LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Rivers Unified School District - Creative Connections Arts Academy

CDS Code: 34765050108795

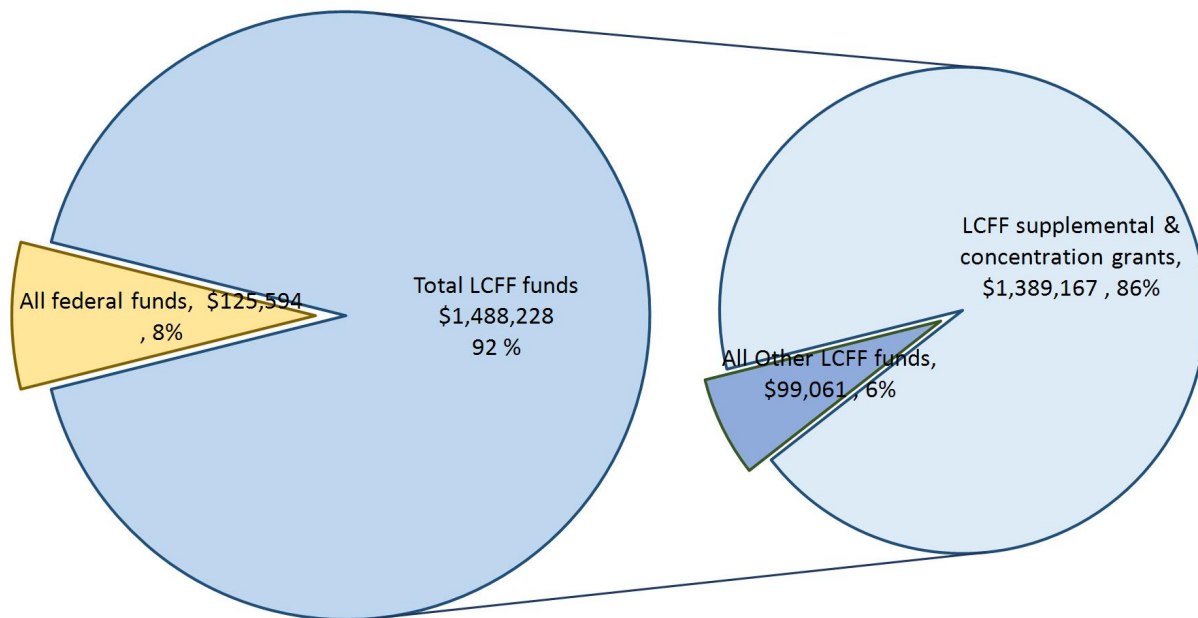School Year: 2021-22

LEA contact information:

Edward Delgado

Principal

916-566-1870, ext. 20400

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $125,594, 8%

Total LCFF funds $1,488,228 92 %

LCFF supplemental & concentration grants, $1,389,167 , 86%
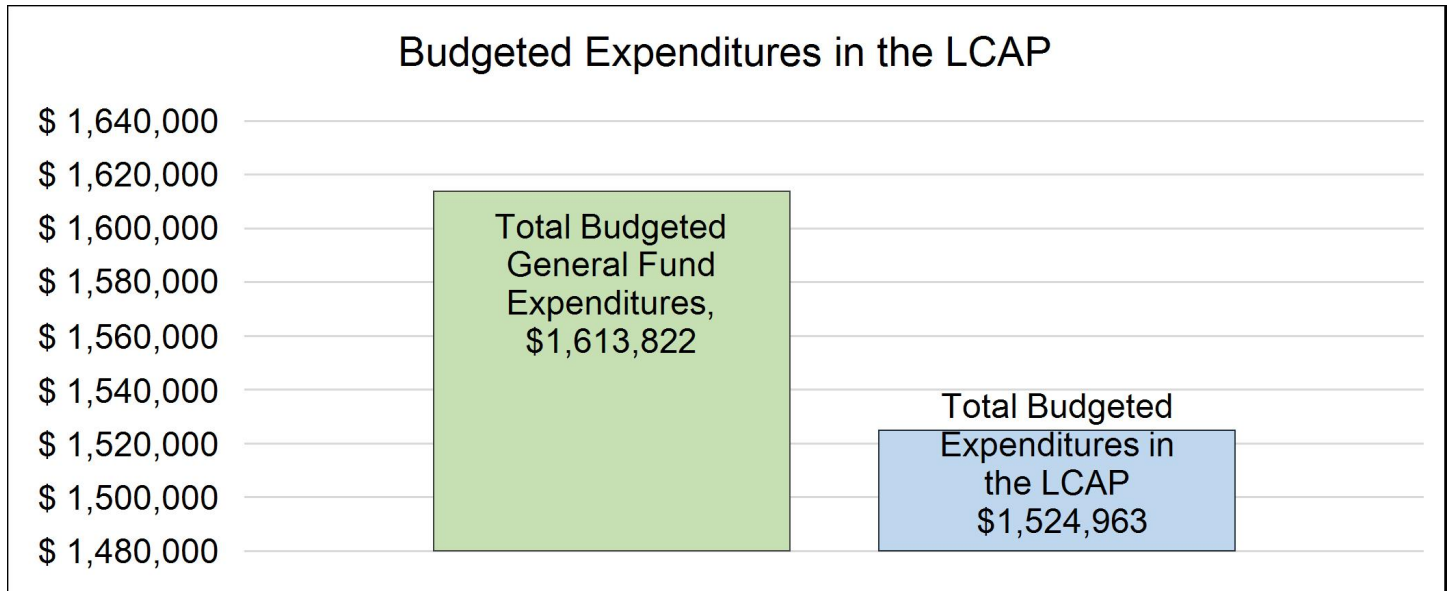
All Other LCFF funds, $99,061, 6%

This chart shows the total general purpose revenue Twin Rivers Unified School District - Creative Connections Arts Academy expects to receive in the coming year from all sources.

The total revenue projected for Twin Rivers Unified School District - Creative Connections Arts Academy is $1,613,822, of which $1,488,228 is Local Control Funding Formula (LCFF), $0 is other state funds, $0 is local funds, and $125,594 is federal funds. Of the $1,488,228 in LCFF Funds, $1,389,167 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.

Budgeted Expenditures in the LCAP

$ 1,640,000	
$ 1,620,000	
$ 1,600,000	Total Budgeted General Fund Expenditures, $1,613,822
$ 1,580,000	
$ 1,560,000	
$ 1,540,000	
$ 1,520,000	Total Budgeted Expenditures in the LCAP $1,524,963
$ 1,500,000	
$ 1,480,000	

This chart provides a quick summary of how much Twin Rivers Unified School District - Creative Connections Arts Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Twin Rivers Unified School District - Creative Connections Arts Academy plans to spend $1,613,822 for the 2021-22 school year. Of that amount, $1,524,963 is tied to actions/services in the LCAP and $88,859 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
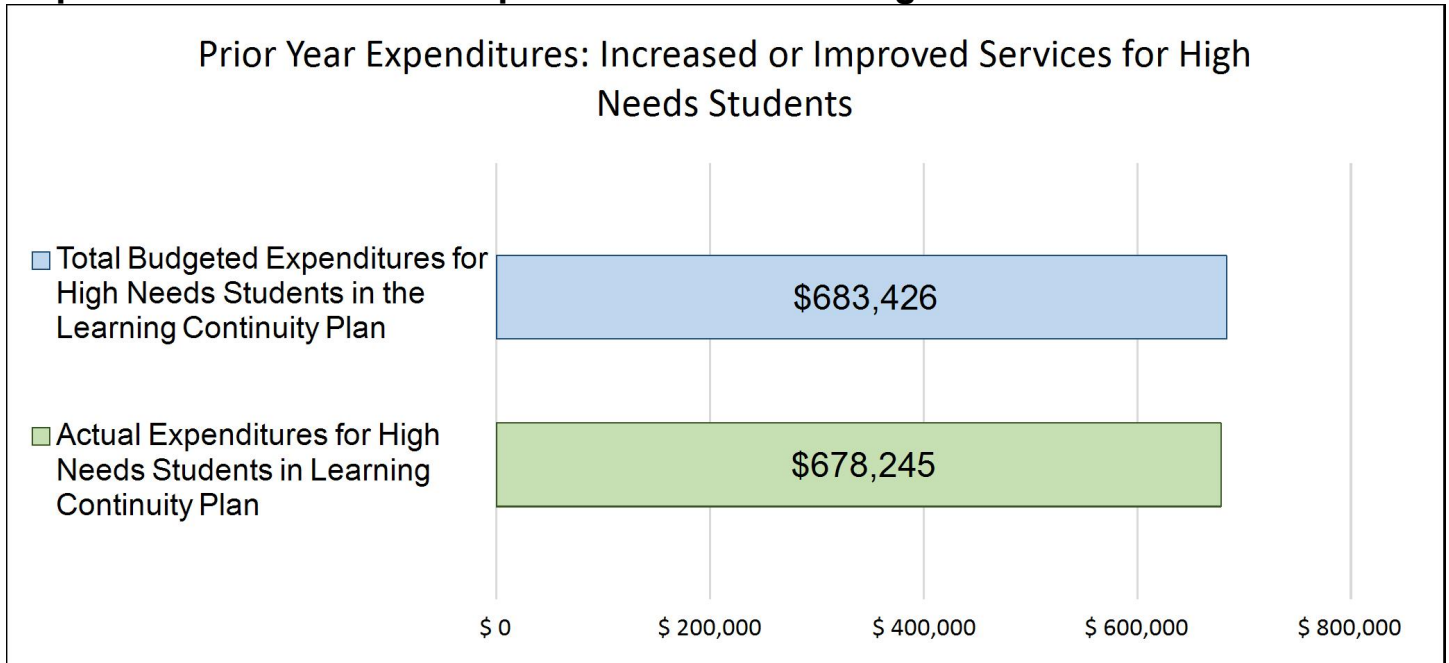
The budgets of the dependent charters of Twin Rivers Unified School District (TRUSD) are within the TRUSD General Fund budget. Base costs (teachers, office staff, paraeductors, special education, utilities, business overhead, etc.) for the dependent charters are not always separately identified. The base costs are included in TRUSD's LCAP.

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

In 2021-22, Twin Rivers Unified School District - Creative Connections Arts Academy is projecting it will receive $1,389,167 based on the enrollment of foster youth, English learner, and low-income students. Twin Rivers Unified School District - Creative Connections Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Rivers Unified School District - Creative Connections Arts Academy plans to spend $1,515,963 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $683,426

Actual Expenditures for High Needs Students in Learning Continuity Plan — $678,245

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000

This chart compares what Twin Rivers Unified School District - Creative Connections Arts Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Twin Rivers Unified School District - Creative Connections Arts Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Twin Rivers Unified School District - Creative Connections Arts Academy's Learning Continuity Plan budgeted $683,426 for planned actions to increase or improve services for high needs students. Twin Rivers Unified School District - Creative Connections Arts Academy actually spent $678,245 for actions to increase or improve services for high needs students in 2020-21.

There was an open yard and duty assistant position that was unfilled for the entire year.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Rivers Unified School District - Creative Connections Arts Academy	Edward Delgado Principal	edward.delgado@twinriversusd.org 916-566-1870, ext. 20400

Plan Summary [2021-22]

General Information

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

Creative Connections Arts Academy (CCAA) is a dependent, K-12 charter school of the Twin Rivers Unified School District. Staff, parents, and community are committed to working in partnership to provide an alternative to the traditional school experience.

Since opening the K-8 program in 2005, our goal continues to offer an instructional program infused with the arts and high academic standards in a safe environment. In 2010, the growth of our program expanded to include a high school curricular program, which is located on a second site.

In the sixteenth year since its inception, Creative Connections Arts Academy operates on a 3+2+1 formula that works for our students and families. We provide curriculum for three levels (elementary, middle school and high school), on two sites, which works out to be one awesome K-12 integrated arts program. The CCAA student population includes those who are enthusiastic about the arts and are willing to look at things creatively. While this remains a common purpose for applying to our school, applications and family meetings indicate that a greater number of students have interest in CCAA as a result of not experiencing success in previous settings. Additionally, the number of Special Education students has increased to 13.40% school wide. Consequently, increased Special Education and Counseling staffing were required as a means to service the shift in population.

Our school serves students from Sacramento County and surrounding communities with families who commute from inside and outside the TRUSD attendance area. In the fall of 2020, our enrollment was approximately 704 students in grades K-12 with 355 at our 7-12 campus and 338 at our elementary campus. The school's program includes Common Core Standards based general education that fosters arts integration and visual and performing arts opportunities as evidenced by several constructivist approaches and performances.

CCAA's K-6 program offers exploratory class opportunities for sequential arts based instruction while the high school continues to develop arts integration across grade levels. CCAA strives to provide a safe community that nurtures the whole child with strong parental involvement K-12. The school provides a unique setting where parents are intimately involved in the learning.

Many changes have taken place at CCAA that include: the establishment of an executive charter board, consensus based shared decision making, practice of transparency regarding budget, reestablishment of policies and practices, systems of open communication, continued implementation of Positive Behavior Interventions and Supports (PBIS), and an overall emphasis on collaboration among all key stakeholders (students, staff, district resources). All of these actions have had a positive impact on climate and culture, which has led to a greater emphasis on student centered priorities.

Reflections: Successes

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

According to TRUSD data dashboard, CCAA students demonstrated improvements in several areas.
Overall, Chronic Absence has decreased by 4.11% with Suspensions down by 2.13%. D and F rate EL decreased by 8%, Homeless decreased to 44% from 76%

7-12 Perfomance Increases
CCAA students demonstrated an increase in the 7-12 Math Benchmarks for IM 1 of 18% and IM 2 of 17%
Sub groups that produced increases greater than schoolwide ELA for Q2 Benchmark include Asian +3%, Two or more races +6%, English Learners +8%, and Foster Youth +11%.
Sub groups that produced increases greater than schoolwide Math include Foster Youth +5%, Socioeconomically Disadvantaged +7%, Special Education +10%.

K-6
Increases
CCAA students demonstrated an increase in ELA Benchmarks in Grade 1 of +4% and Grade 3 of +5%.
Sub groups that produced increases greater than schoolwide ELA for Tri 2 include Two Or More Races +5%, and Foster Youth +5%.
CCAA students demonstrated an increase in SWUN Math Benchmarks grade 3 +3% and grade 6 +10%.
Sub groups that produced increases greater than schoolwide Math include American Indian +10%, and Reclassified Fluent English Proficient +22%.

CCAA has established a more focused, common vision by an inventory of programs; consensus based shared decision making, practice of budget transparency, re-establishment of policies and practices, open communication, and an overall emphasis on collaboration among all key stakeholder groups. With momentum from academic achievements and positive changes to climate and culture, CCAA can now begin to more systemically address program needs through improved K-12 articulation, matching funding with needs, and increased capacity for stakeholder buy-in.

Reflections: Identified Need

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

Performance Gaps among particular subgroups continue to be an area of focus at CCAA. K-12 programming has realized an improvement in alignment and articulation however, continued analysis of programming remains necessary. COVID impacted student achievement and scores negatively overall which is still an area of concern.
With the increase in English Learner student population, implementation and monitoring of programs, the need for increased attention to social emotional supports (counseling and additional administration) has become evident and CCAA is working to increase services in these areas. Considering performance gaps, social emotional welfare, and overall student engagement, the continued implementation of PBIS/CHAMPS is an area of need.

LCAP Highlights

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

Creative Connections Arts Academy identified the following three goals for focus within the next three years by working collaboratively with stakeholders.
Goal 1-Academic Achievement
Goal 2-Arts Integration
Goal 3-Schoolwide Effectiveness

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

School Site Council and Charter Executive Board regularly monitor school success as part of the "State of the School" agenda item for each monthly meeting (review of learning assessment data, attendance and suspension rates, enrollment, Counseling Services, school calendar of events, student Leadership and activities, budget updates, policy development/review). During the annual School Plan review process, SSC and PTO reviewed staff and student feedback on progress of school goals/actions, approved budget adjustments and set forth goals, actions and a budget for the ensuing academic year. The school community at large had opportunity to provide feedback on school progress via Thought Exchange (District platform for soliciting feedback on school effectiveness). Stakeholders participated in group discussions, data, and budget review and surveys to provide input for district programs and services that are written in the LCAP.
Dates:
School Site Council 11/17/20, 12/8/20, 1/12/21, 2/23/21, 3/23/21, 5/4/21,
ELAC 10/20/20, 4/28/21, 5/4/21, 5/12/21
Staff K-12 8/12-14/20, 10/2/20, 2/5/21, 4/23/21
Student Leadership 7-12 3/1/21

A summary of the feedback provided by specific stakeholder groups.

Stakeholders (parents, teachers, administration, classified staff, and students) reviewed and provided feedback for the LCAP goals, identified needs, measurable outcomes, actions, and services that impact the LCFF budget during School Site Council/Charter Executive Board, and English Language Advisory Committee (ELAC) meetings. Areas of focus include subgroups (English Language Learners and Special Education)

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

Stakeholder input led to adjustments in Goal 1 Academic Achievement to include increased services for English Language Learners and Concurrent Enrollment Courses through American River College; Goal 3 with additional services for a Social Worker/Social Services and ASES (After School Program).

Goals and Actions

Goal

Goal #	Description
1	Academic Achievement

An explanation of why the LEA has developed this goal.

- CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World

Language, Visual and Performing Arts, Math, Career Technical Education, Physical Education, and Health, Increased Instructional Minutes per

Day, Additional Work Day, Materials and Supplies.

- Classrooms that provide a safe and supportive learning environment.

- 21st Century Classrooms with digital tools and adequate instructional materials.

- Access to Community College Courses, Advanced Courses, and Career Pathway Programs to prepare students for College and Career

- Arts Integration K-12

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2018-19 CAASPP results will indicate 50% meets and Exceeds in Math, and 60% Meets and Exceeds in ELA	Math 40% Meets and Exceeds ELA 50% Meets and Exceeds				Math 55% Meets and Exceeds ELA 65% meets and Exceeds

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019-20 Reclassification:	38.6%				25%
2020-21 Benchmarks	Q2 Math 42% Q2 ELA 46% Tri 2 Math 48% Tri 2 ELA 53%				Q2 Math 50% Q2 ELA 60% Tri 2 Math 60% Tri 2 ELA 65%
2020-21 A-G Completion	42% of Seniors graduated A-G completers				55% of Seniors A-G completers
2020-21 AP Passage Rate	2 Students				6 students
2020-21 CTE Completers	5 Students				9 students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Achievement	1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and Performing Arts, Math, Career Technical Education, Physical Education, and Health, Increased Instructional Minutes per Day, Additional Work Day, Materials and Supplies. S/C $301,809.00	$301,809.00	Yes
2	Academic Intervention And Support	1.2 Academic Intervention And Support: Class Size Reduction (K-2), Tier 2 Interventions (after school tutoring, K-6 intervention tutoring during the day, AP tutoring), Supporting Technology (online courses, credit recovery and tutoring programs), AVID Program, Materials and Supplies, 504 Accommodations, Special Education meetings and services, SST Meetings. S/C $538,750.00	$538,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	College And Career Readiness	1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, AVID Program, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP Courses and Assessment, Concurrent Enrollment Courses (ARC), College Transition, Materials and Supplies. S/C $27,333.00	$27,333.00	Yes
4	Professional Development: Professional Learning Teams (PLT's)	1.4 Professional Development: Professional Learning Teams (PLT's), SWUN, AP, NGSS, Collaboration Time, AVID and Content Conferences, Field Study Days, Curriculum and Materials Implementation, ELD, Special Education. S/C $4,472.00	$4,472.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Arts Integration

An explanation of why the LEA has developed this goal.
CCAA Charter mission and vision correlates instruction in the Arts and rich arts experiences to student achievement that is indicated in standards based assessments. Through Stakeholder Engagement and the review of programs, services and data, the following needs were identified: • K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies. • Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips. • Professional Development: Kennedy Center, Field Study Days, District and other Arts Related Training. • WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP results will indicate 50% Meets and Exceeds in Math, and 60% Meets and Exceeds in ELA	Math 36% Meets and Exceeds ELA 46% Meets and Exceeds				Math 55% Meets and Exceeds ELA 65% Meets and Exceeds
Benchmarks	Q2 Math 42% Q2 ELA 46% Tri 2 Math 48% Tri 2 ELA 53%				Q2 Math 50% Q2 ELA 50% Tri 2 Math 60% Tri 2 ELA 65%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Arts Integration	2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies. S/C $186,943.00	$186,943.00	Yes
2	Extended Learning: After School Arts Enrichment	2.2 Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips. S/C $23.333.00	$23,333.00	Yes
3	Professional Development	2.3 Professional Development: Kennedy Center, Field Study Days, District and other Arts Related Training. S/C $3,270.00	$3,270.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Schoolwide Effectiveness

An explanation of why the LEA has developed this goal.

Through Stakeholder Engagement and the review of programs, services and data, the following needs were identified:

Family Engagement: Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Social Worker/Social Services, Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Certificated/Classified Extra Hours (Parent/Family Involvement), Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights), Materials and Supplies.

Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling and Social Worker/Social Services (Elementary and Secondary), Counseling/Social Work Materials and Supplies, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities), ASES Expanded Learning After School Program.

Conditions for Learning: Administration Administration (VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Extra Hours (Clerical/Non-Clerical), Materials and Supplies.

WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.

Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, California Charter Schools Association Conference, Mindfulness, Field Study Days, AVID.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates will Maintain/Exceed:	Maintain/Exceed K-6 96.73%				Maintain/Exceed K-6 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
96.73% for K-6 and 95.97% for 7-12	7-12 95.97%				7-12 98%
Suspension Rate Will Maintain/Decrease for K-12 by 3.6%	2020-21 3.2%				2016-17 3.5%
Parent Volunteer Hours will Maintain/Increase to 6,076	Maintain/Increase 5,925.5				Maintain/Increase 6,300
Enrollment will Maintain/Increase to 658	691				740

Actions

Action #	Title	Description	Total Funds	Contributing
1	Schoolwide Effectiveness	3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Social Worker/Social Services, Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Certificated/Classified Extra Hours (Parent/Family Involvement), Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights), Materials and Supplies. S/C $1,000.00; Title 1 Parent Involvement $3,348.00	$4,348.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Student Engagement	3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling and Social Worker/Social Services (Elementary and Secondary), Counseling/Social Work Materials and Supplies, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities), ASES Expanded Learning After School Program. S/C $232,718.00; Title 1 $122,246.00	$354,964.00	Yes
3	Optimizing Conditions for Learning:	3.3 Conditions for Learning: Administration (VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Extra Hours (Clerical/Non-Clerical), Materials and Supplies. S/C $67,873.00	$67,873.00	Yes
4	WASC training	3.4 WASC fees. Site Base $4,000.00	$4,000.00	No
5	Marketing:	3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials. Site Base $5,000.00	$5,000.00	No
6	Professional Development:	3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, California Charter Schools Association Conference, Mindfulness, Field Study Days, AVID. S/C $1,666.00; Site Base $1,202.00	$2,868.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.27%	$1,389,167

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

Required Descriptions

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

Goal 1: Academic Achievement Actions/Strategies: Providing training to teachers, intervention supports, and programs such as AVID allow our staff to implement instructional supports that are needed for unduplicated students to receive access to study skills an materials often absent from their homes.

1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and Performing Arts, Math, Career Technical Education, Physical Education, and Health, Increased Instructional Minutes per Day, Additional Work Day, Materials and Supplies.
1.2 Academic Intervention And Support: Class Size Reduction (K-2), Tier 2 Interventions (after school tutoring, K-6 intervention tutoring during the day, AP tutoring), Supporting Technology (online courses, credit recovery and tutoring programs), AVID Program, Materials and Supplies, 504 Accommodations, Special Education meetings and services, SST Meetings.
1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, AVID Program, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP Courses and Assessment, Concurrent Enrollment Courses (ARC), College Transition, Materials and Supplies.
1.4 Professional Development: Professional Learning Teams (PLT's), SWUN, AP, NGSS, Collaboration Time, AVID and Content Conferences, Field Study Days, Curriculum and Materials Implementation, ELD, Special Education.
1.5 WASC: PLT's, Teacher Recruitment, Early Out Wednesdays, WASC Committees, WASC Training.

Measures: CAASPP

Goal 2: Arts Integration Actions/Strategies: Arts lessons, visits to museums, and cultural immersion are often not available to students in our unduplicated counts. Having a focus on arts integration bridges this gap and provides access to academic content through engaging media.

2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.
2.2 Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips.
2.3 Professional Development: Kennedy Center, Field Study Days, District and other Arts Related Training.

Measures: CAASPP

Goal 3: Schoolwide Effectiveness Actions/Strategies: Providing opportunities for student engagement in activities allows for access to a safe, enriching environment for all students, with an emphasis on providing equity in access for our unduplicated students. These actions support the development of an inviting school culture that creates opportunities for students to engage and learn beyond academics.

3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Social Worker/Social Services, Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Certificated/Classified Extra Hours (Parent/Family Involvement), Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights), Materials and Supplies.
3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling and Social Worker/Social Services (Elementary and Secondary), Counseling/Social Work Materials and Supplies, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities), ASES Expanded Learning After School Program.
3.3 Conditions for Learning: Administration (VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Extra Hours (Clerical/Non-Clerical), Materials and Supplies.
3.4 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.
3.5 Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, California Charter Schools Association Conference, Mindfulness, Field Study Days, AVID.

Measures: Attendance and Suspension Rates, Enrollment

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

Creative Connections Arts Academy Charter School calculated our estimated Supplemental and Concentration grant funding on the number of unduplicated low income, foster youth, and English learner pupils is $1,389,167. CCAA's projected unduplicated pupil count is at 76.81%.

There are specific services principally directed towards low-income students, foster youth and English Learners, however, because CCAA has such a high percentage of unduplicated pupils, many of the services described will affect other students.

CCAA gives specific attention to the equity of outcomes for students with overlapping significant subgroups including English Learners, students with disabilities, foster youth, students from low-income families, and racial and ethnic subgroups. Creative Connections Arts Academy is expending their funds based upon clear goals as established in the LCAP process. CCAA provides more than the required percentage of increased or improved services above the base program.

The vision of Creative Connections Arts Academy is to provide a safe environment where we support lifelong learning in a creative, art based community. Through a commitment to nurture the whole child, we offer high quality arts integration; we achieve growth and confidence in academic knowledge, leadership, and social action. CCAA has three goals from this plan. Providing VAPA and arts integration at all levels creates access to the arts for unduplicated students that typically do not have resources for private lessons or exposure to a breadth of art. We have seen an increase in academic engagement and achievement in ELA and Math as a result.

CCAA strives to increase student achievement and narrow the achievement gap through student engagement and consistent monitoring of our actions through data.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,399,369.00			$125,594.00	$1,524,963.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,329,124.00	$195,839.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Academic Achievement	$301,809.00				$301,809.00
1	2	English Learners Foster Youth Low Income	Academic Intervention And Support	$538,750.00				$538,750.00
1	3	English Learners Foster Youth Low Income	College And Career Readiness	$27,333.00				$27,333.00
1	4	English Learners Foster Youth Low Income	Professional Development: Professional Learning Teams (PLT's)	$4,472.00				$4,472.00
2	1	English Learners Foster Youth Low Income	Arts Integration	$186,943.00				$186,943.00
2	2	English Learners Foster Youth Low Income	Extended Learning: After School Arts Enrichment	$23,333.00				$23,333.00
2	3	English Learners Foster Youth Low Income	Professional Development	$3,270.00				$3,270.00
3	1	English Learners Foster Youth Low Income	Schoolwide Effectiveness	$1,000.00			$3,348.00	$4,348.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Student Engagement	$232,718.00			$122,246.00	$354,964.00
3	3	English Learners Foster Youth Low Income	Optimizing Conditions for Learning:	$67,873.00				$67,873.00
3	4	All	WASC training	$4,000.00				$4,000.00
3	5	All	Marketing:	$5,000.00				$5,000.00
3	6	English Learners Foster Youth Low Income	Professional Development:	$2,868.00				$2,868.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,390,369.00	$1,515,963.00
LEA-wide Total:	$1,390,369.00	$1,515,963.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Academic Achievement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$301,809.00	$301,809.00
1	**2**	Academic Intervention And Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$538,750.00	$538,750.00
1	**3**	College And Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,333.00	$27,333.00
1	**4**	Professional Development: Professional Learning Teams (PLT's)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,472.00	$4,472.00
2	**1**	Arts Integration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,943.00	$186,943.00
2	**2**	Extended Learning: After School Arts Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,333.00	$23,333.00
2	**3**	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,270.00	$3,270.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Schoolwide Effectiveness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$4,348.00
3	2	Student Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$232,718.00	$354,964.00
3	3	Optimizing Conditions for Learning:	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,873.00	$67,873.00
3	6	Professional Development:	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,868.00	$2,868.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

• Inclusion of a goal or decision to pursue a Focus Goal (as described below)
• Inclusion of metrics other than the statutorily required metrics
• Determination of the desired outcome on one or more metrics
• Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
• Inclusion of action(s) or a group of actions
• Elimination of action(s) or group of actions
• Changes to the level of proposed expenditures for one or more actions
• Inclusion of action(s) as contributing to increased or improved services for unduplicated services
• Determination of effectiveness of the specific actions to achieve the goal
• Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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

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

LEA Name	Contact Name and Title	Email and Phone
Twin Rivers Unified School District - Creative Connections Arts Academy	Edward Delgado Principal	edward.delgado@twinriversusd.org 916-566-1870, ext. 20400

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

Goal 1

Academic Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: A, C, D

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP results will indicate 50% meets and Exceeds in Math, and 60% Meets and Exceeds in ELA **19-20** Math 50% Meets and Exceeds ELA 60% Meets and Exceeds **Baseline** Math 40% Meets and Exceeds ELA 50% Meets and Exceeds	2019 CAASPP results were: 39% Math and 52% ELA
Metric/Indicator Reclassification **19-20** 48% **Baseline** 38.6%	2019 Reclassification results was 0%
Metric/Indicator Benchmarks	2019 Benchmarks were Q2 Math 36%

Expected	Actual
19-20 Q2 Math 45% Q2 ELA 53% Tri 2 Math 64% Tri 2 ELA 65% **Baseline** Q2 Math 30% Q2 ELA 38% Tri 2 Math 49% Tri 2 ELA 50%	Q2 ELA 54% Tri 2 Math 60% Tri 2 ELA 51%
Metric/Indicator A-G Completion **19-20** 59% of Seniors graduated A-G completers **Baseline** 42% of Seniors graduated A-G completers	2019 A-G Completion was 45%
Metric/Indicator AP Passage Rate **19-20** 9 Students **Baseline** 2 Students	2019 Passage rate was 16% 5 students passed
Metric/Indicator CTE Completers **19-20** 12 Students **Baseline** 5 Students	2019 CTE Completers is 18

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and Performing Arts, Math, Career Technical Education, Physical Education, and Health, Increased Instructional Minutes per Day, Materials and Supplies.	1000, 3000, 4000 LCFF Supplemental and Concentration 173,681 1000-1999: Certificated Personnel Salaries Title I 1831	1000, 3000, 4000 LCFF Supplemental and Concentration 209,917 1000-1999: Certificated Personnel Salaries Title I 1,779
1.2 Academic Intervention And Support: Class Size Reduction (K-2), Tier 2 Interventions (after school tutoring, K-6 Intervention tutoring during the day, AP tutoring, GATE), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education, SST Meetings.	1000, 3000, 4000, 5000 LCFF Supplemental and Concentration 211,261	1000, 3000, 4000, 5000 LCFF Supplemental and Concentration 285,373
1.3 Field trips, Graduation and A-G Courses, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP Courses and Assessment, Concurrent Enrollment Courses (ARC), College Transition, Materials and Supplies.	4000, 5000 LCFF Supplemental and Concentration 92,830	4000, 5000 LCFF Supplemental and Concentration 42,571
1.4 Professional Learning Teams (PLT's), SWUN/CPM, AP, NGSS, Collaboration Time, Content Conferences, Curriculum and Materials Implementation, ELD, Special Education.	1000, 3000, 5000 LCFF Supplemental and Concentration 23,180	1000, 3000, 5000 LCFF Supplemental and Concentration 14,290
1.5 WASC: PLT's, Teacher Recruitment, Early Out Wednesdays, WASC Committees, WASC Training.	This action is budgeted in 3.4 using S/B funding 0	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 190.95

Goal Analysis

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

Goal 1.1 The allocation was increased in response to a change in projected salaries. Actual salaries was greater than anticipated. Funds were transferred from other goals to address the difference. (2.1 and 2.2) Title 1 after school tutoring hours were decreased due to COVID shutdown. The Title 1 budget for after school tutoring was not originally indicated in 2019 LCAP as CCAA was still using Single Plan for Student Achievement and LCAP.

Goal 1.2 The goal amount budgeted changed in response to a increase in Class Size Reduction. Projected budget amounts were lower than actual amounts for the year. Funds were transferred from other Goals (2.1 and 2.2)
Goal 1.3 Originally budgeted amounts were not spent fully as a result of cancellation of field trips (CTE, College visits, etc.) and Career Day. Funds were shifted to other Goal areas. (1.1, 1.2)
Goal 1.4 Budgeted amounts were not fully spent as a result of cancellation of Professional Development due to COVID shut down. Funds were shifted to other Goal areas. (1.1, 1.2)

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

Successes we had with this goal included funding a fully staffed program that met the needs and expectations of the Charter. Despite COVID restrictions, CCAA managed to provide a number of college trips prior to the shift to Distance Learning. One of the challenges presented by the shift to Distance Learning was Professional development. With travel and social distancing restrictions, attending in person PD was not an option.

Goal 2

Arts Integration

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP results will indicate 50% Meets and Exceeds in Math, and 60% Meets and Exceeds in ELA **19-20** Math 50% Meets and Exceeds ELA 60% Meets and Exceeds **Baseline** Math 36% Meets and Exceeds ELA 46% Meets and Exceeds	2019 CAASPP results were: Math 39% and 52% ELA
Metric/Indicator Benchmarks **19-20** Q2 Math 45% Q2 ELA 53% Tri 2 Math 64% Tri 2 ELA 65% **Baseline** Q2 Math 30% Q2 ELA 38% Tri 2 Math 49%	2019 Benchmarks were Q2 Math 36% Q2 ELA 54% Tri 2 Math 60% Tri 2 ELA 51%

Expected	Actual
Tri 2 ELA 50%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.	1000, 3000, 4000, 5000 LCFF Supplemental and Concentration 198,212	1000, 3000, 4000, 5000 LCFF Supplemental and Concentration 170,062
2.2 Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips.	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 20,667	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 0
2.3 Professional Development: Kennedy Center, District and other Arts related training including	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 6,667	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 0
2.4 WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.	This action is budgeted in 3.4 using S/B funding 0	This action is budgeted in 3.4 using S/B funding

Goal Analysis

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

Goal 2.1 CCAA provides CTE and Visual Art instruction K-12 which students accessed on a daily basis inclusive of the shift to Distance Learning. Artists in Residence not fully taken advantage of, Drama Theater Student Workshops not actualized resultant of COVID. Funds from this area were re-allocated to Goal 1.1
Goal 2.2 After School tutoring and arts enrichment were provided prior to the shift to DL however, (Dance Company, Drama and Music, Spoken Word) the access for the full school year was not realized due to COVID restrictions. Funds from this category were redirected to Goal 1.2
Goal 2.3 Arts Related Professional development not realized resultant of COVID. Funds were re-allocated to Goal 3.2

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

COVID restrictions impacted our ability to fully achieve this goal however, successes included: Funding a visual arts instructor who, up to the shift to distance learning, provided visual arts lessons at the K-6. In addition, this area funds our CTE teacher at the 9-12. Students accessed after school tutoring up to the shift to Distance Learning. Professional development was provided to staff on Field Study Days however, summer professional development went unused.

Goal 3

Schoolwide Effectiveness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: A, C, D

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rates will Maintain/Exceed: 96.73% for K-6 and 95.97% for 7-12 **19-20** Maintain/Exceed K-6 96.73% 7-12 95.97% **Baseline** Maintain/Exceed K-6 96.73% 7-12 95.97%	2019-20 Attendance Rates were; 96.55% for K-6 96.15% for 7-12
Metric/Indicator Suspension Rate Will Maintain/Decrease for K-12 from 3.6% **19-20** Maintain/Decrease from 3.6%	2019-20 Suspension Rate was 2.13%

Expected	Actual
Baseline 2016-17 3.2%	
Metric/Indicator Parent Volunteer Hours will Maintain/Increase to 6,076 **19-20** Maintain/Increase 6,717 **Baseline** Maintain/Increase 5,925.5	2019-20 Parent Volunteer Hours were:
Metric/Indicator Enrollment will Maintain/Increase to 658 **19-20** Maintain/Increase 602 **Baseline** 631	2019-20 Enrollment was 690

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, school Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Extra Hours (Parent/Family Involvement) Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights) Materials and Supplies.	LCFF Supplemental and Concentration 1,000	LCFF Supplemental and Concentration 45
3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling Services (Elementary and Secondary), Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities).	1000, 4000, 5000 LCFF Supplemental and Concentration 116,824 1000-1999: Certificated Personnel Salaries Title I 95,738	1000, 4000, 5000 LCFF Supplemental and Concentration 121,126 1000-1999: Certificated Personnel Salaries Title I 96,196

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3 Administration (GLS/VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Materials and Supplies.	1000. 2000, 4000, 6000 LCFF Supplemental and Concentration 342,005	1000. 2000, 4000, 6000 LCFF Supplemental and Concentration 218,811
3.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1,100	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 198
3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 2,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0
3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, Mindfulness, California Charter Schools Association Conference, AVID	1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 8,592	1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 2,727.60

Goal Analysis

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

Goal 3.2 An increase in rewards for student engagement created a change in the budgeted amount originally planned for this area.
Goal 3.3 Facilities upgrades funds were carried over to the 2020-21 school year. Our planned installation and update of security cameras was postponed. A GLS position and Noon duty positions at both campuses went unfilled and collaboration roving subs were not utilized due to shift to distance learning.
Goal 3.5 The marketing budget was re-allocated to Site Based Funds at the beginning of the budgeting cycle.
Goal 3.6 Professional Development (PBIS, Link Crew, Mindfulness) did not occur resultant of COVID.

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

Successes we had with this goal included: After the March 13 transition to Distance Learning, our Tier 2 PBIS team launched an incentive program aimed at rewarding students for participation in Distance Learning. Our facilities upgrades were placed on hold due to COVID however, we were allowed to carryover funds to the 2020-21 school year. The upgrade was completed in the 2020-21

school year. Achieving this goal did not occur without challenges however. Resultant of COVID restrictions, professional development in areas of Link Crew, PBIS, and Mindfulness did not occur and will need to be addressed when restrictions ease.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and facility safety: Personal Protective Equipment (e.g. masks, gloves, face shields, etc.) - Ensuring that staff and students have ample PPE to teach and learn in any instructional model. Installed plexiglass, distancing decals and signage and HVAC filtering systems for optimal flow - Creating physical barriers, clean air, and adequate spacing to stop the spread of the virus allows return to in-person instruction as soon as possible. Covid-facility assessment - Comprehensive covid facility assessment from to ensure that all CDC guidelines are followed. Ingress and egress study - Addressing traffic flow to allow students and staff to move about campus while maintaining safe social distancing. COVID testing Nursing and Police Services - Allows dedicated staffing to support public health measures to mitigate the spread and return to in-person instruction as soon as possible.	$251,256	$270,493	No

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Analysis of In-Person Instructional Offerings

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

The 2020-21 school year presented many challenges and shifts to in person instruction that resulted from state guidelines and restrictions for COVID 19. Sacramento County remained in the Purple Tier during our initial planned reopening date of January 19, 2021, making it impossible to return during that time. CCAA successfully launched Distance Learning and provided adequate instructional support and improved learning for our students. However, many students were not adequately engaged during distance learning. In response, CCAA provided targeted in-person instruction and assessment to student groups displaying the highest need. Students receiving Special Education services and students identified as English Learners were provided in-person assessment beginning in September of 2020. In December, small group cohorts of students in designated special education classes, students with IEPs, and seniors at-risk of not graduating were provided in-person instruction to mitigate learning loss and re-engage these students in academics with live support. Using a data-driven approach, other students meeting the above criteria were invited to attend in-person intervention cohorts with a substitute teacher. CCAA hosted one cohort of seniors in this group. These students made substantive progress and more than 50% showed an increase in achievement and engagement. The district successfully developed an informational website for families and a comprehensive plan titled "Road to Reopening." This guidebook and the hours of planning that went into its creation provided a template for successfully transitioning students back on to campus for hybrid learning on April 6, 2021.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Connectivity and digital support: Chromebooks and hotspots - reliable devices to students and staff to log on, engage in lessons, and create lessons. Zoom, Screencastify, Nearpod and others - Platforms that allow our staff and students to engage in whole group, small group, and 1:1 interactions, safely. Smart MX TV in every classroom - many teachers have chosen to teach form the classroom. This allows for touch free casting for students and staff when back in the classroom. Operational digital applications.	$298,380	$261,007	Yes
Instructional support: Digital instructional materials and student engagement tools Backpacks and supplies for all elementary students Professional Development (staff and parents)	$79,816	$104,553	Yes

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

N/A

Analysis of the Distance Learning Program

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

During the 2020-2021 school year, CCAA students were able to participate in distance learning beginning on August 18th as planned. Teachers attended district professional development days August 12-14th to learn districtwide technology platforms, instructional schedules for distance learning, and protocols for health, safety and academic instruction. In order to provide access to high quality instruction, all students were issued a chromebook, instructional materials, and a backpack with supplemental instructional materials and supplies as well as internet access hot-spot upon request. Teaching staff adapted their mode of instruction, assessment, and collaboration to virtual utilized district tools such as Google Classroom, Nearpod, Zoom Pro accounts. In addition, TRUSD implemented an upgraded communication and student information platform (AERIES) to improve connection to families. Staff roles and responsibilities shifted for positions whose duties were related to in-person instruction. Some of the new responsibilities included the distribution of materials (via drive up stations), contacting families, and providing technology support and customer service. Professional Development shifted to an online delivery system. Topics were designed around relevant distance-learning needs such as: technology platforms, online practices, digital citizenship and safety, social emotional learning and self-care, and virtual adaptations of content. 527 training sessions were offered and 13,916 seats were filled for those trainings districtwide. This is an increase in participation and availability from the 2019-2020 school year.

Distance learning presented a number of challenges to CCAA and TRUSD. The greatest challenge was that of internet access and technology support available to families in their homes. The start of the year required a great deal of resources allocated to connecting with families to setup up communication systems. Additionally, many families were utilizing computers and devices as learning tools for the first time. District and site level personnel worked in tandem to provide training, locate and connect families to services and resources required to engage in distance learning, and deliver supplies, tools, and texts for completing coursework. Additional challenges included attendance in the distance learning format, evaluation and supervision of staff, providing intervention for students, and the delivery of items to families within safety guidelines. The continuing challenges with distance learning are student engagement in academics, social and emotional and mental health supports, and intervention.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School Expanded Learning Partnerships Supplemental instructional student kits	$8,447	$7,903	Yes

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

N/A

Analysis of Pupil Learning Loss

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

Actions related to learning loss increased access for students to receive intervention support and physical materials. Our expanded learning partners shifted to virtual support and offered flexible hours to meet the needs of students after school hours (and during our asynchronous learning period) each day. Virtual talent shows, e-sports leagues, and parent and family virtual events were offered during these programs in-order to engage students in school attendance. Expanded learning providers met weekly with coordinators and monthly with sites to provide schoolwork and tutoring support and to calibrate with school virtual expectations, student needs, and outcomes.
Delete Above-not us.

Summer school programs shifted to all distance learning for 2020. Over 1300 TRUSD students attended from grades K-8 for the six week program. This program included intervention in priority standards for Math and ELA and also included enrichment activities to support learning and social engagement. High school programs resulted in the completion of 10,005 credits recovered and 23 additional graduating students. ADJUST FOR US

During winter of 2020-2021, students were provided tutoring through the 2 week break in order to improve grades, finish incomplete assignments, or receive additional instruction in areas of unfinished learning. Twin Rivers CHARGE program served 430 students in fall that, 151 of which completed a course for 5 credits. Spring has an enrollment of 677 students with results to come. Additionally,

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students with an IEP and students in grade 12 with indicators of not graduating were provided in-person academic support via substitute teachers on site. This program has served 13 CCAA students from Winter through Spring. In addition, supplemental instructional students kits were purchased and distributed to all students engaging in expanded learning programs. These provided tools for completing learning activities and project materials for enrichment In order to continue services for students that we frequently absent, Twin Rivers developed a tiered re-engagement process that included detailed steps to be taken to increase regular attendance. The process was developed collaboratively with sites and was finalized by the Student Services department and published and distributed to sites and departments. The document detailed steps to be taken to intervene with students that were absent 60% of instructional days during a school week. The plan provided actions to be taken beginning with teachers and the site and then moving into the district responses.

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Analysis of Mental Health and Social and Emotional Well-Being

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

Social emotional well-being and mental health were at the forefront during distance learning. As a result, Twin Rivers increased our monitoring tools and the resources with which we respond. Technology programs such as GoGuardian and Kelvin allowed us to continuously survey our students and monitor activities so that we could respond promptly and properly. Our services included counselors and psychologists serving sites directly and family outreach, mental health, and other central or outside services. Kelvin was used as the universal screener for social-emotional needs for families, students and staff. From Kelvin data, training for families and staff included identifying: prevention of alcohol and substance abuse, social-emotional learning resources and access, how to use the Kelvin toolbox for interventions, positive phone calls home, as well as documenting interventions in the Student Support Plans. Social groups were formed based on Kelvin, teacher, family, and student referrals/ recommendations. TRUSD and CCAA partnered with Care Solace in order to respond to imminent mental health needs for students and staff. The distance learning schedule for students was designed with 30 minutes at the start of the day dedicated to relationship building and social emotional learning at all levels. Our professional development programming included self-care courses for teachers and an increase in social emotional learning for classroom purposes. There were challenges with connecting with families and discovering student needs during the time of distance learning due to the diminished access to student contact and the family resources and needs of many of our students. The lack of in-person contact provided obstacles to assess and act on the social emotional and mental health status of many of our students due to the conditions caused by COVID-19

Analysis of Pupil and Family Engagement and Outreach

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

FACE (Family and Community Engagement) has supported the District's efforts in launching online learning and tech supports (Aeries Parent Portal, Internet Essentials, Aeries Online Enrollment, Distance Learning Website). In addition, FACE has collaborated with other departments to provid(tech savviness, language access, parent/guardian availability) for this digital family engagement platform.

Analysis of School Nutrition

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

In a normal school year, Twin Rivers Unified School District Nutrition Services provides over 6 million nutritious meals to all students under the National School Lunch and School Breakfast Programs and/or Seamless Summer Food Option, and the CACFP At Risk After-school Program. Twin Rivers Unified School District is a Community Eligibility Provision (CEP) District and every student in Twin Rivers can eat for free.

Since March 2020, Twin Rivers Nutrition Services has provided nutritious meals for all students who need them during the temporary closure of schools at our curbside "School Meals 2 Go" program. Staff have safely served over 4 million meals curbside through the heat, wind, rain and wildfire smoke to students and children under 18.

During Phase 1, Remote Learning for All Groups, breakfast and lunch meal kits were available through the "School Meals 2 Go" curbside program at 44 school sites. In addition, students had access to a Supper Meal and Snack under our CACFP At Risk Afterschool Program. During phase 1, Nutrition Services collaborated with Transportation to add bus routes to reach isolated or "pockets' of our community where access to a school site may be challenging. The bus routes provided meals at assigned stops that students/families were already familiar with.

On April 6th, 2021, when the district entered Phase 2, hybrid learning, K-6 students who are in their cohort on campus, will have access to "grab-n-go" meals on days in which they are in attendance, served at dismissal to take home. Students will continue to have access to "School Meals 2 Go" curbside program on days in which they are distance learning or not on campus in their assigned cohort. In Phase 2, students will also have access to a Supper Meal and Snack under our CACFP At Risk After-school Program (ASP). On Wednesdays, when the whole district is on Distance Learning, we will serve our students through their enrolled school site or assigned regional curbside sites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Salaries of nutrition services staff providing meals daily for students to take home while distance learning is taking place. Daily curbside meal distribution via "drive-up" or "walk-up" at each Twin Rivers school site. If a Hybrid Instructional model is implemented (both Distance Learning and In-Person Instruction), both "drive-up / walk-up" and "grab-and-go" meal distribution strategies will be implemented simultaneously.	$45,527	$34,289	No

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

N/A

Overall Analysis

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

TRUSD and CCAA have a goal to "Come Back Better" instead of returning to normal. Having both teachers and students with 24 hour access to technology is an asset we will leverage into providing access and equity to our students; especially unduplicated students. TR will adopt a blended learning format that will provide structures for our teachers to deliver instruction that is differentiated to each student. Having technology platforms allows teachers to utilize formative data, provide instant feedback, and remove access barriers such as language, pace, and time of day for learning. All classrooms are now modernized and our network is upgraded to meet the technological demands of hybrid and blended learning formats. Continuing technology platform licenses to provide student and family access is evident in our goals and actions. 2020-21 has also illuminated the need for more mental health supports and social emotional learning. Provided additional counseling service, professional development, and systemwide structures to support, assess, and instruct in the areas of mental health and social emotional wellness are included in the LCAP and integrated into continuing actions. While many student and families struggled during distance learning, some of our students thrived in this environment. We will continue to expand independent learning structures, enhanced meeting platform services for students, and alternative pathways through our goals and actions in the LCAP

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

Addressing learning loss is addressed through a tiered approach. Continuing our ELA Lesson Design program to include coaching at sites. Coaches will work with teachers and administrators to deliver high leverage strategies and focus on major standards. This focus targets the most important skills combined with evidence-based delivery strategies to use our time with students in an efficient manner. This model has been shown to accelerate the closing of achievement gaps and learning loss. Professional development will continue to be technology enhanced and increasingly job embedded. Coaching will provide professional development for teachers in how to best meet the emerging needs of their students in regard to academic achievement. Utilizing technology in professional development reinforces the blended learning model and provides greater access for a larger population of teachers than coaching can without technology enhancement (usually one small group of teachers at a time vs. broadcasting to large groups). Early literacy is an area that our data has shown the greatest need to attend to in the area of learning loss. Our Early Childhood Education masterplan will include resources and services dedicated to addressing early literacy in grades K-3. Summer school, intercession, and ongoing tutoring and intervention are the second tier of services provided to students. Expanding services such CHARGE and site-based tutoring will provide structures of intervention for students showing additional needs. MTSS will expand to provide multi-tiered support to our K-8 and 9-12 programs in order to support sites in providing in-class intervention and measuring the effectiveness of interventions. Expanding and improving services to English Learners in order to support language and non-academic supports is evident in actions in the LCAP. Additionally, CCAA will offer an after-school program for students to continue learning in a structured environment beyond the school day. This program will support academic and social emotional needs of students.

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

N/A

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

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

A review of local and state indicators and data, stakeholder input, and the implementation of distance learning and the 2020-21 LCP show a need to continue the same goals and expand or revise the actions we have implemented thus far. Distance learning has provided us with new behaviors and tools to meet these goals. During this time, we have seen the need to improve attendance and lower our chronic absenteeism rate. Though we don't have certified data during the 2020-21 school year, our internal metrics show that increasing engagement, communication, and connection with students and families is a need that has been amplified in our new normal. Having a centralized communication platform has been a very positive result of this year. All of our teams, sites, and community can now connect using Aeries Parent Portal and track the success rate of communications. Having this tool has provided insight into when and how to message families. This will continue to improve our attendance rate for family engagement and provide and avenue for connection across all of our departments and sties.

All Twin Rivers students are now connected online and have devices to connect 24 hours a day, 7 days a week. Twin Rivers distributed chromebooks to all students and hot spots as needed. This change allows shift in the way instruction is delivered. TR will move to a blended learning format that provides greater access to students and more equitable systems for unduplicated students and underserved students. Technology supported learning has provided our instructional teams the inspiration to develop blueprints and frameworks for content, practices, intervention, and assessments systems to better meet the needs of individual students. Access to coursework and class resources is also shaping the way students attend class and how our system responds to chronic absenteeism. Services such as special education and Tier 2 intervention will have more delivery options and grow to better support student needs. Other systems that are shifting with access to technology include IEP meetings, parent conferences, independent study programs, and social emotional monitoring.

Social emotional learning and mental health needs have been amplified during distance learning. Twin Rivers has implemented monitoring systems such as Kelvin and GoGuardian that allow for resources to be implemented in response to student needs at a greater efficiency. District level professional development courses have included more offerings around topics that support wellness, mental health, and social emotional learning to equip our teachers with tools to respond to the needs of students in this area. In the 21-24 CCAA LCAP, actions will include elements of mental health and social emotional support including the continuation of monitoring tools, the expansion of MTSS, counselors, and a social worker to meet the needs of students, and additional professional development around these topics. Reflection on our past goals and results and the experiences in 2020-21 have not only reinforced the understanding that a whole-child approach to learning is key, but have increased our understanding and the tools with which we need to respond and provide adequate support for our students to thrive in all areas.

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The need for facilities improvement was an area that was clear in both the analysis or 2019-20 LCAP and the 2020-21 LCP. As a result, all buildings received modernization in classrooms and in the network infrastructure. Students will return to classrooms equipped to deliver blended learning without interruption. Safety measures needed to provide facilities that met the guidelines for in-person instruction during COVID-19 have improved access to sanitization (hand washing stations and supplies) and the inclusion of higher quality, safe cleaning supplies to be used through the day. School sites were improved during the distance learning period and maintenance that was needed was completed on most buildings.

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Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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