



**Twin Ridges Elementary School District**

# 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.

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# 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 TRESD 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% Completion rate.</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 in the outcome column for 4e and 4f.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Results not yet available.	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.	<p>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.</p> <p>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  4th. 7% @ D1 and 13% @ D2  5th 25% @ D1 and 0% @ D2  6th 0% @ D1 and 0% @ D2</p>	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>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.	<p>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.</p> <p>Grade Level Proficiency Results: TK/K 6% @ D1 and 47% @ D2 1st. 0% @ D1 and 0% @ D2 2nd 0% @ D1 and 0% @ D2</p>	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
				3rd. 9% @ D1 and 18% @ D2 4th. 21% @ D1 and 46% @ D2 5th 36% @ D1 and 27% @ D2 6th 9% @ D1 and 0% @ D2 7th 0% @ D1 and 0% @ D2 8th 38% @ D1 and 57% @ D2  iReady Diagnostic 3 administered in late April, 2024 Results incomplete across grades.	
Sufficient access to instructional materials. (Priority 1b; Curriculum	Every pupil in the school district had sufficient access to standard aligned instructional materials.	Every pupil in the school district had sufficient access to standard aligned instructional materials.  District will study, adopt and purchase curriculum for school year 2022-23	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.
Percentage of teachers conducting and implementing standards-aligned	100% implementation of state board adopted standards-aligned teaching and instruction.	2021-22.  100% implementation of state board adopted standards-aligned	2022-23  100% of teachers implement state board adopted standards-	2023-24 Mid Year  100% of teachers implement state board adopted standards-	100% implementation of state board adopted standards-aligned teaching and instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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% 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>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>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>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% 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>Percentage of teachers appropriately assigned and credentialed. (Priority 1a; credentials)</p>	<p>2020-21</p> <p>80% of classroom teachers were either holders of Preliminary or Clear Multiple Subject Credentials.</p>	<p>2021-22</p> <p>80% of classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.</p> <p>Steps taken to move toward appropriate credential for 1/5 of teachers (one teacher at GHS working under a General Education</p>	<p>2022-23</p> <p>80% (4 of 5) classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.</p>	<p>2023-24</p> <p>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)</p>	<p>100% (5/5) + all other certificated staff appropriately credentialed for the assignment they are in.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Limited Assignment Permit [GELAP]).			

## 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.

Twin Ridges use a 10% differential to measure a material difference between estimated and actual expenditures.

- 1.1 budgeted for \$115,186. Actual expenditures were \_\_\_\_\_
- 1.2 budgeted for \$673,691 Actual expenditures were \_\_\_\_\_
- 1.3 budgeted for \$2,000 Actual expenditures were \_\_\_\_\_
- 1.4 budgeted for \$20,000 Actual expenditures were \_\_\_\_\_
- 1.5 budgeted for \$12,850 Actual expenditures were \_\_\_\_\_
- 1.6 budgeted for \$44,745 Actual expenditures were \_\_\_\_\_
- 1.7 budgeted for \$72,357 Actual expenditures were \_\_\_\_\_

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. TRES D 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. TRES D 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, Percental 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 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" elective in Trimester 2.	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 1st through 8th grade -- PE, Music, and Art.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout rates (Priority 5c; middle school drop out rates)	No students dropped out of TRES D schools in 2020-21	No students dropped out of TRES D schools in 2021-22.	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 TRES D 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.

Action 2.1 Build a positive school environment - identified spending \$259,394 Actual spending \_\_\_\_\_  
Action 2.2 Student Support Services efforts - identified spending \$31,750 Actual spending \_\_\_\_\_  
Action 2.3 TUPE Coordinator - identified spending \$1,300 Actual spending \_\_\_\_\_

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 courses due to restrictions placed on</p>	<p>No data available for 2021/22.</p>	<p>2022.23 2 Parent classes were offered this year. Both attended by approximately 20</p>	<p>2023.24. 1 Parent Fall class was offered. It was cancelled to due to low sign-ups. 2 Parenting classes</p>	<p>Rate of attendance to TRES D offered parent education classes for parents increased or maintained year to</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)	in-person gatherings as a result of the COVID-19 pandemic.		parents, which is a significant percentage of families / guardians for TRES D.	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.	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 Winter Dinner was 370, an historical number. Other PTC and school events	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
				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.

Action 3.1 Parent Engagement, Support Services Personnel and supplies; budgeted \$2000, Actual expenditures were \_\_\_\_\_

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.**

# Goals and Actions

## Goal

Goal #	Description
4	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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

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

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

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**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
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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

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

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



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**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