



Twin Ridges Elementary School District

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					and community in COVID learning loss recovery.
<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 TRES D 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>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	Mid-Year Outcome Data	Desired Outcome for 2023-24
					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 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 7th 0% @ D1 and 0% @ D2 8th 13% @ D1 and 13% @ 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
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	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>diagnostic and growth to 25% at second diagnostic (D2, mid year) for students grades TK-8 tested.</p> <p>Grade Level Results: TK/K 6% @ D1 and 47% @ D2 1st. 0% @ D1 and % @ D2 2nd 0% @ D1 and 0% @ D2 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</p>	raw scores and individual student growth rather than percentages of "proficient" students
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 teaching and instruction. Percentage of EL students with access to standards-aligned teaching and instruction and ELD.	100% implementation of state board adopted standards-aligned teaching and instruction. 100% of EL students had access to standards-aligned teaching and instruction and ELD	2021-22. 100% implementation of state board adopted standards-aligned teaching and instruction. 100% of EL students had access to standards-	2022-23 100% of teachers implement state board adopted standards-aligned teaching and instruction. 100% of EL students had access to standards-	2023-24 Mid Year 100% of teachers implement state board adopted standards-aligned teaching and instruction. 100% of EL students had access to standards-	100% implementation of state board adopted standards-aligned teaching and instruction. 100% of EL students had access to standards-aligned teaching and instruction and ELD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students with access to a broad course of study. (Priority 2a; implementation of state content and performance standards) (Priority 7a; broad course of study)	100% of students had access to a broad course of study	aligned teaching and instruction and ELD 100% of students had access to a broad course of study	aligned teaching and instruction and ELD 100% of students had access to a broad course of study	aligned teaching and instruction and ELD 100% of students had access to a broad course of study	100% of students had access to a broad course of study
Percentage of teachers appropriately assigned and credentialed. (Priority 1a; credentials)	2020-21 80% of classroom teachers were either holders of Preliminary or Clear Multiple Subject Credentials.	2021-22 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]).	2022-23 80% (4 of 5) classroom teachers remain either holders of Preliminary or Clear Multiple Subject Credentials.	2023-24 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)	100% (5/5) + all other certificated staff appropriately credentialed for the assignment they are in.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Reading and Mathematics Intervention Teachers/Aides TRESA will provide a Coordinator of Student Services (.75 FTE) to serve students who are struggling to meet or exceed grade-level academic standards.	No	Partially Implemented	Growth in students with special needs has offset full implementation of .75 FTE commitment to intervention and coordinator services that extend to all students. TRESA added a 1.0 FTE SPED teacher to staff	TRESA is now 27.5% special needs identified students as a percentage of all students (30/109).	\$115,186.00	\$49,194

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				last year to growth coordinator role towards this action. That teacher is an intern (rather than a fully credentialed / experienced teacher that requires greater supervision and support to serve students with special needs.			
1.2	<p>Districtwide instructional practices for special education students. Students with disabilities participate in general education to the maximum extent possible. Educational needs in Math and ELA are driven by IEP goals for each student. Site based assistance will be provided to students working below grade level through added time with the Student Services Coordinator (SPED Director) and use of the resource room. The SPED model at Grizzly Hill was moved to a Learning Center model in 2022/23</p>	No	Fully Implemented	97% of students with disabilities / special needs participate in general education to the maximum extent possible.	One student (3% or 1/30) with special needs is yet to be included in general education.	\$673,691.00	\$88,211
1.3	<p>Electives Curriculum Electives education, particularly in PE, Visual Art, and Music, are a useful tool in supplementing the efforts of grade level teachers and reinforces the standards assessed in ELA, Math and Science. This action is available to all students.</p>	Yes	Fully Implemented	All students TK - 8th are accessing elective curriculum in PE, Art, Music, and Yearbook.	100% or 109 / 109	\$2,000.00	\$1,077

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	Electives Education Classified and Independent contract staffing for electives education, particularly in PE, Visual Art, and Music, are a useful tool in supplementing the efforts of grade level teachers and reinforces the standards assessed in ELA, Math and Science. This action is available to all students.	Yes	Fully Implemented	All students TK - 8th are participating elective education in PE, Art, Music, and Yearbook.	100% or 109 / 109	\$20,000.00	\$17,726
1.5	Supplemental Online Academic Support Programs Multiple Supplemental Online Academic Support Programs, subscriptions and software to increase academic achievement, reading comprehension, and enhancement of learning for all students.	Yes	Fully Implemented	All students are using and accessing iReady as a supplemental online academic support program (both curriculum and diagnostic assessment sides of the application) All teachers have access to GoGuardian, Bottle, Prodigy, and other tutoring platforms.	100% or 109 / 109	\$12,850.00	\$14,248
1.6	After School Program Grizzly Hill After School Program for all students to access academic support, including tutoring and assistance completing homework.	No	Fully Implemented	ASES is fully implemented. 30 students (approximately 27% of student population) access ASES on a daily basis. 75% of all Grizzly Hill students access ASES at least once a week.	ASES remains fully implemented. 32 students (approximately 29% of student population) access ASES on a daily basis. 75% of all Grizzly Hill students access	\$44,745.00	\$19,819

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					ASES at least once a week.		
1.7	Class size reduction; maintaining appropriate teacher FTE at Grizzly Hill School Class size reduction add 1.0 FTE teacher at Grizzly Hill School	Yes	Fully Implemented	Class size reduction with added 1.0 FTE teacher at Grizzly Hill School is fully implemented.	Class size reduction with added 1.0 FTE teacher at Grizzly Hill School is fully implemented	\$72,357.00	\$32,766

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance rates (Priority 5a; attendance rates)	2019-2020 attendance rate for TRES D was 84.85% 2020-21 attendance rate for TRES D was 66.37%* *Attendance Rates for the 2020/21 lack any real validity -- this was the year of state distance learning.	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.	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	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 this

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			developing shows a rate that is very close to 2022.		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 will participate or have participate in TUPE. 12 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 now 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.
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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Build a positive school environment Provide Professional Development and increase staffing around key services and curriculum to promote positive school climate.</p> <ul style="list-style-type: none"> Positive Behavior Intervention and Support (PBIS) training and implementation. Grizzly Hill Kitchen Drug Intervention Training Increased transportation to reduce absenteeism Increased restorative conferencing opportunities Aide support to assist with student success in classrooms Counseling and positive behavior support Health and fitness education Partnerships with county agencies for life skills 	Yes	Fully Implemented	<p>PBIS Team in Year / Tier II. Meets once a week as a Committee. Has executed 6 PBIS Assemblies celebrating attendance, positive behavior (BEAR recognition). All classrooms operating under behavior location matrix. BEAR incentive store fully operational on a bi monthly basis. Team moving towards implementing SWIS behavior database and Tier III Interventions next year.</p> <p>Grizzly Hill Kitchen hosting student participation days.</p> <p>TUPE Club operational with high student participation thus far.</p>	<p>Student discipline referrals are down 30% from last year.</p> <p>100% of students have received one form or more of attendance recognition; class award from best weekly attendance, individual awards for excellent monthly attendance or perfect attendance.</p> <p>Counselor in 2023.24 teaches in all five classrooms,</p>	\$259,394.00	\$144,140

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and behavior management.			<p>Bus Transportation system updated with app Bus Zone to decrease missed buses and improve communication and attendance.</p> <p>Aide support expanded 23.24</p> <p>Counseling support services expanded by 15% for students with SEL grant.</p> <p>Health and Physical Education moving forward with students and new aide support.</p> <p>Partnerships with county agencies further strengthened under Community Schools Framework.</p>	<p>once a week, SEL-based curriculum.</p> <p>5 SMART team meetings executed with families this year (0 last year).</p> <p>Bus Zone app added to school communication system; ridership data being collected currently.</p> <p>PBIS Tier II efforts underway, token BEAR Store, Minor/major infractions being designated, behavior matrixes complete for all locations on campus</p>		
2.2	Student Support Services efforts TRESD to provide a District Student Support Services classified support staff	No	Fully Implemented	Student Service Services remain in place with School Secretary. This position is being supported, expanded, and amplified with Community School funding.	.50 FTE classified support staff coupled with .50 FTE funding effort from CCSP to make a complete position serving	\$31,750.00	\$13,890

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					enrollment / registrar needs, homeless liaison duties, and comprehensive Attendance Intervention		
2.3	TUPE Coordinator Our District will offer TUPE education to all students in an attempt to achieve their feeling safe and attending a drug free school. TUPE coordinator stipend.	No	Fully Implemented	TUPE Coordinator hired, trained and working to build strong TUPE Club for 23.24. Fully Implemented.	Attendance to TUPE Lunch meetings at all time high; 22 students at last count.	\$1,300.00	\$0

Goal 3

Goal Description

The TRESO 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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	2023.24 LCAP survey is incomplete. No Data Available.	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	Mid-Year Outcome Data	Desired Outcome for 2023-24
			unduplicated students in these subgroups were offered the opportunity for meaningful participation and feedback for the programs and services provided to their students.		
<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. (Priority 3b; parent participation SED, Homeless, Foster, EL) (Priority 3c: parent participation SPED)</p>	<p>In 2020-21, TRES D was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic.</p>	<p>No data available for 2021/22.</p>	<p>2022.23 2 Parent classes were offered this year. Both attended by approximately 20 parents, which is a significant percentage of families / guardians for TRES D.</p>	<p>2023.24. 1 Parent Fall class was offered. It was cancelled due 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</p>	<p>Rate of attendance to TRES D offered parent education classes for parents increased or maintained year to year. Target would be 50% parents attend one of two offered parent courses throughout the school year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				the other, with duplication of 4 families between both classes.	
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, TRESA 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 have enjoyed excellent, robust attendance.	75% of parents participate in at least one school event.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Parent Engagement, Support Services personnel, and Supplies The Twin Ridges Elementary School District will increase parental involvement in all school activities. <ul style="list-style-type: none"> Increase communication from the district/school to families and the community Provide more food at school functions to increase participation 	Yes	Fully Implemented	Desired outcomes identified in measurable objectives for this goal, notwithstanding LCAP Survey completion data, two have been met: 100% of parents connected to school communication methods 75% of parents attend at least school event (rate		\$2,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Increase school-wide activities to draw participation • Increase opportunities for volunteers • Increase personnel to make these offerings happen. 			<p>is nearly 100% of parents this year).</p> <p>Desired outcome; at least 50% of parents are attending at least one of two offered parent courses (rate is at 10% of families this year at mid year).</p>			