

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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	Erik Crawford Superintendent/Principal	ecrawford@tresd.org (530) 265-9052

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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, White student subgroup 95.4 points below standard			CAASPP ELA Proficiency increased 3.1%. Socioeconomically disadvantaged subgroup increased by 3.7 points. White student subgroup increased 18.9 points.	30% of 3rd through 8th grade students meet or exceed 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			Math Proficiency declined by 8.4 points. Socioeconomically disadvantaged subgroup declined by 12.8 points	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			No data available due to sample size.	30% of 5th and 8th grade students meet or exceed standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4	iReady Local Assessment ELA Proficiency	<p>Diagnostic 1 (D1) Sept 2023, Diagnostic 2 (D2) December 2023, Diagnostic 3 (D3) April 2024</p> <p>Grade Level Proficiency Results:</p> <p>TK/K D1 - 6% D2 - 47% D3 - 47% (N-23) 1st. D1 - 0% D2 - 0% D3 - 22% (N-12) 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)</p> <p>100% of students complete local assessments.</p>			<p>Diagnostic 2 (D2)</p> <p>TK/K - 8 grade 20% of all students are at or above grade level in ELA.</p> <p>100% of students complete local assessments.</p>	40% of students in each grade level meet or exceed standard
1.5	iReady Local Assessment Math Proficiency	<p>Diagnostic 1 (D1) Sept 2023, Diagnostic 2 (D2) December 2023, Diagnostic 3 (D3) April 2024</p> <p>Grade Level Proficiency Results:</p> <p>TK/K D1 - 14% D2 - 18% D3 - 41% (N-23) 1st. D1 - 0% D2 - 22% D3 - 25% (N-12)</p>			<p>Diagnostic 2 (D2)</p> <p>TK/K - 8 grade 12% of all students are at or above grade level in Math.</p> <p>100% of students complete local assessments.</p>	30% of students in each grade level meet or exceed standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		2nd D1 - 0% D2 - 0% D3 - 0% (N-11) 3rd. D1 - 9% D2 - 8% D3 - 18% (N-13) 4th. D1 - 7% D2 - 13% D3 - 36% (N-15) 5th D1 - 25% D2 - 0% D3 - 38% (N-11) 7th D1 - 0% D2 - 0% D3 - 0% (N - 5) 8th D1 - 13% D2 - 13% D3 - 26% (N - 9) 100% of students complete local assessments.				
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.	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.	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			90% of teaching is standards aligned instruction.	100% of teaching standards-aligned instruction
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			2024-25 63% of teachers with clear credentials. 37% of teachers with ineffective credential.	100% of Teachers Appropriately Assigned and Credentialed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.	100% of students have access to instructional materials

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	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.	Yes	Partially Implemented	SIPPS Reading intervention implemented across all grade levels.	IReady ELA Midyear data shows progress of students meeting grade level and a decrease of students 3+ grade levels below from 30% to 24%	\$14,902.00	\$11,309
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	No	Partially Implemented	Differentiated Assistance from Nevada County Office of Education has continued our professional development and implementation of UDL practices.	Twin Ridges no longer falls into Differentiated Assistance; however, our work with NCSOS will continue through the year.	\$8,000.00	\$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
	provided the necessary instruction to improve academic outcomes.						
1.3	<p>Academic Support and Enrichment - Expanded Learning Opportunity (ELOP) Program Access After School Education and Safety (ASES) program access</p> <p>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 included 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.</p>	No	Fully Implemented	Approximately 30% of our student population accessed our ASES program. 15% of students access after school tutoring, and 20% access academic enrichment programs.	After school enrichment programs include violin, guitar, sports/recreation, gaming, and ongoing RPG game events. Twin Ridges has introduced transportation from the ASES program to eliminate potential barriers of access for all student including students identified as low SES and students with disabilities.	\$280,399.00	\$109,769
1.4	<p>Broad Curriculum</p> <p>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]).</p>	Yes	Partially Implemented	All students have access to a broad range of curriculum. Vertical alignment of writing practices across grade levels continue to develop.	All students have access to Art, Physical Education, and Music during the school day. Additionally, Yearbook, Service Club, and Student Council are offered during the school day to students who meet the grade criteria.	\$27,000.00	\$4,754
1.5	<p>Professional Development and Learning</p> <p>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</p>	Yes	Partially Implemented	100% of instructional staff participate in staff development meetings held	Twin Ridges participates in both the PBIS and SEL communities of practice provided by NCSOS. Our BCBA	\$3,500.00	\$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
	learning, positive behavioral interventions and support, and social emotional learning curriculum.			1-2 times per month.	provides behavioral strategies and interventions to staff on a school wide- and individual classroom basis.		
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.	No	Fully Implemented	Twin Ridges contracts with a .5 FTE PPS credentialed school counselor.	Our counselor has implemented friendship groups, Second Step SEL curriculum, individual and group counseling session for students who have been referred for services.	\$32,000.00	\$4,320
1.7	Preschool program Preschool staffing (Director, Assistant, site supervisor) to support early intervention	Yes	Fully Implemented	All staff are in place for our Preschool program.	Our Preschool enrollment has increased by 20%. With the hiring of a site supervisor, our early interventions have increased to support early literacy in preparation for TK.	\$139,570.00	\$132,170
1.8	Reduced Class size Additional teacher to support smaller class sizes	Yes	Partially Implemented	Individual grade level classes average 12 students.	Total school population hovers around 105 students. The fluctuating nature of our student population require class size evaluation yearly. Physical plant size limits our classes to grade combination classes. (I.E. grade 1-2 combo)	\$84,714.00	\$42,364

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 reporting school connectedness. Parental involvement, as measured by 23.24 CHKS respondents, was 73%				90% of targeted students responding to CHK Survey 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%.			2024-25 suspension rate is currently at 4%. This increase is due to an increase of student behavioral expectations agreed upon by staff and administration with input from our parent community. Twin Ridges still maintains a 0% expulsion rate.	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			FIT Report is still at 80%. Modernization and construction project have been board approved to	FIT report showing school facilities rated at 90% for repair and condition.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		the category of Interior Surfaces.			address the 20% deficit.	
2.6	Middle School Dropout Rate (Priority 5c)	0% Middle School Drop out rate			0% Middle School Drop out rate.	Maintain 0% Middle School Drop out rate

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. • Social Emotional Learning curriculum • Grizzly Hill food and nutrition services • Healthy choices curriculum - digital citizenship, substance abuse, suicide prevention. • Student Attendance Mediation • Restorative Conferencing and Proactive Circles • Program Aide classroom support • Counseling and positive behavior support • Health, Sex Ed and physical fitness education • Registered Behavior Technician (RBT) to support behavior interventions and plans. • Partnerships with county agencies for classroom and student behavior management. 	Yes	Partially Implemented	PBIS implementation is in year 2 of a 3 year cycle. Second Step SEL curriculum implemented at all grade levels. Counseling services offered and available to all students. RBT continues to support behavior interventions and plans	Staff are participating in Home Visit task force training provided by NCSOS. All students access Physical Education curriculum provided by a certificated teacher. This allows Twin Ridges to meet the minimum Physical Education minutes required by the state. The RBT in conjunction with the BCBA from NCSOS provide staff trainings on positive behavior incentives and strategies. The adoption of new logos for Twin Ridges and Grizzly Hill promote the sense of school ownership and pride reflected by spirit wear and athletic uniforms.	\$301,026.00	\$96,165

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
2.2	<p>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.</p>	Yes	Partially Implemented	Students at Twin Ridges participate in field trips, academic contests, and activities connected to the unique history of Twin Ridges and the San Juan Ridge.	All grades participated in a county lead film festival showcasing the unique ecosystems of Nevada County. Students have participated in speech debates, Geography contests, Spelling Bees, and writing tournaments against grade alike peers in the county.	\$20,000.00	\$0
2.3	<p>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, TRES D will continue to support a full time Registered Behavioral Technician, as well as county-supported Board Certified Behavioral Analyst. TRES D will continue to support school psych and Speech & Language Pathologist. Student Services Coordinator will also have classroom and case management duties.</p>	No	Fully Implemented	TRES D has all positions listed in 2.3 filled.	TRES D contracts a .5 FTE counselor. .2 School Psychologist, .5 SLP, .5 Student Services coordinator, and .83 RBT supported by .2 BCBS.	\$136,654.00	\$108,029
2.4	<p>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.</p>	No	Partially Implemented	Differentiated Assistance support will continue through the school year. Our .5 counselor supports staff with restorative practices, and Circles of	Staff meetings held 1-2 times per month focus on behavior management and interventions, active supervision, and Differentiated Assistance. Staff provide input on what topics are covered in staff development. Two	\$0.00	\$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
				Support. Support.	teachers are attending Building Thinking Classrooms hosted by Placer County Office of Education.		
2.5	Execution of Measure A Facilities upgrade efforts Twin Ridges will execute a core set of facilities related efforts as defined by Measure A, TRES D general obligation facilities improvement bond.	No	Ongoing Implementation	In addition to Measure A, TRES D is leveraging state funds for TK-K facilities. TRES D is in the planning/design phase of building two additional classrooms to modernize our Preschool and TK/K programs and update our existing facilities.	Two classrooms of 1400 sq ft. each are set to begin construction Fall 2025. Modernization work for existing facilities is scheduled to begin Summer of 2025. This includes ADA path of travel, roof repair, low volt upgrades including telephone, bell, and fire systems are scheduled for upgrading.	\$0.00	\$0
2.6	Home to school transportation Student Transportation	Yes	Ongoing Implementation	Approximately 75% of our student population uses home to school transportation to access their education.	Expanding transportation to provide home transportation from ASES has increased student participation by approximately 10%	\$95,000.00	\$46,366

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%			Remind use remains at 100%. IEP attendance and parental input is at 100% currently.	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%
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.			95% participation rate is still current. Lack of connectivity or reliable device is the most common reasoning from the 5%.	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%.			Parent education classes are accessed by approximately 20% of our parent population. IEP attendance is at 100%.	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 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				95% of students access field trips. Recent revisions of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					our website have increased traffic and clarity of information.	

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	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.	No	Ongoing Implementation	CS advisory council meets monthly. Parenting classes are attended by approximately 20% of our parent population depending on topic series. CS Coordinator manages weekly staff communication of upcoming events.	Weekly update, Parent class rosters, increase in club offerings and resources for parents.	\$107,637.00	\$39,024
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.	No	Ongoing Implementation	Parent liaison communicates with parent groups daily regarding attendance and resources available to families. Food bank deliveries total roughly 35 families a month.	Attendance at school events including holiday performances and community events has increased approximately 20% measured by material resources used to sponsor events.	\$70,541.00	\$22,596
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	No	Ongoing Implementation	Parenting classes are held monthly. Topics include Love and Logic and	Approximately 20% of parents have accessed the classes.	\$0.00	\$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
	Preschool at Oak Tree campus. This includes workshops, events, extracurricular, and additional resources. Twin Ridges will execute parent classes and/or parent university efforts over the next three years.			Youth Health Initiatives.			
3.4	Parent and Community Outreach Twin Ridges Elementary School District will develop a variety of educational partnership engagement opportunities for parent volunteers and community partnerships.	No	Ongoing Implementation	Five parents have become classroom volunteers. Two have become level 2 volunteers clearing a background check and fingerprinting.	TRESD implemented a leveled parent volunteer protocol. Level 1 volunteers can work in the classroom and on campus under the supervision of certificated staff. Level two volunteers undergo fingerprinting and background checks and are eligible to work with students or supervise on field trips independently.	\$0.00	

Goal 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Positive Attendance Rate (PAR)	Current PAR is 61% for 2023/24			Current PAR is 76% for 24/25	Increase PAR to 92.5% or higher for 2026/27
4.2	Chronic Absenteeism Rate (CAR)	Current CAR is 45% for 2023/24			Current CAR is 18% for 24/25	Decrease CAR to 25% or less for 2026/27

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
4.1	<p>Continue supporting and implementing a Community of Practice to reduce Chronic Absenteeism</p> <p>Continue Social Emotional Learning (SEL) Community of Practice and schoolwide SEL efforts, increasing student comfort and trust with school</p> <p>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 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.</p>	No	Ongoing Implementation	CA COP is not active this school year. The SEL COP has 20% of TRESD staff participating.	Our attendance rates have improved although there is still growth to be achieved. Identifying barriers to student absenteeism has been a focus for the year. Housing instability has been a contributing factor to the absenteeism rate.	\$63,837.00	\$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
4.2	<p>Continue expanding a Student Attendance Mediation schoolwide process</p> <p>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. TRESA SAM includes positively reinforced activities aimed at inclusion, comfort, and efforts to increase resilience and decrease reasons for absence.</p>	No	Ongoing Implementation	SAM meetings held monthly as needed. Letters regarding problematic attendance go out twice a month. Parent Liaison makes calls daily.	Monthly PBIS assemblies reward positive attendance from students. This recognition enforces the importance of daily attendance and incentivises student participation.		
4.3	<p>Develop a strategic approach to illness and short term independent studies to make up attendance.</p> <p>Twin Ridges has a higher percentage of illness due to low family vaccination rates, home air quality, and community infection rates. TRESA needs a strategic approach to short term IS that helps to improve attendance rates and decrease chronic absenteeism.</p>	No	Ongoing Implementation	A single point person has been assigned to issue and follow up on short term IS programs. New legislation outlining short term IS has increased TRESA's use of short term IS.	Immunization compliance rates have increased and most short term IS requests are due to injury or temporary housing instability.		
4.4	<p>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.</p> <p>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.</p>	No	Ongoing Implementation	Employee accountability regarding expected attendance standards are discussed in employee evaluations. Any staff that exhausts sick or vacation leave must meet with administration.	Currently only one staff member has exhausted their sick leave for the year due to family illness.		

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
4.5	Para-Professional classroom support Para professional support in classrooms to support student connectedness, build relationships and improve academic outcomes.	No	Ongoing Implementation	TRESA para-professionals are utilized to assist in small groups and minor behavioral redirection.	Our paras have demonstrated skills in specific grade levels that increase their effectiveness in the assigned classrooms. Para professionals participate in staff wide professional development.	\$77,213.00	\$34,280
4.6	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.	No	Ongoing Implementation	This position has broadened in scope to take on more leadership responsibilities at a school wide level.	Staff scheduling including para professionals have fallen under this position.	\$0.00	

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
----------	--------	----------	----------------	----------------	-----------------------	-------------------------------

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
--------------------	------------------------------	--------------	----------------------	-----------------------	--	----------------------	-----------------------

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

