

Twin Ridges Elementary School District

Learning Recovery Emergency Block Grant (LREBG) Expenditure Plan: Needs Assessment Report

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I. Purpose and Overview

Pursuant to Education Code §32526(d), each local educational agency must identify pupils in the greatest need of learning recovery supports and describe how the Learning Recovery Emergency Block Grant (LREBG) will be used to address those needs. This report summarizes the Twin Ridges Elementary School District's needs assessment findings across English Language Arts (ELA), Mathematics, and Chronic Absenteeism, integrating local metrics, Dashboard data, and qualitative input from staff and students. Findings will guide the expenditure plan, ensuring alignment with the Local Control and Accountability Plan (LCAP), MTSS, PBIS, and the CASLE Framework.

II. Summary of Findings by Domain

A. English Language Arts (ELA)

Schools in Greatest Need: Grizzly Hill Elementary School

Student Groups in Greatest Need: Socioeconomically Disadvantaged (SED), White

Local i-Ready data indicate consistent growth in ELA across all grade levels. Many students exited targeted reading intervention. Despite improvement, the distance from standard remains, particularly among SED and White students. SIPPS and MTSS frameworks support ongoing progress but continued differentiated instruction and small-group intervention are needed.

B. Mathematics

Schools in Greatest Need: Grizzly Hill Elementary School

Student Groups in Greatest Need: Socioeconomically Disadvantaged (SED), White

All grade levels show significant growth in mathematics per i-Ready. Due to continued distance from standard, Grizzly Hill remains in greatest need. SED and White groups continue below grade-level expectations. Sustained Tier 2–3 math intervention and targeted instructional time are priorities.

C. Chronic Absenteeism

Schools in Greatest Need: Grizzly Hill Elementary School

Student Groups in Greatest Need: Socioeconomically Disadvantaged (SED), White

Attendance rates improved, but chronic absenteeism remains elevated. Staff and student input reveal barriers related to family challenges and connectedness. The CASLE Framework, PBIS, and counseling interventions are critical for improvement.

III. Identified Pupils and Priority Areas

Grizzly Hill Elementary and SED/White subgroups appear across all three domains. This indicates an overlapping population needing integrated academic, attendance, and social-emotional support. Greatest needs include: (1) Extended learning time, (2) Small-group interventions, (3) Counseling/SEL supports, (4) Family engagement for attendance, (5) Professional development in intervention fidelity.

IV. Evidence-Based Frameworks and Alignment

Identified Need	Evidence-Based Framework / Strategy	Current Alignment
ELA acceleration	SIPPS, small-group, diagnostic-driven reteaching MTSS.	LCAP Goal 1
Math acceleration	Tier 2/3 supports, data-based reteaching	LCAP Goal 1
Attendance	CASLE Framework, PBIS, Attendance Works	LCAP Goal 2
SEL/Mental Health	Counseling, restorative practices	LCAP Goal 2
Professional Development	PD in intervention and MTSS fidelity	LCAP Goal 3

V. Proposed Learning Recovery Actions and Expenditures (Summary)

Category	Example Actions	Funding Intent / Amount
Academic Intervention	Small-group instruction, summer/intersession programs.	Accelerate proficiency growth
Attendance Supports	Outreach, incentives, family engagement	Reduce chronic absenteeism
Counseling/SEL	Maintain counselor, expand Tier 2 SEL groups	\$53,457 – Address barriers to learning
Professional Development	PD in MTSS, trauma-informed practices	Build staff capacity
Progress Monitoring	i-Ready, attendance dashboards	Ensure accountability

Added Expenditure Detail: Counseling/SEL Supports (\$53,457)

The district will allocate \$53,457 from the LREBG to fund the school counselor at Grizzly Hill Elementary School. The counselor provides direct services within the CASLE Framework, PBIS, and MTSS systems to address attendance and student connectedness. This investment responds directly to needs assessment findings highlighting chronic absenteeism and social-emotional barriers among SED and White subgroups. The counselor leads Tier 2–3 SEL interventions, facilitates student and family engagement, and coordinates case management for students at risk of disengagement. This expenditure aligns with LCAP Goal 2 (Engagement and Connectedness) and ensures sustained support for student attendance, well-being, and academic recovery.

VI. Next Steps

1. Board Review and Feedback
2. Integration into LCAP Update
3. Implementation and Monitoring
4. Public Transparency and Posting on District Website

VII. Summary Statement

The Learning Recovery Emergency Block Grant allows the district to accelerate recovery from pandemic-related disruptions and address equity gaps. Grizzly Hill Elementary, particularly SED and White subgroups, require integrated supports in ELA, Math, and attendance. Through aligned, evidence-based strategies, Twin Ridges ESD will ensure equitable recovery and sustained growth for all students.