learning, free from safety concerns.

1. Emergency Procedures

In the event of an emergency, we have clear procedures to ensure the safety of all students and staff. We practice regular drills to prepare for situations such as:

- **Earthquakes:** Following the “Drop, Cover, and Hold On” protocol, students are taught to protect themselves and move to safe areas.
- **Fire:** Evacuation routes are posted in every classroom, and we conduct routine evacuation drills to ensure familiarity.
- **Secure the Campus and Lockdown:** In case of a threat on or near campus, our secure the campus and lockdown procedures aim to secure students and staff in safe areas within the school building.

2. Communication Protocols

We prioritize timely communication during emergencies:

- **School Messaging System:** Parents and guardians will receive real-time updates via our school’s messaging system. Ensure your contact information is up to date.
- **Designated Communication Channels:** We will use the school website, social media, and local news channels to keep families informed during extended emergencies.
- **Cell phones and mobile radios:** Cell phones and mobile radios will be used by trained staff to communicate were there to be no power on campus.

3. Student Behavior and Bullying Prevention

We work proactively to maintain a positive and inclusive school culture:

- **Code of Conduct:** We expect all students to treat each other with respect and kindness. Our handbook outlines behaviors that promote a safe and supportive school environment.
- **Bullying Prevention:** Our school employs programs and counseling to address and prevent bullying. Students are encouraged to report any instances of bullying to a trusted staff member or use the anonymous reporting app StopIt.
- **Counseling and Support:** We offer counseling services to help students cope with challenges and to provide conflict resolution support when needed.

4. Campus Access and Visitor Policy

Our campus access policies help control who enters and leaves the school grounds:

- **Check-In Procedures:** All visitors, including parents and guardians, must check in at the front office and wear a visitor badge while on campus.
- **Restricted Access Areas:** Certain areas of the school, such as staff-only sections, remain off-limits to visitors during school hours.

5. Health and Wellness

The health and well-being of our students are top priorities:

- **Medical Preparedness:** The school is equipped with first aid supplies and emergency medical equipment, including AEDs, in case of emergencies.
- **Mental Health Support:** Our counselors provide mental health support, and we have partnerships with local organizations to offer additional resources.
- **Infectious Disease Response:** We follow state health guidelines to prevent the spread of infectious diseases. Measures include regular sanitation and hygiene education.

6. Parental and Community Involvement

We believe that a strong partnership with families and the community enhances safety:

- **Volunteer Opportunities:** Parents and guardians are welcome to volunteer for approved events and activities.
- **Safety Committee:** Our Parent Advisory Committee includes staff and parents who meet regularly to review and improve the school environment and safety protocols.

7. Continuous Improvement and Annual Review

Our safety plan undergoes an annual review to incorporate feedback, updates to state guidelines, and evolving best practices. Parents are welcome to provide input and participate in safety meetings.

For More Information

If you would like to learn more about our school safety procedures or have questions, please contact the school office.

Local Control and Accountability Plan 2024-25

Including:

- * 2024-25 LCFF Budget Overview for Parents**
- * 2023-24 LCAP Annual Update**
- * Local Performance Indicator Self-Reflection**

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



LCFF Budget Overview for Parents

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

CDS Code: 49709616052302

School Year: 2024-25

LEA contact information:

Shawna Whitiestine

Principal

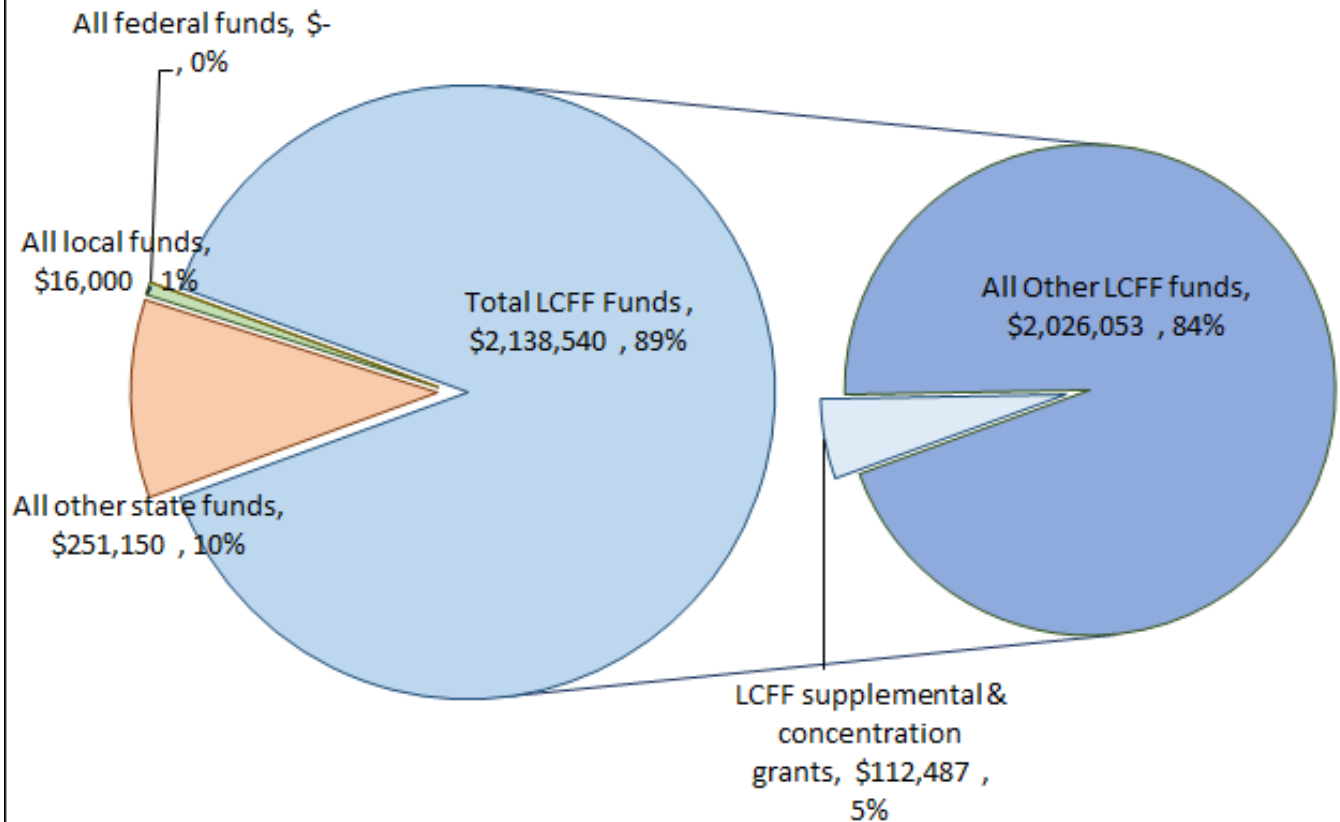
swhitestine@twinhillsusd.org

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 2024-25 School Year

Projected Revenue by Fund Source

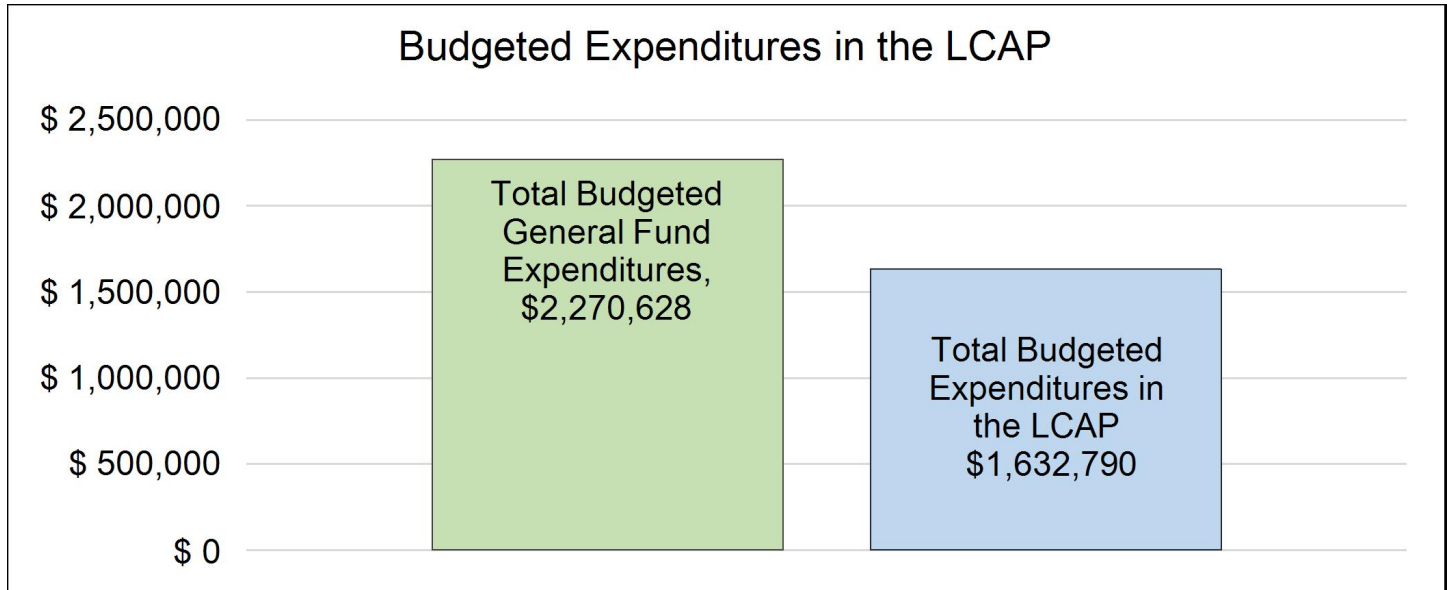


This chart shows the total general purpose revenue Twin Hills Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Charter Middle School is \$2,405,690, of which \$2,138,540 is Local Control Funding Formula (LCFF), \$251,150 is other state funds, \$16,000 is local funds, and \$0 is federal funds. Of the \$2,138,540 in LCFF Funds, \$112,487 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Hills Charter Middle School plans to spend \$2,270,628 for the 2024-25 school year. Of that amount, \$1,632,790 is tied to actions/services in the LCAP and \$637,838 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

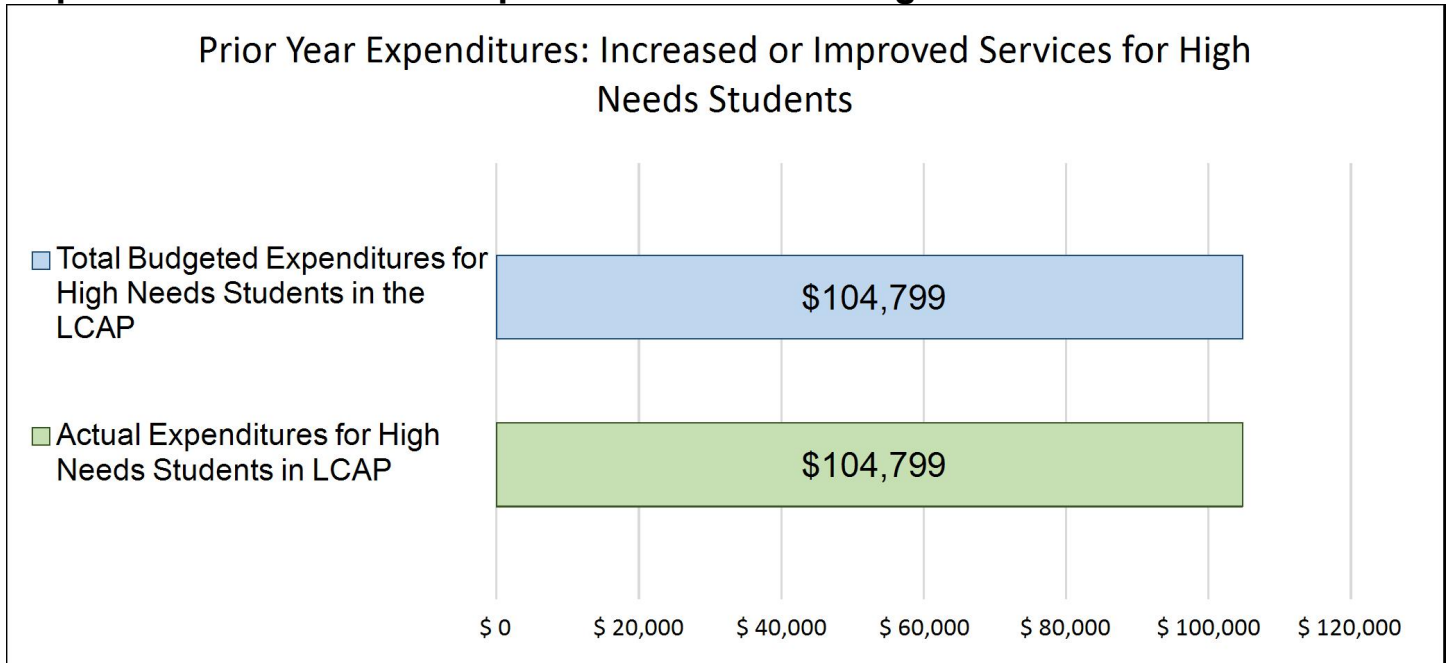
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Twin Hills Charter Middle School is projecting it will receive \$112,487 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 \$112,487 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 2023-24



This chart compares what Twin Hills Charter Middle School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2023-24, Twin Hills Charter Middle School's LCAP budgeted \$104,799 for planned actions to increase or improve services for high needs students. Twin Hills Charter Middle School actually spent \$104,799 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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 0.5 points below standard in 2019.	No CAASPP Assessment in 20-21 school year to compare;	CAASPP Assessment in 2022 shows that THCMS remains at 38% above standard. Math is now 4 points below standard.	2023 CAASPP Assessment shows that 73.7% of THCMS students are proficient or above in ELA; 57.4% are proficient or above in Math.	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.	Remained 100% fully implemented		Remain 100% fully implemented	Maintain 100% ELA/ELD, Math, and NGSS fully implemented.
ELPAC/Redesignation	Establish ELPAC Baseline	ELPAC scores were maintained during distance learning in 20-21 school year.		ELPAC Scores were maintained and zero students were reclassified.	Once established, increase baseline by 5%.
# of Highly Qualified Teachers	100% Highly Qualified Teachers appropriately assigned.	100% highly qualified teachers		100% highly qualified teachers	Maintain 100% highly qualified and appropriately assigned teachers.
Standards Aligned Instructional	100% of students will have access to	100% of students will have access to		100% of students will have access to	Maintain 100% of students have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials/Inventory, teacher survey	standards aligned instructional materials.	standards aligned instructional materials.		standards aligned instructional materials.	to standards aligned instructional materials.
Physical Fitness Testing	85% on average test in healthy fitness zone in 2019.	No Physical Fitness Testing Assessment in 20-21 school year to compare	85% on average test in healthy fitness zone in 2022.	Only participation percentages were shared in 2023. We had 100% participation in 3 of the 5 tests. 98% in the other 2 testing categories.	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.	100% of students have access to a broad course of study.		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	0% Dropout Rate		0% Dropout Rate	Maintain 0% dropout rate.

Goal Analysis

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.

Per the 22-23 SBAC scores, the LEA continued to be successful implementing state standards and providing intervention to those who needed it.

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

Professional development includes stipend for teachers that do training outside of school days/hours and consultants that provide professional development and less than expected was spent. Instructional materials was over estimated as now instruction comes as software. Intervention classes shows the full amount for the cost, not just the UPC cost. All other differences are immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions were completed and successful. One area for growth is to increase the number of ELD students Reclassified.

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.

Due to continued academic success, increase were made to number of students at or above proficiency in ELA and Math.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey	75% feel connected to school 81% of parents feel like their child is safe from violence at school.	According to 21-22 Youth Truth Survey: 57% feel connected to school. 81% of parents who completed the survey feel connected to the school.	According to 22-23 Youth Truth Survey: 51% of students feel connected to school. 85% of parents feel like their child is safe from violence at school.	Youth truth Survey is not released yet.	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 80% believe students are safe and connected to school.
Suspension/Expulsion Rate	Suspension Rate 1.4% Expulsion Rate = 0	During the 20-21 school year there was less than 1% suspension rate and 0% expulsion rate	5% suspension rate during the 21-22 school year and 0% expulsion rate		Return to suspension rate below 2% and maintain 0% expulsion rate.
Parent Involvement/parent survey	75% of parents attend school activities and events as measured on parent survey.	Due to COVID restrictions, parents were not permitted on campus for the majority of the school year.	61% of parents feel connected and empowered to make decisions regarding their child's school	Survey provided in February 2024 shows that 90% of parents agree that THCMS provides a high quality education and	Increase to 80%, number of parents who participate and are involved in school activities as reported on parent survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Attendance increased at Back to School Night, Showcase, and other school events	prepares their child for high school. The same survey shows that 80% of parents believe that THCMS encourages parent involvement.	
FIT Rating	FIT Rating Good	FIT Rating Good		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%	Data from 21-22 School Year: 94% daily attendance rate Less than 1% Chronic Truancy	Data from 22-23 School Year: 93% Daily Attendance Rate 23% Chronis Truancy		Increase 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.	No promotion criteria was established to due to unknown levels of learning loss during distance learning.	No promotion criteria was established to due to unknown levels of learning loss during distance learning.	Promotion criteria was reinstated in 2022-2023. 99% of students met promotion criteria.	Reinstate promotion expectations and maintain 100% meeting expectations.
Drop Out Rate	0% Drop out rate	0% Drop out rate	0% Drop out rate	0% Drop out rate	Maintain 0% dropout rate.

Goal Analysis

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.

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

Differences are immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP 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.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and 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 [2024-25]

General Information

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

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 our 6-8 grade students. Twin Hills Charter Middle School is focused on ensuring that all students are prepared for college, career, and life. About 60% of students reside outside of the district boundaries and travel from nearby communities. Twin Hills serves 200+ students. Generally about 28% of students are socioeconomically disadvantaged, less than 7% are English Learners, and 13% students with disabilities. Demographics: White 65%; Hispanic 22%; Multiple 10%. Others are below 3%. The rigorous and engaging academic program is enhanced by an abundance of elective offerings including choir, band, art, photography, culinary arts, video production, and Spanish.. 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

This annual performance review for Twin Hills Charter Middle School is based on a comprehensive analysis of the California School Dashboard (Dashboard) and local data. The review highlights our academic achievements, enrollment trends, and recognition received, alongside reflections on areas for continued growth and development.

Academic Performance:

State Test Scores: Twin Hills Charter Middle School has shown a consistent increase in state test scores across all subjects. The gains in English Language Arts (ELA) and Mathematics are a result of targeted instructional strategies, intervention programs, and extensive professional development for our teachers.

Key Performance Metrics:

ELA Proficiency: Increased by 3% from the previous year.

Math Proficiency: Increased by 7% from the previous year.

Award and Recognition: In 2024, Twin Hills Charter Middle School was awarded the Distinguished School Award. This accolade recognizes our exceptional student performance and efforts in narrowing achievement gaps. Contributing factors include innovative teaching practices, a focus on mental health support, a caring and encouraging school environment, and strong partnerships with our community.

Stable Enrollment: Despite a general trend of declining enrollments in nearby schools, Twin Hills Charter Middle School has maintained stable enrollment numbers. This reflects the school's strong reputation for academic excellence, a safe and inclusive environment, and diverse extracurricular offerings. The school continues to attract families from within and outside the district, highlighting the trust and confidence our community places in us.

Goals and Strategies:

Enhancing Academic Achievement: Continue refining data-driven instructional practices based on Dashboard insights. Expand school intervention and enrichment programs to support student learning. Provide ongoing professional development focused on differentiated instruction and culturally responsive teaching.

Supporting Student Well-being: Strengthen social-emotional learning (SEL) programs to support student mental health and well-being. Increase access to counseling services and peer support groups. Foster a positive school culture through initiatives promoting respect, responsibility, and resilience.

Engaging Families and Community: Enhance communication with parents and guardians through regular updates and involvement opportunities. Develop partnerships with local organizations and businesses to provide additional resources and learning opportunities. Organize community events that celebrate diversity and foster school spirit.

The reflection on our performance, based on the California School Dashboard and local data, underscores Twin Hills Charter Middle School's commitment to high-quality education and a supportive community environment. The rise in state test scores, the distinguished school award, and stable enrollment amidst broader declines highlight our dedicated staff, engaged students, and supportive families. We will continue to build on this foundation of success, striving for continuous improvement and excellence in all areas.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The primary objective of the technical assistance provided to THCMS is to enhance the evaluation of effective strategies and programs, and make necessary adjustments to improve student achievement.

Scope:

The assistance encompasses various aspects, including teacher support, instructional materials, facilities, academic standards implementation, parent and family engagement, school climate, and access to a broad course of study.

Key Activities

Assessments and Analysis: Analyzed data from assessment results and local climate surveys to understand the school's environment and student needs.

Capacity Building: Provided professional development and training sessions for teachers to improve instructional practices.

Implementation: Supported the implementation of high-quality instructional materials and academic standards. Enhanced parent and family engagement programs to foster a supportive learning environment.

Stakeholders Involved: THCMS teachers, students, and parents;

Partners: District education authorities, external education consultants, and community organizations.

Progress and Milestones

Completed Tasks: Met standards for teachers, instructional materials, and facilities. Successfully implemented academic standards and improved parent and family engagement initiatives.

Ongoing Work: Continuous monitoring and evaluation of implemented strategies and programs. Regular updates and refinements based on feedback and data analysis.

The ongoing technical assistance provided to Twin Hills Charter Middle School has been instrumental in addressing critical issues, enhancing educational quality, and ultimately increasing student achievement. The collaborative efforts and strategic interventions have laid a strong foundation for continuous improvement and long-term success.

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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

Parent Survey and Parent Meeting Input - Collaborative discussions with parents were held informally at monthly Second Cup of Coffee Meetings and formally every quarter at Parent Advisory Committee meetings. Information from school wide 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 outside of the school day to struggling learners. Another concern is a lack of communication in a timely manner about curriculum being taught and ways to provide support from home. ELAC parents were very positive about the academic opportunities for their children. Parents would like to have Spanish and Arts continue.

Review of Data - 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. Continued counseling services provided by a school counselor and implementation of Advisory Program and social-emotional curriculum will be beneficial.

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

Teachers provided input into areas of support needed for overall students and specific students.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Our aim is to empower each student with the tools for continual advancement and future triumphs. To achieve this, we commit to consistently refining and adapting our district curriculum to ensure it remains robust, in sync with Common Core State Standards, and conducive to 21st-century learning objectives.	Focus Goal

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

<p>To enhance the quality of education, we are taking a comprehensive approach to recalibrating classroom instruction, guided by California Dashboard data and local indicators. Feedback from our stakeholders is integral to this process, ensuring that the voices of our community are heard and valued. Twin Hills Charter Middle School emphasizes a focus on best first instruction, aiming to deliver the most effective teaching strategies from the outset. By integrating overview and direct data, we can obtain a multi-faceted understanding of our students' needs, allowing us to tailor our instructional methods more precisely and effectively.</p> <p>This goal was developed based on data from the Dashboard released in 2023, local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students, with specific actions to support UPC students. Teachers will benefit from continued professional development in student engagement strategies and using data to inform lesson planning, which will support all students.</p> <p>We will continue to implement Common Core aligned ELA, Math, and NGSS curriculum materials that have all been adopted in recent years. The adopted materials' assessments and benchmarks will be used to evaluate student learning and guide teacher planning within grade-level teams. Additionally, we have increased academic support options during the school day to further assist students.</p> <p>By taking these steps, we aim to create an equitable and effective learning environment that fosters the academic success of every student.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP	In 2023, ELA 44.4 points above standard and Math 11.6 points above standard.			CAASPP in 2026-2027 school year 60 points above standard in ELA and 20 points above standard in math.	
1.2	Chronic Absenteeism	Over 20% chronic absenteeism rate in 2023.			Chronic Absenteeism for the 2026-27 School Year- 10%	
1.3	ELD Supports	Increase ELPAC scores and Redesignation rates; 9 qualified students ELD in 2024.			Drop 10% from beginning of each year to the end of that school year.	
1.4	Course Access, class schedules, teacher survey, parent survey	100% of students have access to a broad course of study.			100% of students have access to a broad course of study.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers in all classrooms	1.1 Highly Qualified teachers in all classrooms	\$970,915.00	No
1.2	Provide Academic Support Programs	1.2 Support Programs include: Academic Support, Math Intervention, and Study Hall. All classes provided during the school day- See 1.9.	\$0.00	Yes
1.3	Special Education Services	1.3 Provide intervention services for students with disabilities and other students not meeting standards. 1.2 special education teachers with 1 full time assistant and 3 additional part time assistants. Amount shown is part of the overall contribution for special education estimated at over \$200,000.	\$42,853.00	Yes
1.4	Collaborative Team Planning Time	1.4 Grade Level and department collaborative planning	\$5,845.00	No
1.5	Professional Development to support Curriculum Planning and Student Engagement	1.5 Regular opportunity to grow and adapt professionally both within departments and as a team	\$225,531.00	No
1.6	Technology to Support Learning	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.	\$5,660.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Standards Aligned Instructional Materials	1.7 Continue to provide standards aligned instructional materials in all academic classrooms	\$18,200.00	No
1.8	Standards aligned Instructional Materials	1.8 Provide standards aligned instructional materials with ELD support included	\$36,990.00	No
1.9	Intervention classes for extra support in ELA and Math	1.9 Continue to provide intervention programs for students below proficient in reading and math. Intervention classes provided by teachers. Actual cost \$77,110, amount showing is amount contributing to UPC, amount paid with Base LCFF funds is not included.	\$42,555.00	Yes
1.10	Increased Counselor Time and Advisory Program	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
1.11	1.11 Increased Counselor Time and Advisory Program	1.11 0.8% Counselor. Actual cost for counselor \$54,158 (.50FTE), 50% paid by LCFF funds. The amount paid using Supplemental Funds is shown. The balance paid using Base LCFF funds is not shown.	\$27,079.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Twin Hills Charter Middle School, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness. We are committed to cultivating deep parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff. Our goal is to ensure institutional responsiveness to the cultural and linguistic needs of our students and their families. We aim to move beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.	

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

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 will continue for restorative resources and continued implementation of Advisory program. Continued partnership with the school counselor and use of the StopIt app for ongoing support and reporting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Survey	72% enjoy school 96% of parents feel like their child is safe from violence at school.			80% enjoy school 98% of parents feel like their child is safe from violence at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Suspension/Expulsion Rate	2023: Suspension Rate 2.9% Expulsion Rate = 0			Less than 2% suspension rate	
2.3	Parent Involvement/parent survey	75% of parents attend school activities and events as measured on parent survey.			80% of parents attending one or more school events	
2.4	Promotion Statistics	Rate of student completion of 8th grade with no more than 5% not meeting all promotion criteria.			Less than 3% not meeting promotion criteria	
2.5	Drop Out Rate	0% Drop out rate			0% Drop out rate	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe School Enviornment.	2.1 Continue to provide a safe school environment with existing character building and support programs such as reward activities, teacher mentoring of students and safe schools programs.		No
2.2	Monitor students attendance.	2.2 Monitor student attendance and complete SARB process as needed.	\$1,600.00	No
2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	2.3 Continue parent and community volunteer program, outreach, and education, ELAC, Education activities, Site Council.	\$15,400.00	No
2.4	Custodial Services	2.4 Provide Custodial Services	\$185,524.00	No
2.5	Campus Supervision	2.5 Provide Campus Supervision	\$54,638.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$112,487	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.552%	0.000%	\$0.00	5.552%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Provide Academic Support Programs Need: Scope: LEA-wide Schoolwide	See Goal 1	Achievement scores and student success for students with IEPs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Special Education Services Need: See description for Action 1.3 Scope: LEA-wide Schoolwide	See Goal 3	Enrollment in these programs
1.9	Action: Intervention classes for extra support in ELA and Math Need: See description for Action 1.9 Scope: LEA-wide Schoolwide	See Goal 2	Staff, student, and family surveys
1.10	Action: Increased Counselor Time and Advisory Program Need: See description for Action 1.10 Scope: LEA-wide Schoolwide	See description for Action in 1.10	See Goal 1 Metrics
1.11	Action:	See description for Action 1.11	See Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>1.11 Increased Counselor Time and Advisory Program</p> <p>Need: See description for Action 1.11</p> <p>Scope: LEA-wide Schoolwide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Provide Academic Support Programs</p> <p>Need: See description for Action 1.2</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	See description for Action 1.2	See Goal 1 Metrics
1.3	<p>Action: Special Education Services</p> <p>Need: See description for Action 1.3</p> <p>Scope:</p>	See description for Action 1.3	See Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.9	Action: Intervention classes for extra support in ELA and Math Need: See description for Action 1.9 Scope: Limited to Unduplicated Student Group(s)	See description for Action 1.9	See Goal 1 Metrics
1.10	Action: Increased Counselor Time and Advisory Program Need: See description for Action 1.10 Scope: Limited to Unduplicated Student Group(s)	See description for Action 1.10	See Goal 1 Metrics
1.11	Action: 1.11 Increased Counselor Time and Advisory Program Need: See description for Action 1.11 Scope: Limited to Unduplicated Student Group(s)	See description for Action 1.11	See Goal 1 Metrics

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

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 .50 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 27.8 percent of enrollment of unduplicated pupils.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,026,053	112,487	5.552%	0.000%	5.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,561,640.00	\$71,150.00	\$0.00	\$0.00	\$1,632,790.00	\$1,517,600.00	\$115,190.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers in all classrooms	All	No					\$970,915.00	\$0.00	\$970,915.00				\$970,915.00	
1	1.2	Provide Academic Support Programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
1	1.3	Special Education Services	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$42,853.00	\$0.00	\$42,853.00				\$42,853.00	
1	1.4	Collaborative Team Planning Time	All	No					\$5,845.00	\$0.00	\$5,845.00				\$5,845.00	
1	1.5	Professional Development to support Curriculum Planning and Student Engagement	All	No					\$221,031.00	\$4,500.00	\$221,031.00	\$4,500.00			\$225,531.00	
1	1.6	Technology to Support Learning	All	No					\$3,660.00	\$2,000.00		\$5,660.00			\$5,660.00	
1	1.7	Standards Aligned Instructional Materials	All	No					\$0.00	\$18,200.00	\$2,000.00	\$16,200.00			\$18,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Standards aligned Instructional Materials	All	No					\$0.00	\$36,990.00	\$3,200.00	\$33,790.00			\$36,990.00	
1	1.9	Intervention classes for extra support in ELA and Math	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Undupli- cated Student Group(s)	English Learners Foster Youth Low Income			\$34,555.00	\$8,000.00	\$42,555.00				\$42,555.00	
1	1.10	Increased Counselor Time and Advisory Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Undupli- cated Student Group(s)	English Learners Foster Youth Low Income										
1	1.11	1.11 Increased Counselor Time and Advisory Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Undupli- cated Student Group(s)	English Learners Foster Youth Low Income			\$27,079.00	\$0.00	\$27,079.00				\$27,079.00	
2	2.1	Safe School Enviornment.	All	No												
2	2.2	Monitor students attendance.	All	No					\$0.00	\$1,600.00	\$1,600.00				\$1,600.00	
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	All	No					\$0.00	\$15,400.00	\$4,400.00	\$11,000.00			\$15,400.00	
2	2.4	Custodial Services	All	No					\$157,024.00	\$28,500.00	\$185,524.00				\$185,524.00	
2	2.5	Campus Supervision	All	No					\$54,638.00	\$0.00	\$54,638.00				\$54,638.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,026,053	112,487	5.552%	0.000%	5.552%	\$112,487.00	0.000%	5.552 %	Total:	\$112,487.00
								LEA-wide Total:	\$112,487.00
								Limited Total:	\$112,487.00
								Schoolwide Total:	\$112,487.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Provide Academic Support Programs	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$0.00	
1	1.3	Special Education Services	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$42,853.00	
1	1.9	Intervention classes for extra support in ELA and Math	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$42,555.00	
1	1.10	Increased Counselor Time and Advisory Program	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	1.11 Increased Counselor Time and Advisory Program	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$27,079.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,879,999.00	\$1,819,098.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers in all classrooms.	No	\$1,192,491.00	\$1,168,000
1	1.2	Provide Academic Support Programs	Yes	\$0.00	\$0.00
1	1.3	Special Education Services	No Yes		
1	1.4	Collaborative Team Planning Time	No	\$7,308.00	\$0
1	1.5	Elective Courses	No	\$230,622.00	\$229,115.00
1	1.6	Professional Development to support Curriculum Planning and Student Engagement	No	\$15,961.00	\$3,200.00
1	1.7	Technology to Support Learning	No	\$13,000.00	\$18,470.00
1	1.8	Standards Aligned Instructional Materials	No	\$51,168.00	\$11,055.00
1	1.9	Intervention Classes for Extra Support in ELA and Math	Yes	\$71,523.00	\$105,063.00
1	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Increased Counselor Time and Advisory Program	Yes	\$52,180.00	\$52,180.00
2	2.1	Safe School Enviornment.	No		
2	2.2	Monitor students attendance.	No	\$1,500.00	\$1,532.00
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	No	\$15,005.00	\$13,708.00
2	2.4	Custodial Services	No	\$174,806.00	\$165,274.00
2	2.5	Campus Supervision	No	\$54,435.00	\$51,501.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$104,799	\$104,799.00	\$104,799.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Provide Academic Support Programs	Yes	\$0.00	\$0.00		
1	1.3	Special Education Services	Yes				
1	1.9	Intervention Classes for Extra Support in ELA and Math	Yes	\$61,538.00	\$52,619.00		
1	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	Yes				
1	1.11	Increased Counselor Time and Advisory Program	Yes	\$43,261.00	\$52,180.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,004,579	\$104,799	0	5.228%	\$104,799.00	0.000%	5.228%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	12	12	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

State assessment, benchmark assessment, and local informal and formal assessments are all used to monitor implementation of state academic standards. These were chosen based on alignment and positive growth examples.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

According to the Youth Truth and local LCAP surveys, our families and teachers feel there is opportunity for communication between staff and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

According to the Youth Truth and local LCAP surveys, the LEA would like to increase response time and open alternative avenues of communication.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

According to the Youth Truth and local LCAP surveys, the LEA will continue to work with the ELD assistant and community lason to identify best avenues to develop engagement. This will grow from an active ELAC program.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	3
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA continues to build partnerships with families to increase student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will continue to provide various avenues to build partnerships.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will continue to discuss and implement various avenues to build partnerships with underrepresented families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA currently offers multiple opportunities for families to provide input in school decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will need to continue to build the ELAC program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will continue to communicate with underrepresented families to gather data to inform best practices and partnerships.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

According to the Youth Truth and local LCAP surveys the LEA students feel safe at school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

According to the Youth Truth and local LCAP surveys many students would like the LEA to provide more relevant and hands on learning which was seen through the engagement data in both surveys.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Professional development in rigorous and engagement practices will be implemented to provide different learning avenues for all students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA continues to provide a broad course of study to 100% of the population. This is evident on academic, physical, intervention, and enrichment classes.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students in LEA have access to above emtnioned courases.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

None

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

N/A

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the					

Coordinating Instruction	1	2	3	4	5
coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					