



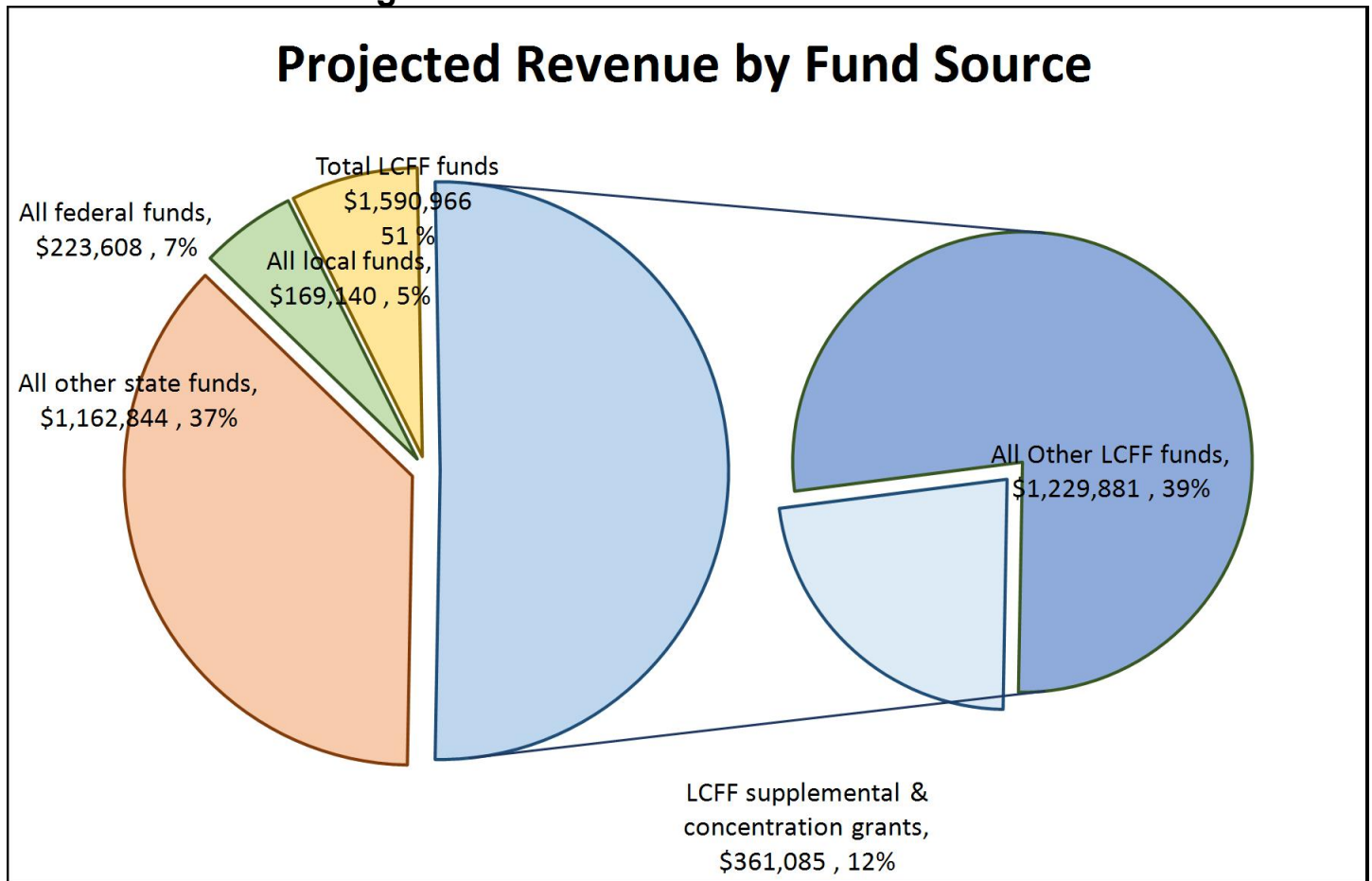
**Twin Ridges Elementary School District**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Ridges Elementary School District  
CDS Code: 29-66415  
School Year: 2024-25  
LEA contact information:  
Scott Mikal-Heine  
Superintendent/Principal  
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(530) 265-9052

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

## Budget Overview for the 2024-25 School Year

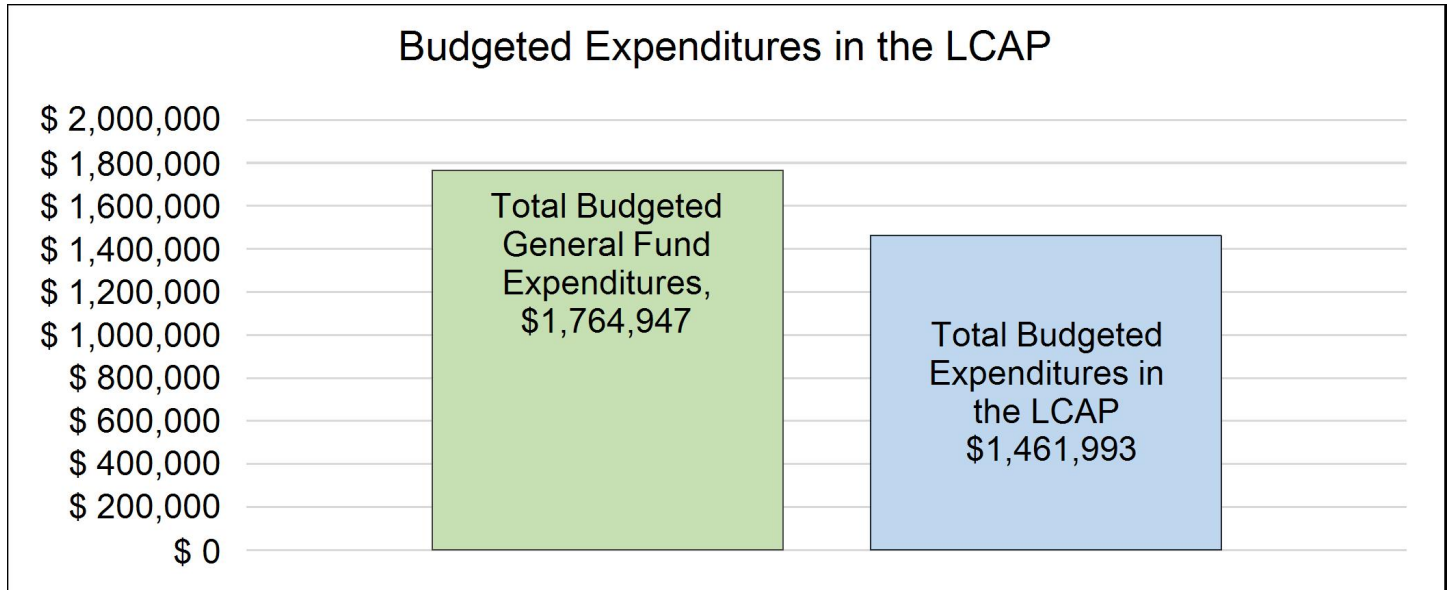


This chart shows the total general purpose revenue Twin Ridges Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Ridges Elementary School District is \$3,146,558, of which \$1,590,966 is Local Control Funding Formula (LCFF), \$1,162,844 is other state funds, \$169,140 is local funds, and \$223,608 is federal funds. Of the \$1,590,966 in LCFF Funds, \$361,085 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Twin Ridges Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Ridges Elementary School District plans to spend \$1,764,947 for the 2024-25 school year. Of that amount, \$1,461,993 is tied to actions/services in the LCAP and \$302,954 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District's general operating fund expenditures not included in the LCAP are: Teacher salaries, administration, special education program, operating costs such as utilities, insurance, general supplies and maintenance/custodial.

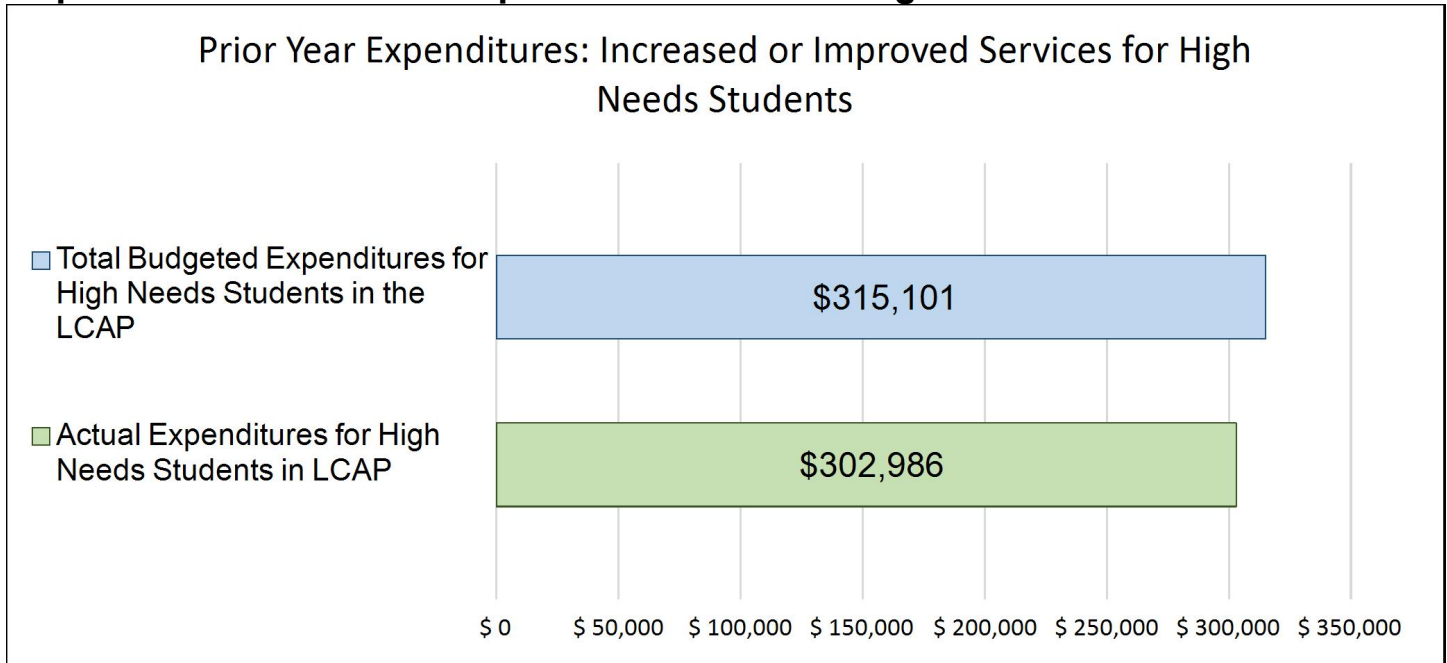
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Twin Ridges Elementary School District is projecting it will receive \$36,1085 based on the enrollment of foster youth, English learner, and low-income students. Twin Ridges Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Ridges Elementary School District plans to spend \$274,836 towards meeting this requirement, as described in the LCAP.

The LCAP includes current estimated costs, we anticipate costs to be greater and will make adjustments at first interim.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Twin Ridges Elementary School District's LCAP budgeted \$315101 for planned actions to increase or improve services for high needs students. Twin Ridges Elementary School District actually spent \$302986 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-12,115 had the following impact on Twin Ridges Elementary School District's ability to increase or improve services for high needs students:

The District didn't not expend as much as expected for field trips, counseling services and transportation.

# 2023–24 Local Control and Accountability Plan Annual Update

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

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math (Priority 4a; Statewide Assessments)	In 2019, on the Math CAASPP, 19.13% of TRESD students met or exceeded standard.  The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.	2021 CAASPP was not administered, and while a state-recognized alternative was deployed, it's completeness and validity of data are questionable at best.	2022 CAASPP was administered. 11% of tested students met or exceeded standard.	2023 CAASPP was administered. Math results are 12% of students tested met or exceeded standards.  2024 CAASPP Administered. 98% Completion rate. Results not yet available.	Increased percentage of students who have met or exceeded standard on the Math CAASPP from the prior year. A specific target would be 5% beyond the 2019 baseline -- so 24.13%. While this is not at the state level of performance (33.76%), it would be positive movement for a school and community in COVID learning loss recovery.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced ELA (Priority 4a; Statewide Assessments) (Priority 4e; percentage of EL students who make progress toward English Proficiency as measured by ELPAC) (Priority 4f; Reclassification Rate)</p>	<p>In 2019, on the ELA CAASPP, 21% of TRESA students met or exceeded standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>100% of EL students made progress toward English Proficiency. 100% (1) student was reclassified as English proficient.</p>	<p>2021 CAASPP was not administered, and while a state-recognized alternative was deployed, it's completeness and validity of data are questionable at best.</p> <p>100% of EL student made progress toward English Proficiency. Data unknown on reclassification 2021-22.</p>	<p>2022 CAASPP was administered. 28% of tested students met or exceeded standard.</p> <p>2022; 100% of EL student made progress toward English Proficiency. 100% of students are identified as reclassified English proficient.</p>	<p>2023 CAASPP was administered. ELA results are 12% of students tested met or exceeded standards.</p> <p>2023; 100% of EL student made progress toward English Proficiency. 100% of students are identified as reclassified English proficient.</p> <p>2024 CAASPP Administered. 98%</p>	<p>Increased percentage of students who have met or exceeded standard on the ELA CAASPP from the prior year. A specific target is 5% beyond the 2019 baseline -- so 32.5% While this is not at the state level of performance (49.01%), it would be positive movement for a school and community in COVID learning loss recovery</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Completion rate. Results not yet available.	in the outcome column for 4e and 4f.  Continued successful effort with limited EL students is expected.
STAR Math	Spring 2021 will become the baseline	2021-22 data is available and needs to be placed in reports. New superintendent is working on this.	2022 Results in Star Math in grades (classrooms) 3/4, 5/6 & 7/8, showed, on average, 20 points higher in percentages proficient than CAASPP proficiency.	2023.24; District has dropped STAR and introduced iReady. Results in iReady Math at first diagnostic (D1) were 8% on grade level (proficient / meeting and exceeding standards) at first diagnostic and growth to 11% at second diagnostic (D2, mid year) for students grades TK-8 tested.  Grade Level Proficiency Results: TK/K 14% @ D1 and 18% @ D2 1st. 0% @ D1 and 22% @ D2 2nd 0% @ D1 and 0% @ D2 3rd. 9% @ D1 and 8% @ D2	Student growth year over year, and greater alignment with like-assessment CAASPP results. Target growth at 3%/year from baseline with a total of 9% over period of this LCAP. Staff determined to focus on raw scores and individual student growth rather than percentages of "proficient" students



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>4th. 7% @ D1 and 13% @ D2            5th 25% @ D1 and 0% @ D2            6th 0% @ D1 and 0% @ D2            7th 0% @ D1 and 0% @ D2            8th 13% @ D1 and 13% @ D2</p> <p>iReady Diagnostic 3 administered in late April, 2024 Results incomplete across grades.</p>	
STAR ELA	Spring 2021 will become our baseline	2021-22 Data is available and needs to be placed in reports. New superintendent is working on this.	2022 Results in Star ELA in grades (classrooms) 3/4, 5/6 & 7/8, showed, on average, 20 points higher in percentages proficient than CAASPP proficiency.	2023.24; District has dropped STAR and introduced iReady. Results in iReady ELA at first diagnostic (D1) were 14% on grade level (proficient / meeting and exceeding standards) at first diagnostic and growth to 25% at second diagnostic (D2, mid year) for students grades TK-8 tested.	Student growth year over year, and alignment with like-assessment CAASPP results. Target growth at 3%/year from baseline with a total of 9% over period of this LCAP. Staff determined to focus on raw scores and individual student growth rather than percentages of "proficient" students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Grade Level Proficiency Results:</p> <p>TK/K 6% @ D1 and 47% @ D2</p> <p>1st. 0% @ D1 and 0% @ D2</p> <p>2nd 0% @ D1 and 0% @ D2</p> <p>3rd. 9% @ D1 and 18% @ D2</p> <p>4th. 21% @ D1 and 46% @ D2</p> <p>5th 36% @ D1 and 27% @ D2</p> <p>6th 9% @ D1 and 0% @ D2</p> <p>7th 0% @ D1 and 0% @ D2</p> <p>8th 38% @ D1 and 57% @ D2</p> <p>iReady Diagnostic 3 administered in late April, 2024 Results incomplete across grades.</p>	
Sufficient access to instructional materials. (Priority 1b; Curriculum	Every pupil in the school district had sufficient access to standard aligned instructional materials.	Every pupil in the school district had sufficient access to standard aligned instructional materials.	2022-23  100% of pupils in the school district had sufficient access to standard aligned instructional materials.	2023-24  100% of pupils in the school district had sufficient access to standard aligned instructional materials.	All students will have access to standards-aligned instructional materials -- 100% implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		District will study, adopt and purchase curriculum for school year 2022-23			
<p>Percentage of teachers conducting and implementing standards-aligned teaching and instruction.</p> <p>Percentage of EL students with access to standards-aligned teaching and instruction and ELD.</p> <p>Percentage of students with access to a broad course of study.</p> <p>(Priority 2a; implementation of state content and performance standards) (Priority 7a; broad course of study)</p>	<p>100% implementation of state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>	<p>2021-22.</p> <p>100% implementation of state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>	<p>2022-23</p> <p>100% of teachers implement state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>	<p>2023-24 Mid Year</p> <p>100% of teachers implement state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>	<p>100% implementation of state board adopted standards-aligned teaching and instruction.</p> <p>100% of EL students had access to standards-aligned teaching and instruction and ELD</p> <p>100% of students had access to a broad course of study</p>
Percentage of teachers appropriately	2020-21	2021-22	2022-23	2023-24	100% (5/5) + all other certificated staff appropriately

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and credentialed. (Priority 1a; credentials)	80% of classroom teachers were either holders of Preliminary or Clear Multiple Subject Credentials.	80% of classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.  Steps taken to move toward appropriate credential for 1/5 of teachers (one teacher at GHS working under a General Education Limited Assignment Permit [GELAP]).	80% (4 of 5) classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.	66% (4 of 6) classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials. 33% (2 teachers) are holders of provisional intern permit or substitute teacher incentive plan (PIP / STIP)	credentialed for the assignment they are in.

## Goal Analysis

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

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

- 1.1 Reading and Math Intervention; Twin Ridges (TRESA, Grizzly Hill) indeed provided a Coordinator of Student Services to serve students who are struggling in to meet grade-level standards.
- 1.2 Districtwide instructional practices for students with disabilities; TRESA provided a Learning Center Model program with SpEd students accessing their general education classroom to the maximum extent possible. Investment and contribution in Special Education services is at an all time high for TRESA.
- 1.3 Electives Curriculum; implemented as intended.
- 1.4 Electives Education; implemented as intended.
- 1.5 Supplemental Online Academic Support Systems; TRESA implemented a change from STAR local assessments to i-Ready for both a local diagnostic and supplemental curricular tool. TRESA also adopted Go Guardian. Both implemented with fidelity.
- 1.6 After School Program; Implemented with fidelity.
- 1.7 Class size reduction; Fully implemented

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

There were no material differences between estimated and actual expenditures.

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

Action 1.1 can be credited with positive movement in ELA proficiency. This is supported by STAR data showing 20 pts better than CAASPP performance (in terms of meeting or exceeding standard) in 5th/6th and 7th/8th grades, teachers reports, and our LCAP survey from teacher responses.

Action 1.3 and 1.4 can be credited with access to a broad course of study, a priority under this goal, and as shown by actual access to electives, teacher, parent and student responses in our LCAP survey.

Action 1.6 had anecdotal value in making progress towards this goal. ASES afterschool staff, and certificated classroom staff, reported a positive difference in the outcomes and experience of students in the Afterschool program, where a more organized and scheduled approach contributed to student academics and homework time.

Action 1.7 also earned anecdotal reports from teaching staff and site council parents as Grizzly Hill school ended the use of a triple combo and the stand alone 6th grade. These classes were move to simpler 2 grade combos, and staff reported an increase in the quality of instruction, ability to manage and plan, and student performance.

Electives education, afterschool program and class size reduction all contribute, functionally, to Goal 1 -- especially regarding "equity and access" and "outstanding learning programs" as outlined. Goal 1.1, ELA & Math Intervention, can be shown to support growth in CAASPP ELA by 7% -- worth celebrating.

Action 1.1 can still be credited with modest positive movement in ELA proficiency. This is supported by STAR data showing 20 pts better than CAASPP

performance (in terms of meeting or exceeding standard) in 5th/6th and 7th/8th grades, teachers reports, and our LCAP survey from teacher responses. iReady data from this past year shows 28% of students (including TK, K, 1st and 2nd grades) at or exceeding standards in ELA. iReady Math reports a 22% overall proficiency (including TK, K, 1st and 2nd grades). Action 1.1 was restructured during the 3 year LCAP cycle in 22-23, for 23-24, the final cycle year. 7% growth from baseline for ELA CAASPP was seen in metrics related to this action, while -7% was seen in Mathematics from 1st to third year. Local assessments, as reports, were more promising (and were better connected to this Action), with modest growth across grades for Diagnostic 1 and 2 in this final LCAP cycle year. We look forward to 23/24 CAASPP results to show movement over this cycle, even accounting for COVID. Notably, Action 1.1 + 1.2 identifies STAR assessments. TRESA changed to i-Ready, like other LEAs. Action 1.2 can be credited with individual performance growth with students with disabilities. These actions will continue into the new LCAP cycle under a goal that is largely the same. Action 1.3 and 1.4 Electives Education & Curriculum, were adjusted within the 21-24 cycle - the prior actions were connected to "expeditionary learning" concepts identified at the start of the 21-24 cycle but abandoned and adjusted to a broader, more traditional set of elective offerings principally aimed at supporting Goal 1. Action 1.5 supplemental software, can be credited with modest improvement and progress towards Goal 1 student performance metrics over the one year they were in use. 1.7 is difficult to determine where and how it contributed to progress in Goal 1. TRESA employs 5 general education

classroom teachers that all teach a combo grade. Without the use of this class size reduction Action, two of these teachers would be triple combination grade classrooms, which is not an ideal practice. We can credit the better practice to this Action as well as the effective progress of standards-based implementation and instruction identified as the primary desired outcome.

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.

Over the three year LCAP cycle, we modified Goal 1 away from Expeditionary Learning (EL) to a more traditional school structure. Rewording of this goal occurred at end of year 2. Actions 1.3 and 1.4 were modified to represent "Electives" rather than identified spending in EL curriculum, training and staffing. Identified spending in Action 1.5 was modified to capture iReady and Go Guardian rather than STAR and ALEX Math. Metrics were modified to capture state priorities, and several desired outcomes under Actions were given data points to reach. Throughout metrics, outcomes for each year were labeled with the appropriate year.

Changes to the planned goal last year included the 2nd paragraph of the goal explanation.

Action 1.1, Grizzly Hill restructured its Intervention TOSA position to provide broader Tier 1 support and effort in all classrooms. Discontinued for the 23.24 year, the more traditional "pull-out" reading specialist position, the school pursued a data-based MTSS approach of targeted intervention and Tier 1, in-class re-teaching. Goals, metrics and desired outcomes for this action remained the same. Modifications were also made to the following metrics: 2,3,4 and 5 -- these changes were often the addition of identified priorities in the metric, or to provide clarity in the desired outcomes.

Goal 1, Metric 2, Smarter Balanced ELA (pg. 17). Language was updated in the Desired Outcomes. A metric-based outcome remains.

Goal 1, Metric 3, STAR Math; Language in the Desired Outcome Column was modified to provide clarity and connect to the metric appropriately.

Goal 1, Metric 4, STAR ELA; Language in the Desired Outcome Column was modified to provide clarity and connect to the metric appropriately.

Goal 1, Metric 5, Sufficient access to instructional materials; Language in the Desired Outcome Column was modified to provide clarity and connect to the metric appropriately

Goal 1, Metric 6, Percent of teachers conducting and implementing standards-aligned teaching and instruction; Language was removed from the Desired Outcomes to provide clarity and connect to the metric appropriately

Action 1.1 was updated to reflect a new FTE amount in the the Action.

Action 1.7 was also updated to connect the title of the Action better with the Description.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates (Priority 5a; attendance rates)	<p>2019-2020 attendance rate for TRES D was 84.85%</p> <p>2020-21 attendance rate for TRES D was 66.37%*</p> <p>*Attendance Rates for the 2020/21 lack any real validity -- this was the year of state distance learning.</p>	The attendance rate for 2021/22 was 66.37%, which is an improvement from 2020-21, but still short of the 19/20 rate.	Attendance rate for P2 2022.23 has been reported (local data) as 85.51% percent.	Current locally calculated attendance rate is 87%, a slight improvement from last year. Final attendance rates are nearing 89%	Maintain the District attendance rate at or above 90%, which is still short of the state average, but would represent a paradigm shift for Twin Ridges.
Chronic Absenteeism (Priority 5b; absenteeism)	Chronic Absenteeism Rate for 2020/21 was 52.6%.	CA Dashboard was unavailable in year 2. Dataquest reported chronic absenteeism rate as 74.16% for 2021-22.	The 2021-22 chronic absenteeism rate is 74.16%, from 2022 CA Dashboard. While 2022-23 chronic absenteeism rate is not yet available, local data developing	Current, locally collected chronic absenteeism rate shows as 70%, a slight improvement.	Decrease TRES D's Chronic Absenteeism rate from the prior year according to the California School Dashboard. A target rate of 20% is a desired outcome for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			shows a rate that is very close to 2022.		this stretch of years to 2023-24.
Healthy Kids Survey Results (Priority 6c; school connectedness)	The only "baseline" data available for student reporting is from 2018-19. CHKS was either not administered to students in 2019-20, 2020-21, and OR data was not uploaded.	Data not available currently.	No CHKS data available. 92% of students reported feeling connected to Grizzly Hill in 2022/23 LCAP Survey. Parents reported slightly less at 86%.	2023.24 CHKS data, with 58% of targeted students responding has 43% of students reporting school connectedness. Parental involvement, as measured by 23.24 CHKS respondents, was 73%	The percentage of students who reported feeling safe at school will be 98% according to the the annual California Healthy Kids Survey.
Participation in TUPE (Priority 6c; other local measures)	No baseline for 2020-21 TUPE participation exists.	12/34 6th thru 8th graders participated in TUPE last year (2021-22) -- a "rate" of 35.2%	2022-23 All Grizzly Hill students from Grades 3 to 8 participated in TUPE this year.	TUPE is moving forward this year. 100% of students in grades 3 through 8 participated or have participated in TUPE. 15 students or 1/3 of upper grade students (5th through 8th) are in TUPE club.	The percentage of students participating in TUPE at school will be 98% of 6th thru 8th graders.
Participation and exposure to organized standards based electives. (Priority 7a; Broad course of study) (Priority 8a; pupil outcomes)	No baseline for this metric is available from 2020-21.	As this sub goal is being added under both LCAP Goal 1 and 2, a new baseline is shall be established in 2022/23.	100% of students at Grizzly Hill participated in a rotation of four electives in 2022/23: Physical Education, Visual Art, Music, and Garden. 5/6th also received a "Tech"	100% of students at Grizzly Hill participated in a rotation of FIVE electives in 2023/24: Physical Education, Visual Art, Music, Garden and Yearbook.	The percentage of students participating in an engaging learning environment will be 100% and a complete cross section of student body for access to electives will be from



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			elective in Trimester 2.		1st through 8th grade -- PE, Music, and Art.
Middle School Dropout rates (Priority 5c; middle school drop out rates)	No students dropped out of TRES D schools in 2020-21	No students dropped out of TRES D schools in 2021-22.	No students dropped out of TRES D schools in 2022-23	No students dropped out or are in risk of dropping out of TRES D schools in 2023-24.	Maintain a 0% middle school drop out rate.
Suspensions and expulsion rates (Priority 2a; suspensions) (Priority 2b expulsions)	Dataquest rates show a decline from 2017-18 (6 suspensions, 5.6%) to 2018.19 (5 suspensions, 4.3%) to 2019-20 (4 suspensions, 4.9%) to 2020-21 (0%) .., a target of 3% or less would be a at pace with the state.	CA Dashboard Suspension rate for 2021-22 unavailable - no data.	2021-22 CA Dashboard Suspension rate - 5.2%  Local data suspension rate for 2022-23, so far, is 0% (no suspensions)	2022-23 Suspensions rates were officially 0%. Local data for suspensions rates 23/24 are currently at 0%.	Target for out of school one time suspensions is 2% or less.
School Facilities (Priority 1c; facilities)	80% School facilities in Good Repair per Facilities Inspection Template (FIT)	Data unavailable for 2021-22.	FIT report for 22.23 shows an increase in school facilities overall rating for repair and condition is 92.875%; considered in "GOOD" repair. The most significant area of need is the category of Interior Surfaces.	FIT report for 23.24 shows a decrease in school facilities overall rating for repair and condition at 80%. The most significant area of need remains the category of Interior Surfaces.	95% School facilities in Good Repair per Facilities Inspection Template (FIT)

## Goal Analysis

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

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

This goal was carried out with fidelity this previous year. Attendance interventions have increased; communications, actions (SARB referrals) Student Attendance Mediation (SAM) processes and letters, in-person meetings at school level, and home visits.

All three actions under this goal were faithfully implemented.

Action 2.1 Build a positive school environment -

Tier 1 Positive Behavior Intervention and Support (PBIS) training and implementation

Drug Intervention Training for staff

Increased transportation to reduce absenteeism (particularly for our SPED student subgroup accessing county programs). Reduced in 23/24 based on need.

Increased restorative conferencing opportunities. RP conferencing started earnestly in 22/23 and doubled in the office 23/24 to approximately 4 conferences / week.

Aide support across classrooms. Continued

Student mental health counseling services, expanded with help of MHSAA grant.

Physical education teaching / support. Expanded to more consistent offering in 23/24.

Strong support and collaboration with county services - particularly with county BCBAs, but also with county support services through Social Emotional Learning (SEL), Differentiated Assistance (DA), Special Education, Foster and Homeless Youth service and Indian Ed.

Use and collaboration with GHS Kitchen Services and school activities. Students working alongside classified kitchen staff.

Action 2.2 Student Support Services efforts -

District Student Support Services classified support staff was in place this year.

Action 2.3 TUPE Coordinator -

TUPE Coordinator in place and running program. No relevant challenges with this service.

Substantive differences to report between planned and implemented actions include the addition of our ELO Program (ELOP) since 2022/23, not captured in the previous LCAP cycle. In fact, TRESA added a Community Schools Coordinator combined with ELOP management to run these two significant climate-improving programs. Attendance rates are on the rise and we anticipate movement in data collected at end of FY24. Chronic absenteeism will see a similar decrease as we improve attendance rates and challenge families to avoid reaching the 10% absence threshold. A climate survey (CA Healthy Kids) is actually being delivered and results interpreted and used for school efforts. TUPE, an added action, is underway and growing in connection with student body - reaching all kids from 8th to 3rd grade. As detailed in Goal 1, an Action describing access to electives was added for this goal mad all students, including TK/K are accessing elective options. Middle School drop out rates have been maintained at zero, and Grizzly Hill can celebrate two years of 0% suspension / expulsion rates. Finally, school

facilities have shown a modest decline in condition, but TRESA can celebrate the passing of Measure A, a general obligation bond, aimed at major facilities improvements over the next 5 years.

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

There were no material differences between budgeted and actual expenditures.

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

Action 2.1 which captures PBIS, can be credited with positive climate growth over last two years. Insufficient CHKS data does not support this growth, but local survey data does (LCAP survey). Increased restorative conferencing opportunities, aide support to assist with student success in classrooms, counseling and positive behavior support, health and fitness education (PE), and partnerships with county agencies for life skills and behavior management (particularly Board Certified Behavior Analysts - BCBAs) have all contributed to effective desired outcomes for Goal 2.

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

As reported in 23/24 LCAP

There is modified language in the "why" box under the Goal explanation, with increased clarity around the reasoning behind this school climate / connectedness goal. Language was modified in the Suspensions and Expulsions metric (year 1 outcome column) of this goal for clarity. No other substantive change to planned goal, metrics, desired outcomes or actions were made based on analysis of data provided in the Dashboard, other local data, or otherwise.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input and participation in programs for unduplicated students and students with exceptional needs (Priority 3a; parent input) (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	Response and participation rate of parents of unduplicated students with exceptional needs is currently 100%	No data available for 2021/22.	2022.23 Parent participation in programs for unduplicated students is considered high based on attendance, and LCAP survey responses to school wide activities, events, and meetings. Three IEPs this year were unattended by a parent (out of dozens). 100% of parents of unduplicated students in these subgroups were offered the opportunity for meaningful participation and feedback for the programs and services provided to their students.	2023.24 LCAP survey was withdrawn for lack of participation. Parent input through CHKS, and Remind at the class level was used to support this metric. IEP attendance at 100% this year, with minimal rescheduling. 100% of unduplicated students and students with special needs had one of at least two parent teacher conferences involving guardians/ parents.	100% of parents of unduplicated students with exceptional needs will be offered the opportunity to provide and participate in feedback for programs and services provided to their students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parent communication. Parent Communication will be measured by Remind and School Messenger at all school sites. (Priority 3a; parent input)</p>	<p>In 2020-21 both school sites utilized Remind to communicate with Parents. This usage will continue at 100% participation.</p> <p>Baseline data will be number of parents connected to Remind. 100% of school contacts are already connected to School Messenger.</p>	<p>No data available for 21/22.</p>	<p>2022.23 100% of students and parent/guardians are connected to school via both Remind app and School Messenger. School communication. School communications (messages, events, invites, reminders, notices, etc. for all-school and class-specific communication has risen 200% for the 22.23 school year (four times the communication as 21/22)</p>	<p>2023.24. 100% of parents/guardian remain connected to school via Remind and School Messenger. School communications (messages, events, invites, reminders, notices, etc. for all-school and class-specific communication continue to rise, but not at the rate from last year. In fact, qualitative measures are being analyzed for school communications, particularly questions / miscommunication stats on sent messages. We are, at this point, working to improve the quality and precision of communications, not just the number.</p>	<p>100% of parents connected and using Remind and/or School Messenger to communicate with school and vice-versa.</p>
<p>Provide Parent Education classes for all parents.</p>	<p>In 2020-21, TRES D was unable to offer parent education</p>	<p>No data available for 2021/22.</p>	<p>2022.23 2 Parent classes were offered this year. Both</p>	<p>2023.24. 1 Parent Fall class was offered. It was cancelled to due</p>	<p>Rate of attendance to TRES D offered parent education classes for</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic.		attended by approximately 20 parents, which is a significant percentage of families / guardians for TRES D.	to low sign-ups. 2 Parenting classes were offered, with childcare provided, at our co-located San Juan Ridge Family Resource Center at Oak Tree Campus. Attendance was 80% Grizzly Hill Parents, and capture 16 distinct families at one session and 12 at the other, with duplication of 4 families between both classes.	parents increased or maintained year to year. Target would be 50% parents attend one of two offered parent courses throughout the school year.
Participation in PTC, field trips, Open House and Back to School Night. (Priority 3a; parent input) (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)	In 2020-21, TRES D was unable to offer these options due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic.	No data available for 2021/22.	2022.23 Participation in PTC by parents is 100% greater than last year with approximately double the number of regular, once a month attendance at PTC meetings. PTC events were 1.5 times more as frequent, Back to School night had nearly 110 attendees, capturing approximately 85% of parent/guardians.	2023.24 Participation in Parent Teacher Committee, like last year, has again doubled. 23 parents are now active on the committee. Meetings have increased in frequency to bi-monthly (every other week). Attendance to Back to School Night doubled to 225 (we serve a meal) capturing nearly 100% of families and more. Attendance to our	75% of parents participate in at least one school event.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Winter Dinner was 370, an historical number. Other PTC and school events have enjoyed excellent, robust attendance..	

## Goal Analysis

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

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

In the 2023/24 schoolyear, Grizzly Hill / Twin Ridges ESD was able to improve and build upon the need to connect and engage with parents and families. Not visible in the prior LCAP cycle, a substantive difference in planned actions is the expansion of services outlined in Goal 2 around Community Schools and Expanded Learning Opportunity Program (ELOP). These new services are well-connected to the only Action under this Goal.

Action 3.1 Parent Engagement, Support Services outlined several steps:

- Increase communication from the district/school to families and the community
- Provide more food at school functions to increase participation
- Increase school-wide activities to draw participation
- Increase opportunities for volunteers
- Increase personnel to make these offerings happen.

The school yet again doubled it's communicated from prior years. This school year saw food served at every planned school activity involving parents minus PT conferences. An increase of school-wide activities increased participation, our Winter Dinner was at facility capacity this year with near 375 people in attendance. PTC continues to expand and grow. and the additional Community Schools / ELOP Coordinator is supported by 3 new ELOP specialists and coming in the 24/25 school year, a Parent Liaison position.

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

The budget for action 3.1 was \$2, 000 but no funds were expended. This was due to the need to expend other (timebound) dollars prior to expending LCFF funds.

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

Under this goal (Twin Ridges Elementary School District will increase parental involvement in all school activities) the following actions were listed, and the following effectiveness was reported.

Increase communication from the district/school to families and the community - communication was increased 4 times over from last year, with a subsequent increase in parental communication with school and parent involvement in school activities  
Provide more food at school functions to increase participation - food was served in over two dozen school activities involving parents, movie nights, BTSN, chili cookoff, jog-a-thon, trunk-or-treat-winter program, PBIS assemblies, field trips, PTC meetings, book fair, LCAP meetings, open house, Site Council and more; we serve food at 8th grade graduation! Parent/guardian participation in all of these activities was subsequently and significantly increased  
Increase school-wide activities to draw participation - schoolwide activities were drastically increased, in both frequency and scale from the prior COVID year. As described, over 24 events involving the entire school at one level or another  
Increase opportunities for volunteers - Opportunities for parent / guardian participation grew in proportion to communication and number of events held.  
Increase personnel to make these offerings happen - Twin Ridges increased personnel opportunities and hourly compensation in order to increase their participation, and work during activities. This subsequently increased parent engagement. Also, the culture of the school in general, in terms of participation, good feelings, and appreciation, have all contributed to growth and progress towards this goal.

We are looking forward to reporting growth in this goal, however modified in the upcoming LCAP cycle.

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

Small changes to this goal were as follows:

There was a change to the "why" explanation of Goal 3 to capture focus on unduplicated students and target populations for low income, foster, homeless and English Learners.  
There was a change to Desired Outcomes under the Parent Communication Metric. The outcome was changed to match the given metric (100% of parents connected and using Remind and/or School Messenger to communicate with school and vice/versa).



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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

**Twin Ridges Elementary School District: Local Control Accountability Plan (LCAP) for the Next Three-Year Cycle**  
The Twin Ridges Elementary School District is a small rural/frontier district comprising three sites: Grizzly Hill and Oak Tree. While there are three sites, Twin Ridges functions as a unified school district. Grizzly Hill is a TK-8 school with 114 students. Oak Tree School hosts the San Juan Ridge Family Resource Center and Little Acorns, our self-funded preschool. The district faces significant community challenges, including housing, employment, socioeconomics, and distance to essential services. Additionally, Grizzly Hill qualifies as a school within the district to receive the Equity Multiplier identified in the 2023 CA State Budget.

Emphases for the New 2024/25 to 2026/27 LCAP Cycle:

**New Leadership and Increasing Student Academic Performance**

**Vision and Direction:** With new leadership, we aim to bring fresh perspectives and innovative strategies to drive the district forward.  
**Academic Excellence:** Implement targeted strategies to enhance student academic performance, including data-driven instruction, personalized learning plans, and increased support for struggling students.  
**Professional Development:** Increased focus on professional development for staff to ensure they are equipped with the latest educational practices and tools.

**Integration of Services:** Our schools will continue to serve as community hubs, providing essential resources such as mental health services, internet access, meals, and connections to local resources like the hygiene pantry or library.  
**After-School Programs:** Expansion and enhancement of after-school programs across all sites to provide additional academic support, enrichment activities, and safe spaces for students beyond regular school hours.  
**Summer Programs:** Development of robust summer learning opportunities to address learning loss and provide continuous engagement for students.  
**Community Events:** Increased focus on events to foster community engagement, socialization, and a sense of belonging.

## Increased Focus on Parent and Community Engagement

**Parent Involvement:** Strengthening partnerships with parents through regular communication, involvement in school activities, and decision-making processes.

**Community Partnerships:** Building and maintaining strong partnerships with local organizations and stakeholders to enhance educational and extracurricular opportunities for students.

Building out the CA Community Schools Partnership Program Framework, and integrating Expanded Learning Opportunities

## Staffing and Services

**Grizzly Hill:** Six classroom teachers, a part-time counselor, several part-time special education service providers, one full-time special education certificated staff, and twelve classified employees (business, student services, nutrition, transportation, maintenance/grounds, special education, and instructional aides).

**Little Acorns Preschool:** Two preschool instructors.

## Commitment to High-Quality Education

The Twin Ridges Elementary School District staff is dedicated to creating, sustaining, and encouraging high-quality educational programs for all students. We strive for high academic standards, safe and engaging learning environments, and strong community partnerships to prepare our students for the future. Our district, with its unique rural setting, provides a supportive and resource-rich environment where students and their families can thrive.

As we embark on this new three-year LCAP cycle, we remain committed to our mission of serving our community and providing a high-quality education to all our students. With new leadership focusing on increasing academic performance, overall best conditions of learning and school climate integrated with community schools, expanded learning opportunities, and finally increasing parent and community engagement, we aim to enhance the educational experience and outcomes for every student in the Twin Ridges Elementary School District.

## Reflections: Annual Performance

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

As we enter a new three-year LCAP cycle, our district celebrates notable achievements while also recognizing areas for growth. We have seen significant progress in student enrollment, with Grizzly Hill experiencing a near 50% enrollment increase, growing from 87 students in 2021/22 to 111 students in 2022/23 and 2023/24. Additionally, parent engagement has surged, evidenced by the 150% growth in the Parent Teacher Committee over the past three years, and higher participation rates in school events such as Back to School Night and Open House.

Moving forward, our focus will include continuing to address low attendance rates, chronic absenteeism, and reinforcing the importance of daily school attendance within families. We aim to build on our successes by strengthening parent and community trust in the school, and enhancing school procedures and routines to ensure robust classroom and student management with efficient staffing.

In 2022/23, we introduced Interim CAASPP Assessments in early spring and then transitioned from STAR assessments to the more comprehensive iReady assessment and curriculum support platform in 2023/24. Leveraging a full curriculum adoption in 2021/22, Grizzly Hill has aligned its instructional focus with California state standards, pacing lessons appropriately for each grade level. Our elective offerings, including Physical Education, Visual Art, Music, Technology, and Garden, will continue on a trimester rotation, providing a well-rounded education for our students.

Our preschool program, Little Acorns, located at the Oak Tree School campus, remains a cornerstone of our community support, offering no or low cost early childhood education to families on the San Juan Ridge. Also on the Oak Tree campus is the county operated San Juan Ridge Family Resource Center (SJR FRC). This program will continue to play a vital role, offering services such as an extension of the Nevada County food pantry, parenting classes, community celebrations, sports and arts camps, dance and yoga classes, and ongoing family support. Enhanced collaboration between the FRC and TRESA is a priority, particularly in planning and implementation for the CA Community School Partnership Program over the next five years.

Grizzly Hill is identified in the lowest performance level on state indicators for English Language Arts and Mathematics on the 2023 CA School Dashboard. Student groups within these performance categories identified in the lowest performance level include white and socioeconomically disadvantaged students. These two subgroups describe 85% of students attending Grizzly Hill.

ELA ALL students; Very Low (89.9 pts below standard)  
White Student subgroup; Very Low (94.3 pts below standard)  
Socioeconomically disadvantaged (SED) student subgroup; Very Low (95.4% below standard)

Mathematics ALL Students; Very Low (107.5 pts below standard)  
White Student subgroup; Very Low (104.2 pts below standard)  
SED Student subgroup; Very Low (107.6 pts below standard)

Notably, student performance declined in these two subgroups from 2021/22 to 22/23.

Grizzly Hill is also identified for Differentiated Assistance for very high Chronic Absenteeism. This measurement captures students (enrolled at our district at least 30 days) missing more than 10% of the school year. Our 2022-23 absenteeism rate was 71.8% which is extreme by any comparison. Our unreported rate for 23-24 is 74.1%. We are hovering at 66% chronically absent with the possibility of carving that back to a slightly improved 60% by end of 23/24 school year. The state's rate of chronic absenteeism is 24.3%.

In the coming years, we will build on our achievements by further refining our instructional methods and expanding our extracurricular programs. Expanded Learning Opportunities and After School Education and Safety programs (ELOS, ASES) extend both the school year calendar and the school day for students and families free of charge. Continued strong participation in the Nevada County Athletics League

sports, including boys' and girls' volleyball and basketball, track and field will be maintained. We are also committed to restorative discipline practices and low suspension rates, aiming to continue our streak of 0% for the past two years.

Overall, we are poised for continued growth and success, dedicated to improving attendance, strengthening community ties, and providing high-quality education and support to all our students and families.

## Reflections: Technical Assistance

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

Twin Ridges has been identified for Differentiated Assistance due to challenges in student academic performance in English Language Arts and Math, as well as issues with chronic absenteeism. In collaboration with the county office of education, our district has engaged in a comprehensive improvement science-based process over five days, totaling 7.5 hours of dedicated work involving all staff and the county team.

The core of this initiative is the understanding that there is a significant link between attendance and student performance. The process began with developing a problem statement that delves into the underlying reasons for chronic absenteeism and academic underperformance. Through this analysis, the team identified collective historical trauma and a prevailing suspicion towards the local school as key factors influencing these issues.

The staff believes that to improve student performance, it is crucial to address attendance rates, and both of these goals are closely tied to building family and community trust in the school. By understanding and addressing the roots of these challenges, the team aims to create a more supportive and trusting environment for students and their families.

Key highlights of the Differentiated Assistance process include:

**Problem Identification:** Developing a problem statement that explores the historical and cultural context affecting school attendance and performance.

**Collaborative Effort:** Engaging all staff in a structured, improvement science-based process with the county team to ensure a comprehensive approach.

**Focus on Trust:** Recognizing that increasing attendance and student performance depends on enhancing family and community trust in the school.

**Strategic Planning:** Formulating actionable strategies to address identified issues, with a focus on fostering a positive and supportive school environment. Rising up out of the process is a greater commitment to Community School focus, Universal Design for Learning (UDL) and Social Emotional Learning efforts (SEL).

Through this focused effort, Twin Ridges is committed to overcoming the challenges of chronic absenteeism and academic underperformance by rebuilding trust and creating a school culture that supports every student's success.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Twin Ridges Teachers Association	Labor groups meet regularly but informally. Mondays at 3:15 PM, including contract negotiations. Consultation for LCAP and Equity Multiplier involved labor in all-staff settings because of the scale of the school and incomplete representation of labor with employees.
California School Employees Association	Labor groups meet regularly but informally. Consultation for LCAP involves labor in all-staff settings because of the scale of the school and incomplete representation of labor with employees.
Grizzly Hill Parent Teacher Club	PTC Meets every other Friday. Principal attended 8 (9) of the PTC meetings this year to engaged educational partners on various elements of progress and or effort. Measure A Bond, 23 LCAP Progress, CAASPP results, 24 LCAP Goal Formulation, and various school events and activities were all agendized subjects.
Grizzly Hill School Site Council	SSC Meetings on Feb 1st, 2023 April 23, 2023. Feb 21st, 2024, April 25th, 2024, May 30th, 2024. LCAP Specifically agendized. Reporting on LCAP Progress (Mid Year report) as well as focus in Spring on forming and articulating new goals. SSC was involved with Equity Multiplier conversation and building TRESA's Attendance- based Focus Goal.
Twin Ridges Community School Advisory Council	Jan 10th, 2024, March 21st, 2024, April 11th, 2024, April 18th, 2024, May 16th, 2024. Additional Listening Sessions. Data Gathered and assembled for LCAP Process. School structure, needs assessments, focus on Goal 3 - Parent and Community Engagement

Educational Partner(s)	Process for Engagement
Grizzly Hill Staff	All certificated and classified personnel. Staff meetings were every Wednesday at 1:45 typically until 2:30 - 3:15. LCAP goals, Consultation for LCAP and Equity Multiplier, school budget, Differentiated Assistance, CAASPP, LCAP Actions, Local Assessment disaggregation, labor needs, school activities and events, parent engagement, school communication, safety, student subgroup-specific planning and implementation, Community Schools, and intervention were all regularly agendized items.
Little Acorns Preschool Staff	Little Acorns Staff attended select GHS Staff Meetings. LA Staff also attended CS Advisory Council Meetings. LA Staff communicates with Cabinet regularly.
Parent Community via Remind / Google Surveys.	Parents connected with an LCAP survey in early 2023. Remind can produce reports of school communication that were developed into useful datasets. Examples include the completeness of parent communication via Remind (number of student families connecting in each classroom), or feedback regarding specific needs like calendar, release times, event dates, volunteer opportunities, school event needs or student attendance.
Grizzly Hill Student Council	GHS Student Council meets every Wednesday at 1:00pm in the MPR. Students focus on activities, events, field trips, talent shows, assemblies, and other fun, but also connected with the Principal and Student Council Leadership Advisor regularly about topics that connect to LCAP - from school engagement and climate, facilities and food services, safety and emergencies, classroom management and discipline.
TRES D Leadership Cabinet	Scheduled monthly on Mondays at 3PM. Student Services Coordination check in 8am Monday and often Friday evenings. Business Official Meetings as needed. Every topic possible for school planning is part of every Cabinet meeting. Standing items include everything from personnel to school budget, to long range plans. Group scheduled to meet every other Monday typically. Conversations and planning directly targeting LCAP and Equity Multiplier were key efforts.

Educational Partner(s)	Process for Engagement
TRES D Board of Trustees	Regular Meetings second Tuesday of every month including July. TRES D Board held multiple Special Meetings this year as well; Governance, Budget Planning, Personnel, Bond, and more. Regular reporting and engagement around LCAP and Equity Multiplier with Board of trustees. LCAP is codified on the TRES D Governance Calendar, pushing it into the light at regular intervals for reporting, input, direction, and progress.
TRES D Chronic Absenteeism Team (NCSOS Absenteeism Community of Practice [CoP])	This team of professionals specifically targeted the new addition of Equity Multiplier funds for Grizzly Hill based on Unduplicated Pupil Percentage. This novel resource accompanies the requirement of an LCAP Focus Goal. Attendance, and specifically Chronic Absenteeism has been outlined as a triggering metric for TRES D Differentiated Assistance. This team developed the Focus Goal after the set of interventions and connected next steps were drawn out through this CoP process.
District wide surveys, CA Healthy Kids Survey, Kelvin November 2023, February 2024.	Sent out twice to gather input from students, staff, and parents.
LCAP Public Hearing: Scheduled for June 4th, 2024, with the approval date set for June 18th, 2024	Public hearing is a stakeholder input opportunity.
San Juan Ridge Family Resource Center	The SJR FRC is located on a TRES D campus (Oak Tree). This partner community based organization meets with District leadership on a quarterly basis. This year meetings were held on Dec 13th, Jan 10th, Jan 18th, Jan 31st, Feb 14th, Feb 21st, Mar 4th, Mar 7th, Mar 13th, Apr 17th, May 15th, May 29th, and coming up on June 5th. This group has been most closely connected on ELOP planning as well as Community Schools collaboration

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

TRES D believes that stakeholder input is crucial in the development of the LCAP. This year, the district has consulted with parents, pupils, school personnel, local bargaining units, and the community to engage in goal-setting and gather input. Parent and community involvement in all district processes remains a continuous, annual objective. The following meetings, hosted by TRES D and other organizations, demonstrate our ongoing commitment to transparency and stakeholder engagement.

These efforts reflect our dedication to maintaining open communication and active participation from all stakeholders, ensuring that the district's goals and initiatives are aligned with the needs and expectations of the community. A commitment to the three-goal structure of student performance, school climate and culture, and parent and community engagement, along with many actions and metrics from our previous cycle, has been a consistent theme in these meetings.

### Specific Influences on the Adopted LCAP

#### Literacy and Reading

Feedback Received: Educational partners emphasized the need for enhanced literacy programs and reading initiatives.

LCAP Response: The adopted LCAP includes targeted literacy interventions, additional reading resources, and professional development for teachers focused on literacy instruction. These initiatives were informed by the recent changes and renewed energy around the Grizzly Hill Library this fall. Additionally, the change in staffing regarding our prior Teacher on Special Assignment, who was working as a de facto Reading Specialist, has influenced our approach to literacy and reading programs.

#### School Facilities Conditions

Feedback Received: Concerns about the conditions of school facilities were raised, highlighting the need for improvements.

LCAP Response: The LCAP allocates funds for maintenance and upgrades of school facilities to ensure a safe and conducive learning environment. This consultation was informed and supported by the annual Facilities Inspection Tool as well as the Measure A consultation with Williams and Associates for a Capital Outlay Plan.

#### School Communications

Feedback Received: Stakeholders requested better communication strategies, including more frequent all-school communication and an easier-to-access organic school calendar on the website.

LCAP Response: The LCAP includes initiatives to improve communication channels, such as updated school calendars, regular all-call updates, and enhanced use of digital communication tools. This feedback was generously supported by the Grizzly Hill Parent Teacher Club and the Grizzly Hill School Site Council.

#### Equity Multiplier and Focus Goal on Attendance

In each of these meetings, details regarding the novel Equity Multiplier have been part of the conversation. This funding model, identified in the 2023 CA State Budget, aims to address inequities and support disadvantaged students.

Feedback Received: Educational partners stressed the importance of utilizing the Equity Multiplier to support the most disadvantaged students at Grizzly Hill.

LCAP Response: The adopted LCAP includes a focus goal on leveraging the Equity Multiplier to provide targeted support and resources for disadvantaged students, aiming to reduce disparities and promote equity within the district.

#### Focus Goal on Attendance and Chronic Absenteeism

Feedback Received: The need to improve attendance and specifically address chronic absenteeism was highlighted as a critical area for improvement.

LCAP Response: The LCAP includes specific strategies to improve student attendance, such as implementing attendance incentive programs, providing additional support services to address barriers to attendance, and enhancing parent engagement around the importance of regular attendance.

The adopted LCAP for TRESA has been significantly influenced by the feedback provided by educational partners. By focusing on key areas such as literacy, school facilities, communication, leveraging the Equity Multiplier to support disadvantaged students, and addressing chronic absenteeism, the LCAP reflects the needs and aspirations of the community. TRESA remains committed to integrating stakeholder feedback into our planning and decision-making processes to ensure a high-quality, inclusive, and equitable education for all students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Twin Ridges will be a district that fosters academic excellence. With faithful implementation of Multi-Tiered Systems of Support (MTSS) at the heart, our schools will ensure equitable access to rigorous, standards-aligned learning for all students, academic interventions and best instructional practices. We will prepare all students for successful grade-level transitions, and ensure every student thrives.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Our decision to prioritize Goal 1—fostering academic excellence through equitable access to rigorous, standards-aligned learning for all students—is rooted in the comprehensive analysis of our CA School Dashboard data. This data highlighted several key areas that required focused attention, which guided our goal-setting process.

**Academic Performance Gaps:**  
 The CA School Dashboard data revealed persistent achievement gaps across various student subgroups in English Language Arts and Math. Despite some progress, these gaps indicate a need for targeted interventions and support to ensure all students can achieve academic success.

**Chronic Absenteeism:**  
 High rates of chronic absenteeism have been a significant concern, as attendance directly impacts student learning and performance. The data underscored the necessity of addressing this issue to improve overall academic outcomes.

**Identification and Consultation Process / Stakeholder Engagement:**  
 To address these challenges, TRES D engaged in a thorough consultation process with educational partners, including parents, students, school personnel, board of trustees, and local bargaining units. This collaborative approach ensured that the goal reflects the needs and priorities of our entire community. Over the past year, we conducted multiple meetings, surveys, and focus groups to gather input from all stakeholders. These sessions provided valuable insights into the barriers students face and the support needed to overcome them. Part of this process involved assessing our prior LCAP cycle and progress, and interpreting a new three year focus.

**Focus on Equity and Access:**

Stakeholders emphasized the importance of equitable access to high-quality education. This feedback reinforced our commitment to implementing Multi-Tiered Systems of Support (MTSS) and best instructional practices to provide every student with the resources they need to succeed.

**Promoting Transparency and Understanding**

Our district is committed to transparency and fostering a clear understanding of our goals and the rationale behind them. By openly sharing the data and consultation processes that informed our decision, we aim to build trust and ensure that our community is fully informed about our priorities.

**Communication:**

We will continue to keep our community updated through regular communications, including newsletters, board meetings, and public forums. These platforms will provide ongoing opportunities for feedback and engagement.

**Accountability:**

We will use measurable outcomes from the CA School Dashboard and other assessment tools to track our progress. This data will be shared with the community to demonstrate our commitment to achieving this goal and to highlight areas where further improvement is needed.

In summary, prioritizing this goal is a strategic response to the needs identified through the CA School Dashboard data and extensive consultation with our educational partners. By focusing on Goal 1, broadly summarized as a academic / instruction / student performance goal we aim to ensure that every student at Twin Ridges thrives.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Proficiency Priority 4a; Statewide Assessments	12% (N=60) of 3rd through 8th grade students meet or exceed standard. Grade level data unavailable (invisible due to n-size / privacy) Socioeconomically disadvantaged student subgroup 95.4 points below standard,			30% of 3rd through 8th grade students meet or exceed standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White student subgroup 95.4 points below standard				
1.2	CAASPP Math Proficiency Priority 4a; Statewide Assessments	12% (N=60) of 3rd through 8th grade students meet or exceed standard. Grade level data unavailable (invisible for n-size / privacy) Socioeconomically disadvantaged student subgroup 107.6 points below standard, White student subgroup 104.2 points below standard			25% of 3rd through 8th grade students meet or exceed standard	
1.3	CAST Science Proficiency Priority 4a; Statewide Assessments	5th & 8th Grade Met or Exceeded: 10.71% 60.71% Nearly Met			30% of 5th and 8th grade students meet or exceed standard	
1.4	iReady Local Assessment ELA Proficiency	Diagnostic 1 (D1) Sept 2023, Diagnostic 2 (D2) December 2023, Diagnostic 3 (D3) April 2024  Grade Level Proficiency Results:  TK/K D1 - 6% D2 - 47% D3 - 47% (N-23) 1st. D1 - 0% D2 - 0% D3 - 22% (N-12)			40% of students in each grade level meet or exceed standard	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd D1 - 0% D2 - 0% D3 - 11% (N-11) 3rd. D1 - 9% D2 - 18% D3 - 18% (N-13) 4th. D1 - 21% D2 - 46% D3 - 47% (N-15) 5th D1 - 36% D2 - 27% D3 - 45% (N-11) 6th D1 - 9% D2 - 0% D3 - 0% (N - 14) 7th D1 - 0% D2 - 0% D3 - 0% (N - 5) 8th D1 - 38% D2 - 57% D3 - 38% (N - 9)  100% of students complete local assessments.				
1.5	iReady Local Assessment Math Proficiency	Diagnostic 1 (D1) Sept 2023, Diagnostic 2 (D2) December 2023, Diagnostic 3 (D3) April 2024  Grade Level Proficiency Results:  TK/K D1 - 14% D2 - 18% D3 - 41% (N-23) 1st. D1 - 0% D2 - 22% D3 - 25% (N-12) 2nd D1 - 0% D2 - 0% D3 - 0% (N-11) 3rd. D1 - 9% D2 - 8% D3 - 18% (N-13)			30% of students in each grade level meet or exceed standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>4th. D1 - 7% D2 - 13% D3 - 36% (N-15)</p> <p>5th D1 - 25% D2 - 0% D3 - 38% (N-11)</p> <p>7th D1 - 0% D2 - 0% D3 - 0% (N - 5)</p> <p>8th D1 - 13% D2 - 13% D3 - 26% (N - 9)</p> <p>100% of students complete local assessments.</p>				
1.6	English Learner Advancement Priority 4e; percentage of EL students who make progress toward English Priority 4f; Reclassification Rate	100% of EL Students make progress towards English 100% of students are identified as reclassified English proficient			100% of students are identified as reclassified English proficient	
1.7	Broad Course of Study Priority 7a; broad course of study	100% of students access a broad course of study			100% of students access a broad course of study	
1.8	Implementation of State Content and Performance Standards. Priority 2a: Implementation of State Standards	80% of teaching is standards-aligned instruction			100% of teaching standards-aligned instruction	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percentage of Teachers Appropriately Assigned and Credentialed Priority 1a; appropriately assigned teachers with full credentials	2021-22 83% of teachers with clear credentials 16.7% of teachers with ineffective credential			100% of Teachers Appropriately Assigned and Credentialed	
1.10	Sufficient Access to Instructional Materials including materials targeted for instructional support during designated and intervention time. Priority 1b; Instructional Materials	100% of students have access to instructional materials			100% of students have access to instructional materials	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards-Aligned Instruction and Learning	Twin Ridges will develop a system of standards-aligned assessments to support and measure student growth in all content areas. This will include standards-aligned common resources and assessment tools. This will include targeted differentiation and intervention resources for English Language Learners and Students with Disabilities. This will include targeted supports to ensure that the lowest performing student groups (SED, White) in English Language Arts and Math are provided the necessary instruction to improve academic outcomes.	\$14,902.00	Yes
1.2	Professional Development for Universal Design for Learning (UDL)	Twin Ridges will provide professional learning and support to successfully plan and implement Universal Design for Learning (UDL) practices in all classrooms to support all students. The focus of our practices is to address standard aligned best instructional practices, improve student engagement and remove barriers to the learning process. This will include targeted supports to ensure that the lowest performing student groups (SED, White) in English Language Arts and Math are provided the necessary instruction to improve academic outcomes.	\$8,000.00	No
1.3	Academic Support and Enrichment - Expanded Learning Opportunity (ELOP) Program Access After School Education and Safety (ASES) program access	Twin Ridges will provide multiple afterschool, extra-calendar, and extended day opportunities to support our students. This will include tutoring, tiered intervention and academic enrichment. This will include targeted supports to ensure that the lowest performing student groups (SED, White) in English Language Arts and Math are provided the necessary instruction to improve academic outcomes.	\$280,399.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Broad Curriculum	Twin Ridges will continue to strengthen and expand educational opportunities through the lens of equity for our students. This will include visual and performing arts (VAPA), Garden, Music, and Yearbook electives. This effort will also include Physical Education and Student Council (Associated Student Body [ASB]).	\$27,000.00	Yes
1.5	Professional Development and Learning	Twin Ridges will develop professional learning plan for staff aimed at standards-aligned learning, assessment tools, strengthening classroom management, routines and school procedures, implementing universal design for learning, positive behavioral interventions and support, and social emotional learning curriculum.	\$3,500.00	Yes
1.6	School Counseling Services	Provide a school counselor to all grade levels to improve student outcomes, attendance and provide overall mental health supports to students. This counselor will be integral in addressing the chronic absenteeism indicator for the SED subgroup.	\$32,000.00	No
1.7	Preschool program	Preschool staffing (Director, Assistant, site supervisor) to support early intervention	\$139,570.00	No
1.8	Reduced Class size	Additional teacher to support smaller class sizes	\$84,714.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Twin Ridges will provide a safe, healthy, and supportive educational environment where all students thrive. We will actively engage students in a positive school climate that values and reflects the unique nature of our district, ensuring learning environments that promote well-being and academic success.	Broad Goal

**State Priorities addressed by this goal.**

Priority 1: Basic (Conditions of Learning)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

**An explanation of why the LEA has developed this goal.**

Our decision to prioritize Goal 2—providing a safe, healthy, and supportive educational environment where all students thrive—is grounded in data from the CA School Dashboard and extensive consultation with our educational partners.

**School Climate and Student Engagement:**  
 The CA School Dashboard and locally collected data indicated areas of concern related to school climate and student engagement. We observed that some students did not feel fully engaged or supported within their learning environment, which impacts their overall academic performance and well-being.

**Chronic Absenteeism and Attendance Rates:**  
 The data also highlighted issues with chronic absenteeism and attendance rates, suggesting a need to improve the overall school climate to ensure that students feel safe and supported. An area of current success, related to climate is a 0% suspension rate.

**Identification and Consultation Process**  
 To address these challenges, TRES D undertook a comprehensive consultation process with educational partners, including parents, students, school personnel, school board and community members. This collaborative approach ensured that our goal reflects the needs and priorities of our entire community.

**Stakeholder Engagement:**  
 We conducted multiple meetings, surveys, and focus groups to gather input from all stakeholders. These sessions provided valuable insights into the factors affecting school climate and student engagement, emphasizing the importance of a safe and supportive environment for learning.

**Focus on Inclusivity and Safety:**

Stakeholders consistently highlighted the need for an inclusive and safe school climate that values diversity and promotes well-being. This feedback reinforced our commitment to creating an environment where all students feel valued and supported.

#### Promoting Transparency and Understanding

Our district is committed to transparency and fostering a clear understanding of our goals and the rationale behind them. By openly sharing the data and consultation processes that informed our decision, we aim to build trust and ensure that our community is fully informed about our priorities.

#### Communication:

We will continue to keep our community updated through regular communications, including newsletters, board meetings, surveys and public forums. These platforms will provide ongoing opportunities for feedback and engagement.

#### Accountability:

We will use measurable outcomes from the CA School Dashboard and other local assessment tools to track our progress. This data will be shared with the community to demonstrate our commitment to achieving this goal and to highlight areas where further improvement is needed.

In summary, prioritizing this goal is a strategic response to the needs identified through the CA School Dashboard data and extensive consultation with our educational partners. By focusing on creating a safe, healthy, and supportive educational environment, we aim to ensure that all students at Twin Ridges feel engaged, supported, and able to thrive academically and personally.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates (Priority 5a; attendance rates)	2023.24 current attendance rate is 87%.			Attendance rate at 94% or higher	
2.2	Chronic Absenteeism (Priority 5b; absenteeism)	2023.24 current chronic absenteeism rate shows as 60.1%			Chronic Absenteeism rate at 30% or below	
2.3	Healthy Kids Survey Results (Priority 6c; school connectedness)	2023.24 CHKS data, with 58% of targeted students responding has 43% of students			90% of targeted students responding to CHK Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reporting school connectedness. Parental involvement, as measured by 23.24 CHKS respondents, was 73%			80% of students reporting school connectedness 80% of parents reporting involvement.	
2.4	Suspensions and expulsion rates (Priority 6a; suspensions) (Priority 6b expulsions)	2023.24 Suspensions rates were 0%. Local data for suspensions rates 23/24 are currently at 0%.			Maintain 0% Suspension Rate Maintain 0% Expulsion Rate	
2.5	Conditions of School Facilities (Priority 1c; facilities)	FIT report for 23.24 shows school facilities overall rating for repair and condition at 80%. The most significant area of need remains the category of Interior Surfaces.			FIT report showing school facilities rated at 90% for repair and condition.	
2.6	Middle School Dropout Rate (Priority 5c)	0% Middle School Drop out rate			Maintain 0% Middle School Drop out rate	

## Goal Analysis [2023-24]

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

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

Not Applicable.



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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Build a positive school environment	<p>Provide Professional Development and increase staffing around key services and curriculum to promote positive school climate.</p> <ul style="list-style-type: none"> <li>• Positive Behavior Intervention and Support (PBIS) training and implementation.</li> <li>• Social Emotional Learning curriculum</li> <li>• Grizzly Hill food and nutrition services</li> <li>• Healthy choices curriculum - digital citizenship, substance abuse, suicide prevention.</li> <li>• Student Attendance Mediation</li> <li>• Restorative Conferencing and Proactive Circles</li> <li>• Program Aide classroom support</li> <li>• Counseling and positive behavior support</li> <li>• Health, Sex Ed and physical fitness education</li> <li>• Registered Behavior Technician (RBT) to support behavior interventions and plans.</li> <li>• Partnerships with county agencies for classroom and student behavior management.</li> </ul>	\$301,026.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	Increased opportunities for student connectedness and engagement.	Twin Ridges will increase opportunities for meaningful student engagement, including school activities and events, expanded learning, student voice, student leadership / student council, and before and after school activities.	\$20,000.00	Yes
<b>2.3</b>	Student Support Services	Twin Ridges will provide a district Student Services support certificated staff, a school nurse, and school counseling. In addition to these roles, TRESA will continue to support a full time Registered Behavioral Technician, as well as county-supported Board Certified Behavioral Analyst. TRESA will continue to support school psych and Speech & Language Pathologist. Student Services Coordinator will also have classroom and case management duties.	\$136,654.00	No
<b>2.4</b>	Professional Learning for Staff	Twin Ridges will focus on providing professional learning for all aspects of school climate and culture of MTSS. The scope of this work will include continuing Differentiated Assistance, Trauma Informed School approaches, core classroom management strategies and techniques, socioemotional learning (SEL) curriculum, Restorative Practices conferencing and proactive circles, and affective communication.	\$0.00	No
<b>2.5</b>	Execution of Measure A Facilities upgrade efforts	Twin Ridges will execute a core set of facilities related efforts as defined by Measure A, TRESA general obligation facilities improvement bond.	\$0.00	No
<b>2.6</b>	Home to school transportation	Student Transportation	\$95,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Twin Ridges will enhance student achievement by strengthening parent and community partnership. Embracing a CA Community Schools framework, we will increase effective communication and opportunities for active participation in students' educational development.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Our decision to prioritize Goal 3—strengthening educational partnerships and engagement—is based on comprehensive analysis of CA School Dashboard data and extensive consultation with our educational partners.

**Parent and Community Involvement:**  
Local data revealed that increased parent and community involvement correlates positively with student achievement and overall school performance. Schools with higher levels of parental and community engagement tend to have better student outcomes.

**Communication Gaps:**  
The data indicated areas where communication between the school and families could be improved. Enhancing communication channels is essential for building trust and ensuring that parents and community members are well-informed and actively engaged in the educational process.

**Identification and Consultation Process:**  
To address these challenges, TRES D engaged in a thorough consultation process with educational partners, including parents, students, school personnel, and community members. This collaborative approach ensured that our goal reflects the needs and priorities of our entire community. Included in this structure was the novel Community Schools Advisory Council and the Grizzly Hill School Site Council - key leadership community engagement bodies.

**Stakeholder Engagement:**  
We conducted multiple meetings, surveys, and focus groups to gather input from all stakeholders. These sessions highlighted the importance of strong partnerships between the school, parents, and the community in supporting student achievement.

**Focus on Active Participation:**

Stakeholders emphasized the need for more opportunities for parents and community members to participate actively in students' educational development. It also, interestingly, highlighted the need for collective community healing around the negative perception and history of Grizzly Hill School. This feedback reinforced our commitment to creating avenues for involvement, healing, and commitment to parents and community partners in ensure their feeling of value and inclusion.

**Promoting Transparency and Understanding**

Our district is committed to transparency and fostering a clear understanding of our goals and the rationale behind them. By openly sharing the data and consultation processes that informed our decision, we aim to build trust and ensure that our community is fully informed about our priorities.

**Communication:**

We will continue to keep our community updated through regular communications, including newsletters, board meetings, and public forums. These platforms will provide ongoing opportunities for feedback and engagement.

**Accountability:**

We will use measurable outcomes from the CA School Dashboard and other local assessment tools and surveys to track our progress. This data will be shared with the community to demonstrate our commitment to achieving this goal and to highlight areas where further improvement is needed.

In summary, prioritizing this goal is a strategic response to the needs identified through the CA School Dashboard data and extensive consultation with our educational partners. By focusing on strengthening educational partnerships and engagement, we aim to enhance student achievement and create a supportive, collaborative environment for all members of the Twin Ridges community.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input and participation in programs for unduplicated students and students with exceptional needs Priority 3a; parent input Priority 3b; parent participation SED, Homeless, Foster, EL Priority 3c: parent participation SPED	Response and participation rate of parents, as measured by IEP attendance, Remind use, and event participation for students with exceptional needs currently at 100%			Response and participation rate of parents, as measured by IEP attendance, Remind use, and event participation for students with exceptional needs will continue to be at 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent communication. Parent Communication measured by Remind and School Messenger at all school sites. Priority 3a; parent input	95% participation rate for use of Remind to communicate with Parents / Families.			100% participation. Number of parents/ families connected to Remind will reach 100%	
3.3	Parent Education classes for all parents. Priority 3b; parent participation SED, Homeless, Foster, EL Priority 3c: parent participation SPED	Current parent participation for families with students with special needs is 15%.			Participation rate for families with students with special needs to be 60%.	
3.4	Participation in Parent Teacher Committee (PTC), field trips, Open House and Back to School Night (BTSN) Priority 3a; parent input Priority 3b; parent participation SED, Homeless, Foster, EL Priority 3c: parent participation SPED	Current parent participation rate for families with students with special needs for PTC, field trips, open house, and BTSN is 80% unduplicated.			Current parent participation rate for families with students with special needs for PTC, field trips, open house, and BTSN at 100% unduplicated.	
3.5	All school events, field trip participation, website clarity					

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Schools Partnership Program	Twin Ridges will move forward on Community Schools framework and partnership processes. Led by a CS Advisory Council and CS Coordinator, a school rebranding effort, a school-based community basic service structure, and a comprehensive communication effort will be hallmarks of this action.	\$107,637.00	No
3.2	Parent Liaison	This position will support actions in Goal 3, as well as school conditions of learning and climate actions in Goal 2 - attendance, enrollment, connectedness, and beyond.	\$70,541.00	No
3.3	Parent and Staff Education	Twin Ridges will provide equitable access and communication to parents and staff of educational initiatives and programs available at Grizzly Hill School and Little Acorns Preschool at Oak Tree campus. This includes	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		workshops, events, extracurricular, and additional resources. Twin Ridges will execute parent classes and/or parent university efforts over the next three years.		
<b>3.4</b>	Parent and Community Outreach	Twin Ridges Elementary School District will develop a variety of educational partnership engagement opportunities for parent volunteers and community partnerships.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	By June 2027, Twin Ridges Elementary School District will increase its attendance rate to 95% and reduce its chronic absenteeism rate to below 25%, aligning with the state average. Progress will be measured quarterly through attendance reports and intervention tracking.	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)

**An explanation of why the LEA has developed this goal.**

The Twin Ridges Elementary School District (TRESA) developed the goal to increase attendance rates to 95% and reduce chronic absenteeism to below 25% by June 2025 as part of our commitment to leveraging the Equity Multiplier, as identified in the 2023 CA State Budget. This goal was formulated based on extensive feedback from educational partners, including parents, pupils, school personnel, local bargaining units, and the community.

Stakeholder input emphasized the critical impact of consistent attendance on student academic performance and overall school success. Chronic absenteeism was identified as a significant barrier to achieving our educational objectives, particularly for our most disadvantaged students. By addressing attendance and chronic absenteeism, we aim to create a more equitable learning environment that ensures all students have the opportunity to succeed.

The goal aligns with our district's broader mission to enhance student performance, improve school climate and culture, and foster parent and community engagement. It reflects a focused effort to utilize the resources provided by the Equity Multiplier to support targeted interventions and initiatives aimed at improving attendance rates. These efforts include attendance incentive programs, additional support services to address barriers to attendance, and enhanced parent engagement strategies.

By setting this SMART goal, TRESA is committed to measurable, time-bound outcomes that will bring our attendance and chronic absenteeism rates in line with state averages, thereby promoting a healthier, more effective educational environment for all our students. This goal not only addresses immediate attendance issues but also supports long-term academic success and equity within our district.

## Measuring and Reporting Results



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Positive Attendance Rate (PAR)	Current PAR is 61% for 2023/24			Increase PAR to 92.5% or higher for 2026/27	
4.2	Chronic Absenteeism Rate (CAR)	Current CAR is 45% for 2023/24			Decrease CAR to 25% or less for 2026/27	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Continue supporting and implementing a Community of Practice to reduce Chronic Absenteeism	Twin Ridges participates in two county offered school imitative efforts; Chronic Absenteeism Community of Practice (CA COP) and the Socioemotional Learning Community of Practice (SEL COP). These efforts are principally directed towards students that fall into one or both of these categories. Chronic Absenteeism COP efforts are aimed at students	\$63,837.00	No

Action #	Title	Description	Total Funds	Contributing
	Continue Social Emotional Learning (SEL) Community of Practice and schoolwide SEL efforts, increasing student comfort and trust with school	missing at or above 10% of school throughout the year, and the SEL group is aimed at a broader effort to increase student comfort, self management, personal responsibility and coping skills around full day school participation.		
4.2	Continue expanding a Student Attendance Mediation schoolwide process	Twin Ridges has expanded and outlines a tight student attendance mediation (SAM) process that triggers notifications, meetings, and escalated outcomes for students and families that continue to fail to meet school attendance requirements. TRES D SAM includes positively reinforced activities aimed at inclusion, comfort, and efforts to increase resilience and decrease reasons for absence.		No
4.3	Develop a strategic approach to illness and short term independent studies to make up attendance.	Twin Ridges has a higher percentage of illness due to low family vaccination rates, home air quality, and community infection rates. TRES D needs a strategic approach to short term IS that helps to improve attendance rates and decrease chronic absenteeism.		No
4.4	Connect student attendance to staff attendance, improving retention of employee sick days, decreasing number of days with shifted schedules, improving student-school continuity, routines, and comfort.	Twin Ridges has a high staff absence / sick consumption rate. As so many staff members are parents and student guardians, improving this sick / PTO retention rate will have a positive outcome to student attendance and chronic absenteeism rates.		No
4.5	Para-Professional classroom support	Para professional support in classrooms to support student connectedness, build relationships and improve academic outcomes.	\$77,213.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.6</b>	Director of Student Services	Director of Student Services will assist classroom teachers and school staff in communicating with parents and support all students to be able to attend school.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$361,085	\$44391

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.344%	2.629%	\$26,559.33	33.973%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Standards-Aligned Instruction and Learning</p> <p><b>Need:</b> All the unduplicated students groups are low performing.</p> <p><b>Scope:</b> LEA-wide</p>	By providing a broad range of interventions and tools	1.1, 1.2.1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Broad Curriculum</p> <p><b>Need:</b> Expand the the educational services to encourage daily attendance</p> <p><b>Scope:</b> LEA-wide</p>	Students will have a variety of opportunities to find ways to connect at school to help eliminate barriers to attendance and academics	1.1, 1.2, 1.3
1.5	<p><b>Action:</b> Professional Development and Learning</p> <p><b>Need:</b> Students at Twin Ridges SD have a variety of needs that result in barriers to learning.</p> <p><b>Scope:</b> LEA-wide</p>	Professional Learning to support the implementation of SEL programs, PBIS and other tools to support student learning	1.1, 1.2, 1.3, 1.7, 1.8
1.8	<p><b>Action:</b> Reduced Class size</p> <p><b>Need:</b> Academic Outcomes for All student groups are in the low performing category</p> <p><b>Scope:</b> LEA-wide</p>	Smaller class sizes will allow for targeted differentiation and intervention to support student need and to address academic gaps.	Academic Indicator, Chronic absenteeism rates, CKHS Survey Data, Priority 6 and Priority 2 outcomes
2.1	<p><b>Action:</b> Build a positive school environment</p> <p><b>Need:</b></p>	Build a positive climate for all students and provide activities that support activities as well as SEL.	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students at TRSD have a number of barriers than</p> <p><b>Scope:</b> LEA-wide</p>		
2.2	<p><b>Action:</b> Increased opportunities for student connectedness and engagement.</p> <p><b>Need:</b> Student attendance and connection are a struggle in the Twin Ridges School Community. Chronic Absenteeism rates exceed 60% with attendance rates at 87%</p> <p><b>Scope:</b> LEA-wide</p>	By providing additional opportunities for students to access education beyond the classroom students will be able to see how what they do in the classroom affects their daily lives.	Chronic Absenteeism rates and School Climate (CKHS and other Priority 6 measures)
2.6	<p><b>Action:</b> Home to school transportation</p> <p><b>Need:</b> Twin Ridges is a remote rural area and many parents do not have reliable transportation</p> <p><b>Scope:</b> LEA-wide</p>	By providing student transportation we can ensure that all students have the ability to regularly attend school	Chronic Absenteeism rates, attendance rates, academic outcomes

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**Additional Concentration Grant Funding**

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

The additional funds will be used to provide teaching staff to support small class sizes and a counselor to address the social emotional learning needs of all students

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,151,997	\$361,085	31.344%	2.629%	33.973%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$274,836.00	\$758,056.00	\$287,316.00	\$141,785.00	\$1,461,993.00	\$927,971.00	\$534,022.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Standards-Aligned Instruction and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	\$0.00	\$14,902.00	\$14,902.00	\$0.00	\$0.00	\$0.00	\$14,902.00	
1	1.2	Professional Development for Universal Design for Learning (UDL)	All	No			All Schools	3 Year	\$0.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00	\$8,000.00	
1	1.3	Academic Support and Enrichment - Expanded Learning Opportunity (ELOP) Program Access After School Education and Safety (ASES) program access	All ELOP is principally aimed at TK - 6th	No			All Schools Specific Schools: Grizzly Hill TK through 6th Grade	1 Year	\$238,965.00	\$41,434.00	\$0.00	\$280,399.00	\$0.00	\$0.00	\$280,399.00	
1	1.4	Broad Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK through 8th grade		\$0.00	\$27,000.00	\$27,000.00	\$0.00	\$0.00	\$0.00	\$27,000.00	
1	1.5	Professional Development and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	
1	1.6	School Counseling Services	All	No			All Schools		\$32,000.00	\$0.00				\$32,000.00	\$32,000.00	
1	1.7	Preschool program	All	No			Specific Schools: Little Acorns Preschoo		\$139,570.00	\$0.00		\$69,785.00		\$69,785.00	\$139,570.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Reduced Class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$84,714.00	\$0.00	\$84,714.00				\$84,714.00	
2	2.1	Build a positive school environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$161,611.00	\$139,415.00	\$107,415.00	\$92,827.00	\$68,784.00	\$32,000.00	\$301,026.00	
2	2.2	Increased opportunities for student connectedness and engagement.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.3	Student Support Services	All	No			All Schools		\$59,654.00	\$77,000.00		\$59,654.00	\$77,000.00		\$136,654.00	
2	2.4	Professional Learning for Staff	All	No			All Schools Specific Schools: Grizzly Hill and Little Acorns Pre K through 8th Grade		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Execution of Measure A Facilities upgrade efforts	All	No			All Schools Specific Schools: Grizzly Hill and Oak Tree PreK through 8th Grade		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Home to school transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$95,000.00	\$17,305.00		\$77,695.00		\$95,000.00	
3	3.1	Community Schools Partnership Program	All	No			All Schools	5 Years	\$63,703.00	\$43,934.00		\$107,637.00			\$107,637.00	
3	3.2	Parent Liaison	All	No			All Schools	5 Years	\$70,541.00	\$0.00		\$70,541.00			\$70,541.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Parent and Staff Education	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Parent and Community Outreach	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Continue supporting and implementing a Community of Practice to reduce Chronic Absenteeism  Continue Social Emotional Learning (SEL) Community of Practice and schoolwide SEL efforts, increasing student comfort and trust with school	All	No			All Schools Specific Schools: Grizzly Hill TK - 8th Grade		\$0.00	\$63,837.00			\$63,837.00		\$63,837.00	
4	4.2	Continue expanding a Student Attendance Mediation schoolwide process	All	No			All Schools Specific Schools: Grizzly Hill and Little Acorns TK - 8th Grade									
4	4.3	Develop a strategic approach to illness and short term independent studies to make up attendance.	All	No			All Schools									
4	4.4	Connect student attendance to staff attendance, improving retention of employee sick days, decreasing number of days with shifted schedules, improving student-school continuity, routines, and comfort.	All	No			Specific Schools: Grizzly Hill and Little Acorns (Oak Tree) Pre K to 8th Grades.									
4	4.5	Para-Professional classroom support	All	No			All Schools	3 Years	\$77,213.00	\$0.00		\$77,213.00			\$77,213.00	
4	4.6	Director of Student Services	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,151,997	\$361,085	31.344%	2.629%	33.973%	\$274,836.00	0.000%	23.857 %	<b>Total:</b>	\$274,836.00
								<b>LEA-wide Total:</b>	\$274,836.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Standards-Aligned Instruction and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$14,902.00	
1	1.4	Broad Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK through 8th grade	\$27,000.00	
1	1.5	Professional Development and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,500.00	
1	1.6	School Counseling Services				All Schools		
1	1.8	Reduced Class size	Yes	LEA-wide	English Learners Foster Youth Low Income		\$84,714.00	
2	2.1	Build a positive school environment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$107,415.00	
2	2.2	Increased opportunities for student connectedness and engagement.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Home to school transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$17,305.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,235,273.00	\$1,081,198.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Reading and Mathematics Intervention Teachers/Aides	No	\$115,186.00	\$108,227
1	1.2	Districtwide instructional practices for special education students.	No	\$673,691.00	\$570,575
1	1.3	Electives Curriculum	Yes	\$2,000.00	\$2,473
1	1.4	Electives Education	Yes	\$20,000.00	\$12,761
1	1.5	Supplemental Online Academic Support Programs	Yes	\$12,850.00	\$15,617
1	1.6	After School Program	No	\$44,745.00	\$41,139
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Yes	\$72,357.00	\$72,084
2	2.1	Build a positive school environment	Yes	\$259,394.00	\$224,913
2	2.2	Student Support Services efforts	No	\$31,750.00	\$32,109
2	2.3	TUPE Coordinator	No	\$1,300.00	\$1,300
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	\$2,000.00	\$0

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

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$315,101	\$315,101.00	\$302,986.00	\$12,115.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Electives Curriculum	Yes	\$2,000.00	\$2,473	0	
1	1.4	Electives Education	Yes	\$20,000.00	\$12,761	0	
1	1.5	Supplemental Online Academic Support Programs	Yes	\$12,850.00	\$15,617	0	
1	1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School	Yes	\$72,357.00	\$72,084	0	
2	2.1	Build a positive school environment	Yes	\$205,894.00	\$200,051	0	
3	3.1	Parent Engagement, Support Services personnel, and Supplies	Yes	\$2,000.00	\$0	0	

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,010,093	\$315,101	1.43%	32.625%	\$302,986.00	0.000%	29.996%	\$26,559.33	2.629%



# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

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



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

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

### Purpose

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

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

### Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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



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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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