



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Rivers Unified School District

CDS Code: 34765050000000

School Year: 2024-25

LEA contact information:

Steven Martinez

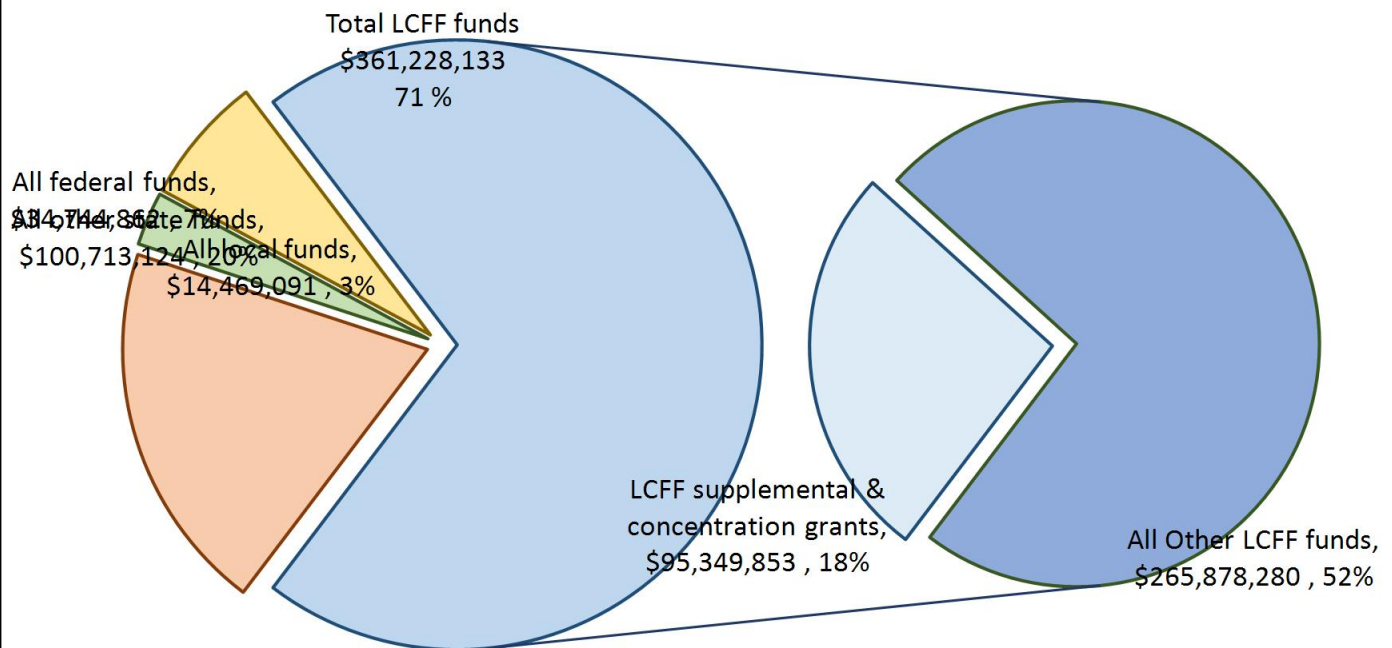
Superintendent

(916) 566-1744

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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

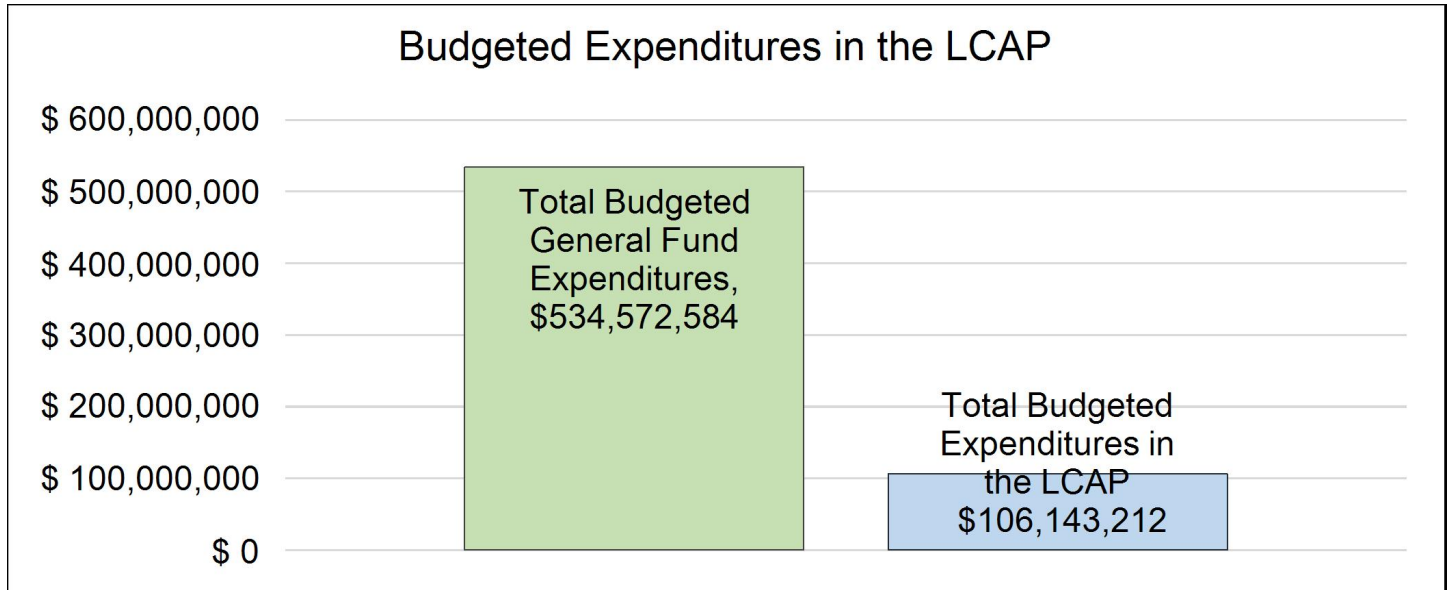


This chart shows the total general purpose revenue Twin Rivers Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Rivers Unified School District is \$511,155,210, of which \$361,228,133 is Local Control Funding Formula (LCFF), \$100,713,124 is other state funds, \$14,469,091 is local funds, and \$34,744,862 is federal funds. Of the \$361,228,133 in LCFF Funds, \$95,349,853 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Twin Rivers Unified School District plans to spend \$534,572,584 for the 2024-25 school year. Of that amount, \$106,143,212 is tied to actions/services in the LCAP and \$428,429,372 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Special Education
- Transportation
- Maintenance & Repairs
- Utilities and Insurance
- Instructional Materials
- Categorical programs
- Other certificated and classified employee salaries and benefits

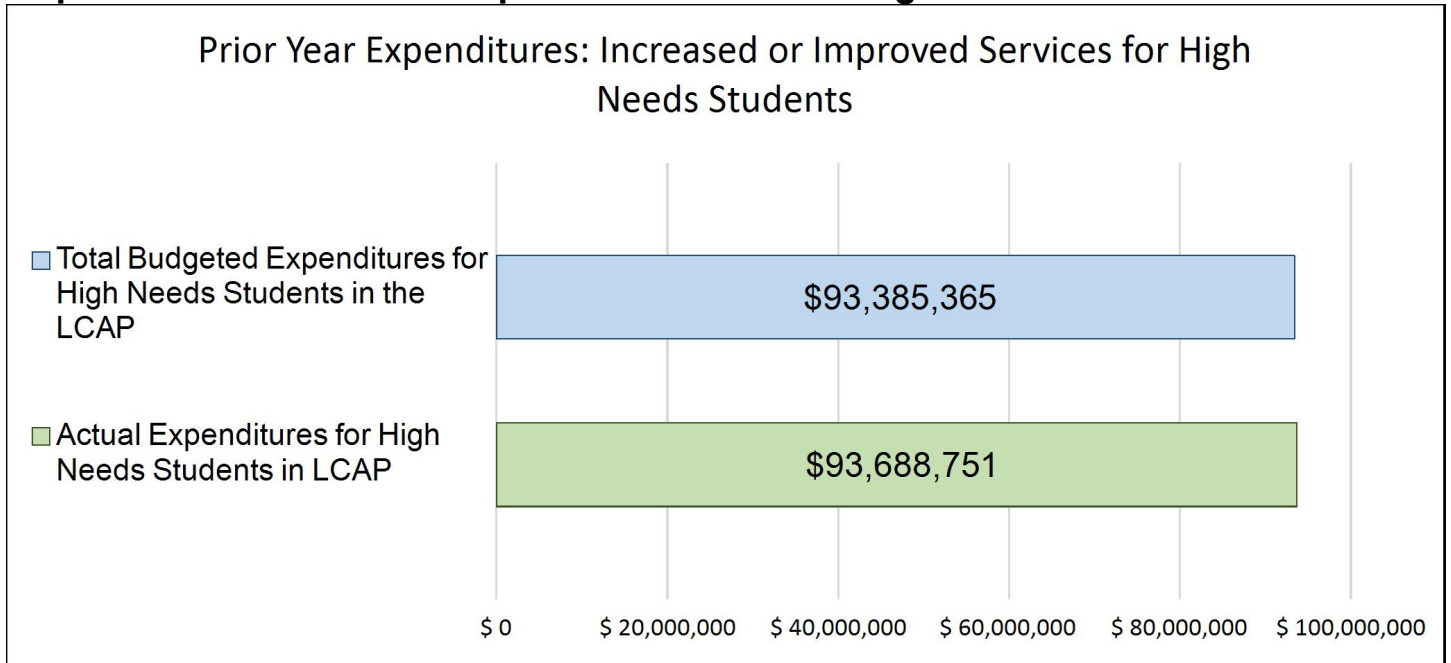
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Twin Rivers Unified School District is projecting it will receive \$95,349,853 based on the enrollment of foster youth, English learner, and low-income students. Twin Rivers Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Rivers Unified School District plans to spend \$95,349,853 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Twin Rivers Unified School District's LCAP budgeted \$93,385,365 for planned actions to increase or improve services for high needs students. Twin Rivers Unified School District actually spent \$93,688,751 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
<b>[Insert LEA Name here]</b>	<b>[Insert Contact Name and Title here]</b>	<b>[Insert Email and Phone here]</b>
Twin Rivers Unified School District	Steven Martinez Superintendent	steve.martinez@twinriversusd.org (916) 566-1744

# Goals and Actions

## Goal

Goal #	Description
1	Increase Academic Achievement and Decrease Disproportionalities

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	2018--19: "At or Above" the Meets Performance Level ELA: 37.32% Math: 28.82%	2021-22: "At or Above" the Meets Performance Level ELA: 31.48% Math: 20.07%	2022-23: (Data available in Fall) "At or Above" the Meets Performance Level ELA: 32.8% Math: 22.8%	2023: "At or Above" the Meets Performance Level ELA: 31.97% Math: 22.27%	2023--24:"At or Above" the Meets Performance Level ELA: 50% Math: 50%
District CAASPP Growth	2018-19 ELA Growth: 2% Math Growth: 2%	Prior year data not available	2022-23(Data available in Fall) ELA Growth: 1.3% Math Growth: 2.73%	2023 ELA Growth: .54% Math Growth: 2.24%	2023--24: ELA Growth: 14% Math Growth: 23%
Teacher mis-assignment rate	Our most current data from SARCs is the following Teacher mis-assignment rate 2019-20  Mis-assignments of Teachers of English Learners Elementary: 0%	Our most current data from SARCs is the following Teacher mis-assignment rate 2020-21  Mis-assignments of Teachers of English Learners Elementary: 0%	Our most current data from SARCs is the following Teacher mis-assignment rate 2021-22  Mis-assignments of Teachers of English Learners Elementary: 0%	Our most current data from SARCs is the following Teacher mis-assignment rate 2021-22  Mis-assignments of Teachers of English Learners Elementary: 0%	2023-24: Mis-assignments of Teachers of English Learners Elementary: 0% Secondary: 0%  Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Secondary: <1% (3 total)  Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%  Vacant Teacher Positions: Elementary: 0% Secondary: <1% (2 total)	Secondary: <1% (3 total)  Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%  Vacant Teacher Positions: Elementary: 0% Secondary: <1% (2 total)	Secondary: <1% (3 total)  Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%  Vacant Teacher Positions: Elementary: 0% Secondary: <1% (2 total)	Secondary: <1% (3 total)  Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%  Vacant Teacher Positions: Elementary: 0% Secondary: <1% (2 total)	Secondary ELA: 0% Secondary Science: 0%
Williams' instructional materials reports	2020-21: 100%	2021-22 100%	2022-23 100%	2023-24: 100%	2023-24 Maintain 100%
District growth as measured by iReady Diagnostics and Benchmark assessments in ELA and SWUN Benchmarks in math	2021: iReady: 32.3% Diagnostic 2 Pass Rate ELA Benchmark: 41.49% (Trimester 2) SWUN K-8 Math Benchmark: 52.15% (Trimester 2) Math HS Benchmark: 31.8% (Quarter 3)	2022: iReady: 26.2% Diagnostic 2 Pass Rate ELA Benchmark: 34.57 % (Trimester 2) SWUN K-8 Math Benchmark: 37.5% (Trimester 2) Math HS Benchmark: 11.83% (Quarter 3)	2023: iReady: 25.7% Diagnostic 2 Pass Rate ELA Benchmark: 46.45% (Trimester 2) SWUN K-8 Math Benchmark: 40.72 % (Trimester 2) Math HS Benchmark: 27.47% (Quarter 3)	2023-2024: iReady: 28.63% Diagnostic 2 Pass Rate ELA Benchmark: 45.88% (Trimester 2) SWUN K-8 Math Benchmark: 42.42 % (Trimester 2) Math HS Benchmark: 34.76% (Quarter 3)	2023-24 iReady: 40% Diagnostic 2 Pass Rate ELA Benchmark: 48% (Trimester 2) SWUN K-8 Math Benchmark: 60% (Trimester 2) Math HS Benchmark: 37% (Quarter 3)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Distance from Standard (added in 2023)	2019 ELA: 56.6 points below standard Math: 91.4 points below standard	NA	2021-2022 ELA: 56.6 points below standard Math: 91.4 points below standard	2023 ELA: 53.2 points below standard Math: 86.7 points below standard	2023 ELA: 36.6 points below standard Math: 71.4 points below standard

## 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 Professional development offered to staff was refined and focused on topics that best support district goals.
- 1.2 Expanding Transitional Kindergarten and Universal Pre-K included the addition of new classes as well as the purchase of curriculum and materials to support academic development and other areas related to PK/TK standards.
- 1.3 100% of all TK classrooms were staffed with a paraprofessional in the 23-24 school year.
- 1.4 483 agreements, 432 partially or fully completed.
- 1.5 100% of Benchmark assessments data is kept in Illuminate and used to monitor student progress in academic achievement areas.
- 1.6 Class size average was met across district
- 1.7 No longer Funded with LCAP/LCFF
- 1.8 Foster Youth increased ELA (Increased 55.6 Points) and Math (Increased 51.5 Points) performance on CAASPP
- 1.9 41% of secondary English Learners are receiving instruction in Designated ELD for Language Acquisition through ELD courses.
- 1.10 Implemented as planned
- 1.11 VAPA and World Language materials were purchased, instructional materials purchased as planned.
- 1.14 We hired 21 of 22 MTSS Specialists scheduled to support 41 school sites and provided intervention plans and structures at these sites for students.
- 1.15 Implemented as planned
- 1.16 Implemented as planned
- 1.17 Implemented as planned
- 1.18 All staff hired, Imagine Learning and Rosetta Stone software implemented
- 1.19 Fully Implemented
- 1.20 Base staffing was implemented as planned, but there were challenges in filling positions across the years of the LCAP.
- 1.22 All positions filled
- 1.24 9/9 coaches are hired. Implementation is in 20 elementary schools.
- 1.25 3/3 specialists have been hired
- 1.27 1/2 program specialists & coordinator have been staffed. All new teachers have an assigned mentor.

1.28 Funded as planned  
1.29 4/4 Technicians hired

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.

1.1 Additional professional development offered to staff than originally anticipated.  
1.2 Actual filled position slightly less than projected adopted budget.  
1.3 Actual filled teacher and paraprofessional positions less than projected adopted budget.  
1.6 Actual filled teacher positions less than projected adopted budget.  
1.9 Was not able to hire/fill all positions for a full year.  
1.11 VAPA and World Language for 7th-12th grade were also purchased.  
1.17 School sites use Title I funds first, not all S/C funds are estimated to be used by the school sites.  
1.22 Was not able to hire/fill positions for the full year.  
1.28 Increase in S/C revenue compared to Adopted and other S/C programs not utilizing all funds allows for an increase charge to this action; still under the maximum charge for this action.

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

1.1 Professional development was expanded and reviewed annually. Part of the annual review in 2022 showed the need to better align professional development outcomes with the goals of the district. The revised topics and structure include a greater depth of knowledge in areas such as identifying and addressing gaps and disparities and instructional practices show to improve student outcomes. While it is too early to draw conclusions on the impact for students, this realignment has made it more possible to do so in future reviews.  
1.2 Students that attend Transitional Kindergarten and Pre-kindergarten consistently outperform peers that do not attend.  
1.3 Staffing full day kindergarten and TK programs has contributed to the post-pandemic growth in ELA and Math.  
1.4 Short-term independent study plans provided makeup learning for students that could not attend for one reason or another.  
1.5 Benchmark assessments were used to adjust instruction and instructional systems.  
1.6 Class size was met, but impact on academic outcomes is not clear.  
1.8 Foster youth showed academic growth.  
1.9 Challenges staffing all of the positions with full time staff created inconsistent data for the courses and impact on achievement levels.  
1.10 PD days provided alignment at the sites around district goals and site goals  
1.11 Instructional materials that are aligned to standards provide a framework for guaranteed curriculum for students.  
1.14 Data from MTSS showed an increase in academic achievement as a result of intervention, monitoring and systems implemented

1.15 Credit Recovery processes were refined to support students in completing all needed courses.  
1.16 & 1.17 Sites increased achievement with the implementation of local needs from intervention to professional development.  
1.18 & 1.19 EL Services developed a plan for teacher based ELPAC administration and instructional intervention. This program has kept a stable rate on EL achievement and is expected to show growth in the next LCAP cycle in regards to ELA and Math achievement with EL and LTEL as well as language acquisition.  
1.20 Staffing has the greatest effect size on student achievement. While staffing was a challenge, the staffing process was refined and is now more effective as a result of the learning during this LCAP period.  
1.22 The response to behaviors in our sites increased the opportunity for students to remain in school to achieve. There was increase in referrals during this LCAP cycle.  
1.24 Sites participating in Lesson Design implementation showed growth.  
1.25 Sites that analyzed referral data showed greater attendance rates and improved achievement as more students were attending regularly.  
1.27 New teacher support processes have been refined to help our teachers improve student outcomes at a increasing rate.  
1.28 The cost of operating small schools does not have clear data associated with student achievement during this cycle.  
1.29 Student access to technology has been part of overall increased achievement.

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.

For the coming year we are removing actions that are not funded by S/C funds; 1.7, 1.11, 1.16, and 1.20.  
Metrics for ELPI and Reclassification will be added to goal 1 and moved from goal 2 as they better reflect the actions taken within goal 1.

**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	Ensure all Students Graduate College and Career Ready

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) passage rate	2018-19 ELA: 17.99% Math: 5.14%	2020-21	2021-2022: ELA: 10.07% Math: 3.29%	2023: ELA: 14.41% Math: 3.71%	2023-24 ELA: 24.62% Math: 15.2%
Graduation Rate	2019-20 85.3%	2020-21 83.9%	2021-22 88.1%	2023: 91.4%	2023-24 90%
The number of students completing a CTE Pathway	2019-20 424 Students completed a CTE Pathway	2020-21 353 Students completed a CTE Pathway	2021-22 370 Students completed a CTE Pathway	2023: 504	2023-24 437 students will complete a CTE Pathway
UCA–G completion rate	UC A-G completion rate 2019-20 33.56%	2020-21 27.5%	2021-22 29.5%	2023: 35%	2023-24 39%
AP passage rates of 3+	AP Passage Rate 2019-20	2020-21 23.8%	2021-22 30.3%	2024: 37%	2023-24 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	33.87%		2022-23 34.7%		
English Language Learners classified as making progress towards English Language Proficiency on the annual ELPAC assessment.	Fall 2019 (Growth on ELPAC from 17-18 summative to 18-19 summative)  43.3% making progress towards English Language Proficiency 1,857 out of 4,286 ELS. 36.1% maintained their level 20.5% decreased at least one level.	2021-22  43.2% making progress towards English Language Proficiency 1,227 out of 2,837  35.7% maintained their level  21.0% decreased at least one level.	2022-23  48.2% making progress towards English Language Proficiency 1,361 out of 2,823  39.7% maintained their level  21.2% decreased at least one level.	2023-2024:  41.5% making progress towards English Language Proficiency  39.4% maintained their level  19.1% decreased at least one level.	2023-24 75% Making progress toward English Language Proficiency
1st-3rd grade students annual typical growth as measured by iReady Diagnostic assessments (administered three times annually).	2020-21 1st grade: 17% 2nd grade: 22% 3rd grade: 27%	2021-22 1st grade: 16% 2nd grade: 27% 3rd grade: 41%	2022-23 1st grade: 16% 2nd grade: 27% 3rd grade: 41%	2023-2024: 1st grade: 25.07% 2nd grade: 28.98% 3rd grade: 37.29%	2023-24 1st grade: 40% 2nd grade: 40% 3rd grade: 40%
EL English reclassification rate will be at a minimum of 10%.	2019-20 11.4%	2020-21 3%	2021-22 9.2%	2023-2024: 8%	2023-24 11.4% or greater
Number of students dual enrolled in High School and college courses .	2020-21 183 Students dual enrolled	2021-22 202 Students dual enrolled	2022-23 431	2023-2024: 811	2023-24 200 Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students Completing A-G and CTE Pathway	2020-21 121 Students	2021-22 129 Students	2022-23 data available in fall	2023-2024: 196	2023-24 220 Students
Implementation of Common Core State Standards from Local Indicators	2020-2021  Career Technical Education 4 Full Implementation  Health Education Content Standards 4 Full Implementation  Physical Education Model Content Standards 4 Full Implementation  Visual and Performing Arts 5 Full Implementation And Sustainability  World Language 5 Full Implementation And Sustainability	2021-22  Career Technical Education 4 Full Implementation  Health Education Content Standards 4 Full Implementation  Physical Education Model Content Standards 4 Full Implementation  Visual and Performing Arts 5 Full Implementation And Sustainability  World Language 5 Full Implementation And Sustainability	2022-23  Career Technical Education 4 Full Implementation  Health Education Content Standards 4 Full Implementation  Physical Education Model Content Standards 4 Full Implementation  Visual and Performing Arts 5 Full Implementation And Sustainability  World Language 5 Full Implementation And Sustainability	2023-2024:  Career Technical Education 4 Full Implementation  Health Education Content Standards 3 initial Implementation  Physical Education Model Content Standards 4 Full Implementation  Visual and Performing Arts 5 Full Implementation And Sustainability  World Language 5 Full Implementation And Sustainability	2023-24 Career Technical Education: 5 Full Implementation And Sustainability  Health Education Content Standards 5 Full Implementation And Sustainability  Physical Education Model Content Standards 5 Full Implementation And Sustainability  Visual and Performing Arts 5 Full Implementation And Sustainability  World Language 5 Full Implementation And Sustainability

## 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.

- 2.1 CTE programs and participation in programs continues to increase.
- 2.2 All students will have the opportunity to take the SAT and PSAT to increase achievement this year.
- 2.3 Over 6000 students have attended sessions this year.
- 2.4 Implemented as planned
- 2.5 Implemented as planned

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.

- 2.3 Additional Saturday classes were provided for students then originally anticipated at Adopted budget.
- 2.5 Increase is for two service agreements for United College Action Network.

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

- 2.1 CTE pathway completion and enrollment have led to improved engagement and A-G and graduation rates.
- 2.2 Students have been able to access exams for college as needed and has provided access to students that need the support.
- 2.3 Students were able to recover learning and ADA by participating in WIN Academy.
- 2.4 92% of student seats are filled. 81% of participating students are fully engaged in program offerings. Participating students had 2.5% attendance growth.
- 2.5 College fair was held and additional students participated in support with college readiness guidance in two additional programs.

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.

For the coming year action 2.3 WIN is being moved to Goal 3 to better reflect the metrics related to the program.

**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	Improving Culture and Climate through increased Student Engagement

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2019-20 10.67%	2020-21 25.29%	2021-22 48.36% 2022-23: 35.8%	2023-24 29.1%	2023-24 9%
Chronic absenteeism rates by grade span will maintain a disproportionality not to exceed 5% of the lowest rate among the grade spans (K-, 1-3, 4-6, 7-8 and 9--12).	Chronic Absenteeism Rate 2018-19: Kinder: 17.2% 1st-3rd: 15.2% 4th-6th: 12.0% 7th-8th: 18.1% 9th-12th: 22.5%	Chronic Absenteeism Rate 2020-21: TK Kinder: 17.2% 1st-3rd: 15.2% 4th-6th: 12.0% 7th-8th: 18.1% 9th-12th: 22.5%  Corrected Data Chronic Absenteeism Rate 2021-22: Kinder: 58.6% 1st-3rd: 49.7% 4th-6th: 46% 7th-8th: 42.7% 9th-12th: 47.1%	Chronic Absenteeism Rate 2021-22: TKKinder: 17.2% 1st-3rd: 15.2% 4th-6th: 12.0% 7th-8th: 18.1% 9th-12th: 22.5%  Corrected Data Chronic Absenteeism Rate 2021-22: Kinder: 45.5% 1st-3rd: 35.1% 4th-6th: 30% 7th-8th: 30.7% 9th-12th: 33.9%	Chronic Absenteeism Rate 2023: Kinder: 38.9% 1st-3rd: 27.8% 4th-6th: 24.8% 7th-8th: 28.1% 9th-12th: 32.2%	Chronic Absenteeism Rate 2023-24: Kinder: 15% 1st-3rd: 15 % 4th-6th: 10.0% 7th-8th: 15% 9th-12th: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students, families, and teachers responding favorably on surveys measuring school safety and connectedness.	2019-20 69.8% Overall 67% Families 68% Teachers 60% Students	2020-21 50% Overall 69% Families 72% Teachers 67% Students  2021-22 34% Overall 78% Families 72% Teachers 68% Students	2022-23 72% Overall 83% Families 67% Teachers 63% Students	2023-24 78.57% Overall 85% Families 72% Teachers 78% Students	2023-24 84% Overall 85 % Families 80% Teachers 80% Students
The number of parents participating in participation surveys.	2020-21 1582	2021-22 4041	2022-23 2476	2023-24: 3886	2023-34 2106
District attendance rates and subgroup attendance rates	The All Student Attendance rate in 19-20 96.07%  Subgroup 2019-20 All Students 96.07% English Learners 96.95% Foster Youth 93.46% Homeless 94.15% Socioeconomically Disadvantaged 95.99% Students with Disabilities 94.98% African American 94.92%	The All Student Attendance rate in 21-22 87.45%  Subgroup 2021-22 All Students 87.45% English Learners 89.58% Foster Youth 86.35% Homeless 83.49% Socioeconomically Disadvantaged 87.09% Students with Disabilities 85.02% African American 83.84%	The All Student Attendance rate in 22-23 90.57%  Subgroup 2022-23 All Students 90.57% English Learners 92.0% Foster Youth 89.0% Homeless 87.2% Socioeconomically Disadvantaged 90.4% Students with Disabilities 88.9% African American 87.6%	The All Student Attendance rate in 23-24 91.42%  Subgroup 2023-24 All Students 91.42% English Learners 92.8% Foster Youth 90.5% Homeless 89.1% Socioeconomically Disadvantaged 91.2% Students with Disabilities 89.5% African American 88.2%	The All Student Attendance rate in 2023-24 97.57%  Subgroup 2023-24 All Students 97.57% English Learners 98% Foster Youth 94.96% Homeless 95.65% Socioeconomically Disadvantaged 97.49% Students with Disabilities 96.48% African American 96.42% American Indian 96.18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American Indian 94.78% Asian 96.51% Filipino 97.42% Hispanic 96.25% Pacific Islander 96.06% Two or More Races 94.76% White 95.92%	American Indian 83.62% Asian 90.95% Filipino 91.83% Hispanic 87.66% Pacific Islander 86.03% Two or More Races 85.43% White 87.7%	American Indian 87.8% Asian 93.3% Filipino 94.0% Hispanic 90.8% Pacific Islander 89.6% Two or More Races 89.1% White 90.6%	American Indian 90.4% Asian 94.1% Filipino 94.2% Hispanic 91.6% Pacific Islander 90.5% Two or More Races 89.7% White 91.7%	Asian 98.01% Filipino 98% Hispanic 97.75% Pacific Islander 97.56% Two or More Races 96.26% White 97.32%
Middle School dropout rates	2020-21 .02%	2021-22 1.06%	2022-23 0.57	2023-24: .57%	2023-24 Maintain .02% or less
The cohort dropout rate	2018-19 7.80%	2019-20 7.3% 2020-21 7.2%	2021-22 7.8%	2023-24: 7.50%	2023-24 5%
The suspension rate	2019-20 6.3%	2020-21 0.1% (distance learning) 2021-22 6.39%	2022-23: 7.78%	2023-24: 8.4%	2023-24 5.4%
The expulsion rate will maintain a maximum level of 0.1%	2019-20 .02%	2020-21 0	2021-22 0.01%	2023-24: .01	2023-24 0.1% or less

## 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.

- 3.1 Positions allocated for each site, not all filled.
- 3.2 Positions were not all filled but were covered by extra duty agreements and contractors as needed
- 3.3 Positions were filled at each elementary
- 3.4 Positions were filled
- 3.5 Vice principal positions were allocated and one was not filled
- 3.6 3 unfilled Elem Art positions for 23/24 In-person Arts events planned for grades 4-8 in 23/24 In-person Festival of the Arts scheduled for 3/3/24
- 3.7 Position filled
- 3.8 Positions were filled and Equity plan developed
- 3.9 8 of 9 positions filled.
- 3.10 All planned activities have been offered to students.
- 3.11 Position filled
- 3.12 Program being implemented at all sites.
- 3.16 Staffing shortages, vacant positions filled with contractors.
- 3.17 Buses purchased

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.

- 3.1 Was not able to hire/fill all duty assistant positions for a full year.
- 3.5 Actual filled vice principal position less than projected adopted budget and one position not filled for the full year.
- 3.6 Was not able to hire/fill all elementary teacher art positions for a full year.
- 3.8 Coordinator position funded by ESSER III ELOP was not filled/closed.
- 3.11 Counseling position was not hired/filled for the full year.
- 3.17 Additional bus purchased then projected at Adopted budget.

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

- 3.1 Referral and suspension rates were lowered when sites had filled positions.
- 3.2 Transportation need was utilized by many students which allowed them to attend school regularly.

3.3 Counselors have a shared plan to provide tier 1 instruction to all classes monthly and meet with groups of students. Data collection on effectiveness is still being refined for the next LCAP cycle.

3.4 Graduation and A-G rates increased

3.5 Vice Principals at sites with high needs increased the number of classroom walkthroughs and feedback to teachers.

3.6 Students that participated in extra curricular programs showed a 3% increase in attendance. VAPA during the school day was a desire and appreciated in our community input.

3.7 These positions supported the increased attendance and lowered chronic absenteeism rates.

3.8 8 of 12 equity goals were established. 22 Professional development sessions for staff were provided this year to promote equity and meet identified data goals. Implementation team meets 1 x monthly to ensure goals for the equity plan are being met. 3 Cohorts of staff have been trained in cultural proficiency

3.9 & 3.10 Activities available for students have increased at all sites. Recent event included a Leadership Conference at Foothill Ranch Middle School. Increased attendance 3% for students participating in activities.

3.11 Central Counselor supports elementary counselor plan to implement lessons and collect data in all classrooms. Additional support for secondary social emotional learning has been provided.

3.12 18% increase in usage this year

3.16 Staffing shortages created limited data to gauge effectiveness

3.17 Buses are needed to provide transportation. The district exceeds guidelines for elective vehicle fleet requirements.

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.

For the coming year we are removing actions that are not funded by S/C funds; 3.2.  
Metric for grade span chronic absenteeism removed. This metric is no longer part of the focus of our actions in goal 3.

**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	Increase Parent Engagement

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The number of parents engaged in DELAC and FACE events	2019-20 27 unique parents attended DELAC 1,576 parents attended the Family and Community Engagement Events (FACE) 1,603 Total	2021-22 21 unique parents attended DELAC 2826 parents attended the Family and Community Engagement Events (FACE) 2847 total	2022-23 21 unique parents attended DELAC 3579 parents attended the Family and Community Engagement Events (FACE) 3600 Total	2023-24 10 unique parents attended DELAC 8,615 parents attended the Family and Community Engagement Events (FACE) 8,625 Total	2023-2024 3500 total
Attendance at training and meetings designed to support our underserved groups.	2020-21 0	2021-22 Parents of African American Students 160 Native American Indian Parent Community 21 181 total	2022-23 Parents of African American Students: 91 Native American Indian Parent Community: 406 English Learner Parent Meetings: 129 Special Education Parent Meetings: 9 635 Total	2023-24 Parents of African American Students: 177 Native American Indian Parent Community: 19 English Learner Parent Meetings: 588 Special Education Parent Meetings: 13 797 Total	2023-24 500 total

# 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.

- 4.1 Exceeded planned implementation
- 4.2 Position filled

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.

No material variances.

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

- 4.1 This action provided more opportunities and greater data collection for district family engagement.
- 4.2 Effectively coordinated more events and collected data to show increased engagement from families and community. New actions and advisory groups were formed.

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.

NA

**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	Provide Facilities that are Clean, Safe, and Conducive to Learning

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool reports (FIT)	2019--2020 percentage of exemplary findings=5%	2021-2022 percentage of exemplary findings=5%	2022-2023 percentage of exemplary findings=18%	2023-2024 percentage of exemplary findings=38%	2023-24 percentage of exemplary findings=20%
Percentage of students, families, and teachers responding favorably on surveys measuring school safety and connectedness.	2019-2020 69.8%	2020-2021 50% 2021-22 34%	2022-2023 72%	2023-2024 69.8%	2023-2024 89.8%

## 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.
5.1 Implemented as planned 5.2 Facilities projects planned were completed. 5.3 25 of 27 positions filled; use subs and overtime. 5.4 Positions Filled 5.5 Position filled



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.

5.4 Not all positions were filled for the entire year.

5.5 Dispatcher position filled. Vehicles were removed from the action.

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

5.1 FIT reports have shown improvement in site services in this area

5.2 Facilities projects planned were completed and additional projects using other funds are planned and/or were completed.

5.3 Program added Project Lifeline to increase community outreach and support. Improves community connectedness

5.4 Focus on restorative processes is increasing student connection to sites

5.5 Response to site emergency needs has provided additional safety for community and the school sites

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.

For the coming year we are removing actions that are not funded by S/C funds; 5.1 and 5.3.

**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
6	Increase ELA and Math Academic Achievement for Students with Disabilities

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students With Disabilities (SWD) CAASPP	2018-19: At or Above the Meets Performance Level ELA: 9.61% Math: 8.37%	2021: At or Above the Meets Performance Level ELA: 9.16% Math: 5.94%	2022 At or Above the Meets Performance Level ELA: 9.48% Math: 7.29%	2023 At or Above the Meets Performance Level ELA: 7.76% Math: 7.28%	At or Above the Meets Performance Level ELA: 19% Math: 18%
District (SWD) CAASPP Growth	2018-19 Growth: ELA: 0.46% Math: 1.37%	2021: Growth: Prior year not available	2022 Growth ELA: 0.32% Math: 1.35%	2023 Growth ELA: -1.72% Math: -.01%%	Growth: ELA: 9.39% Math: 9.63%
District Benchmarks	2020-21 Quarter 3:  Integrated Math 1: 2.7% Integrated Math 2: 4.5% Integrated Math 3: % 18.2% SWUN Math K-8: Trimester 2: 20.8%	2021-22 Quarter 3:  Integrated Math 1: 3.6% Integrated Math 2: 5.1% Integrated Math 3: 33.3% SWUN Math K-8: Trimester 2: 20.3%	2022-23 Quarter 3:  Integrated Math 1: 11.9% Integrated Math 2: 12.2% Integrated Math 3: 27.3% SWUN Math K-8: Trimester 2: 21.5%	2023-24 Quarter 3:  Integrated Math 1: 18.9% Integrated Math 2: 12.7% Integrated Math 3: 29.17% SWUN Math K-8: Trimester 2: 23.6%	Quarter 3 Integrated Math 1: 39.05% Integrated Math 2: 33.76% Integrated Math 3: 42.74% SWUN Math K-8: Trimester 2: 44.2%  ELA 7-9 Quarter 3: 42.25% Quarter 2: 44.54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA 7-9 Quarter 3: 3.2% ELA 1-6 Trimester 2: 13.6%	ELA 7-9 Quarter 3: 8.0% ELA 1-6 Trimester 2: 15.0%	ELA 7-9 Quarter 3: 13.6% ELA 1-6 Trimester 2: 24.4%	ELA 7-9 Quarter 3: 10% ELA 1-6 Trimester 2: 25.1%	ELA 1-6 Trimester 2: 41.78%
Graduation Rate	2020: 73.1%	2021: 69.3%	2022: 75.7%	2023: 72.7%	80%
Students With Disabilities (SWD) CAASPP Distance from Standard	2021-22 ELA: 120.5 points below standard Math: 147.3 points below standard	Not included	2021-22 ELA: 120.5 points below standard Math: 147.3 points below standard	2023 ELA: 96.3 points below standard Math: 145.8 points below standard	2021-22 ELA: 100 points below standard Math: 120 points below standard

## 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.

- 6.1 Positions are currently filled
- 6.2 Many open paraprofessional positions; using outside services to support program needs.
- 6.3 Positions are currently filled
- 6.4 Positions are currently filled

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.

- 6.2 Non public school costs increase for additional students served and increase in costs from the providers.

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

6.1 TOSAs provided support to teachers at all sites to improve services to students

6.2 Open staffing positions and work with contractors has limited the effectiveness data, though metrics nearly maintained in all areas.

6.3 Coordinators provide oversight of daily operations and staff to ensure students' academic, social and emotional success and that Child Find activities are conducted as required to provide special education services to qualified students residing within District boundaries.

6.4 Achieve program has resulted in positive outcomes for students attending compared to students at Non-public schools.

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.

For the coming year we are removing actions that are not funded by S/C funds; 6.2.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Rivers Unified School District	Steven Martinez Superintendent	steve.martinez@twinriversusd.org (916) 566-1744

## Plan Summary [2024-25]

### General Information

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

Twin Rivers Unified School District has an unwavering commitment to every student's journey to ensure all students graduate college and career ready. Today we are the 27th largest public school system in California serving Pre-kindergarten through 12th grade and adult education. We serve over 24,000 students in northern Sacramento County who come from families that speak 47 different languages. We are proud to include, among our 3,000 employees, the 2011 California Teacher of the Year, the 2010, 2020, & 2021 California Classified School Employee of the Year and the 2001, 2020 & 2021 Sacramento County Teacher of the Year

Twin Rivers serves an 82 square mile area covering the communities of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

Mission: To inspire each student to extraordinary achievement every day.

Vision: An unwavering focus on powerful and engaging learning that prepares students for college, career, and life success.

English Learners:

- 29.6% English Learners
- 54 languages spoken

#### Student Demographics:

- 34.8% Hispanic/Latino
- 32.7% Caucasian
- 8.7% African American
- 14% Asian
- 0.7% Filipino
- 5.6% Two or more races
- 1.2% Pacific Islander
- 0.4% Native American
- 1.8% Not reported

#### Schools:

- 27 Elementary Schools
- 5 Junior High Schools
- 4 Senior High Schools
- 3 Charter schools operating on 7 sites
- 2 Continuation High Schools
- 1 Special Education School
- 1 Independent Study K-12 School
- 1 Adult Education Program
- 18 Preschool sites

#### Points of Pride:

- Graduation rate is 91.4% compared to the state average of 86.2% and Sacramento County's average of 81.5%
- 2022 California Pivotal Practice Award
- 2022–23 Exemplary Dual Enrollment School Rio Linda High School
- 2022 California School Boards Association Golden Bell Award for Multi-Tiered Systems of Support (MTSS)
- 2017 California School Boards Association Golden Bell Award for Project Find 'Em
- 2022 Family, Career, and Community Leaders of America Master Advisor Award
- 2024, 3 students earned their Associate degree and their high school diploma at the same time through the district's Dual Enrollment program with American River College (ARC)
- Eight Gold Ribbon schools
- Two Distinguished schools (2020, 2021)
- Largest deployment of electric school buses in the country (69)
- Championship boys and girls athletics programs
- 34 Career Technical Education (CTE) programs (grades 7-12)
- Five California Partnership Academies
- 9,500+ district wide student field trips continued in 2018/2019 (grades 3-6)



- 198 students earned the State Seal of Biliteracy in 2023-24
- 1001 students have earned the State Seal of Biliteracy since 2014/15
- 750 K-12 students participated in the Festival of the Arts
- 2016 California Model Continuation High School—Pacific Career and Technology High
- 29 schools received 2015 Healthier US School Challenge Awards
- Two schools received State Civic Learning Award of Merit—CCAA, Rio Linda Prep
- 24 Del Scholars since 2008
- College Board's Gaston Caperon Opportunity Honor Roll 2015
- Meritorious Budget Award for Excellence for the 13th consecutive year (ASBOI)
- 2013 National Community Schools Award for Excellence Winner—Harmon Johnson
- Three California Teachers of the Year (2011, 2003, 1998)
- 2010 ,2020, 2021, 2024 California Classified Employee of the Year
- Two Kennedy Center for Performing Arts Partnerships
- Award winning Criminal Justice Academy
- College readiness program AVID (Advancement Via Individual Determination)
- Model School Attendance Review Board (SARB)
- All sites include expanded learning programs that served over 10,000 students in 2023-24
- Comprehensive Summer Programs and Intercession Programs for Students
- 1:1 Student to device ratio
- 63 National Board Certified Educators

#### Equity Multiplier Schools:

- Northwood? Elementary
- Woodlake? Elementary
- Woodridge ?Elementary
- Babcock? Elementary
- Hagginwood? Elementary
- Oakdale? Elementary
- Martin Luther King Technology Academy?
- Keema? School for Independent Study
- Pacific Career & Technology High School
- Vista Nueva Career and Technology High

# Reflections: Annual Performance

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

Twin Rivers Unified School District (TRUSD) 2023 Dashboard indicates the following:

Chronic Absenteeism: Medium Performance (Yellow)

Suspension Rate: Very Low Performance (Red)

English Learner Progress: Low Performance (Orange)

Graduation Rate: High Performance (Green)

College and Career: Low Performance (No Color indicator)

ELA and Mathematics: Medium Performance (Yellow)

Twin Rivers efforts to ensure all students graduate college and career ready are improving as indicated by our Graduation rate and the growth in ELA and Mathematics. Improvement efforts including and expansion of Multi-Tiered System of Support to include all schools and high school made a big impact as did the continued commitment to Job-embedded professional development. Growth in College and Career indicators is expected and addressed in Goal 2. There are actions that include the expansion of courses that offer graduation and college credit, the increase in CTE pathways, and a continued focus on A-G completion. Suspension rate and English Learner progress are areas of need. Actions in the Equity Multiplier goals include initiatives that will impact both of those metrics. The results of these actions will be studied and replicated or refined based on a cycle of continuous improvement.

A list of Twin Rivers Schools and students groups that were identified in the CA School Dashboard as "Red" or lowest performing in any area are included in the attached LCAP Appendix A at the bottom of the LCAP document. Schools and groups are indicated with a Red Box in any area of low performance. Additionally, the LCAP Actions that address these performance area for student groups are listed.

# Reflections: Technical Assistance

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

For the 2023 California School Dashboard, Twin Rivers is "Red"(Very Low Performance, Very High Rate) in Suspension rate only. 8.4% Of students have been suspended at least one day.

TRUSD has been identified for Differentiated Assistance support and worked with Sacramento County Office of Education due to the Red status in priority areas on the California State Dashboard. These are the indicators that fell in the low or very low status for these groups for 2022 eligibility:

2022

#### Priority 4 Academics, Priority 5 Chronic Absenteeism & Priority 6 Suspension Rate:

All Students: ELA Low - 56.8/ Math Low - 91.4, Chronic Absenteeism Very High 48.9%, Suspension Rate High 7.5%  
African American: ELA -81.8 /Math - 124, Chronic Absenteeism Very High 59.4%, Suspension Rate High 17.1%  
American Indian: ELA - 81.9 /Math - 128.5, Chronic Absenteeism Very High 55.4%, Suspension Rate High 9.3%  
English Learners: ELA - 75.1 /Math - 102.2 , Chronic Absenteeism Very High 39.5%, Suspension Rate NA  
Foster Youth: ELA - 124.7 /Math - 159.7 , Chronic Absenteeism Very High 44.7%, Suspension Rate High 18.7%  
Homeless: ELA - 77.1 /Math - 103.4 , Chronic Absenteeism Very High 59.2%, Suspension Rate High 9.1%  
Pacific Islander: ELA NA /Math NA , Chronic Absenteeism Very High 51.3%, Suspension Rate High 9.0%  
Students with Disabilities: ELA - 120.5 /Math - 147.3, Chronic Absenteeism Very High 56.4%, Suspension Rate High 10.6%

2023

#### Priority 4 Academics (Improved), Priority 5 Chronic Absenteeism (Improved) & Priority 6 Suspension Rate (Declined) :

All Students: ELA Medium - 53.2 (Improved) / Math Medium - 86.7 50.9%, Chronic Absenteeism Medium 35.8% (Improved), Suspension Rate Very High 8.4% (Declined)  
African American: ELA -76.1 (Improved)/Math - 124, Chronic Absenteeism Medium 50.9% (Improved), Suspension Rate Very High 18.4% (Declined)  
American Indian: ELA -104.5 (Declined) /Math - 128.5, Chronic Absenteeism High 43.2% (Improved), Suspension Rate Very High 10.9% (Declined)  
English Learners: ELA - 80.2 (Declined) /Math - 102.2 , Chronic Absenteeism Medium 26.1% (Improved), Suspension Rate NA  
Foster Youth: ELA - 75.5 (Improved) /Math - 159.7 , Chronic Absenteeism High 42.4%% (Improved), Suspension Rate Very High 19.3% (Declined)  
Homeless: ELA - 73.5 (Improved) /Math - 103.4 , Chronic Absenteeism Medium 45.9% (Improved), Suspension Rate Very High 11% (Declined)  
Pacific Islander: ELA NA /Math NA , Chronic Absenteeism Very High 51.3% 50.9% (Improved), Suspension Rate Medium 6.9%  
Students with Disabilities: ELA - 120.1 (Maintained) /Math - 147.3, Chronic Absenteeism Medium 44.1% (Improved) , Suspension Rate Very High 12.4% (Declined)

In the most recent years of differentiated assistance from 2020-2023, Twin Rivers focused on improving attendance and decreasing chronic absenteeism.

Some discoveries during this work include:

Twin Rivers implemented improved processes for attendance at all levels and trained site attendance committees.  
Each site was commissioned with developing an attendance improvement plan and implementing it.

The district worked on improving the rate of School Attendance Review Team (SART) meetings to the school's could follow-up with families. A central team that partnered with Sacramento County Office of Education reviewed data and addressed gaps and disparities on a monthly basis.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

The following schools have been identified for Comprehensive Support and Improvement (CSI):

Schools identified for low performance are identified due to meeting one of the following criteria:

- Schools with all indicators at the lowest status level
- Schools with all indicators at the lowest status level but one indicator at another status level

Northwood Elementary  
Woodlake Elementary  
Kohler Elementary  
Village Elementary  
Woodridge Elementary  
Martin Luther King Jr. Technology Academy

These schools were identified during the 2022-2023 School year by indicators on the California School Dashboard. Each site conducted a Need Assessment as part of the School Plan for Student Achievement that includes the budget plan for Comprehensive Support and Improvement (CSI) funding. Educational Partners input from our district and site surveys were considered as well as input from School Site Council, Staff Meetings, and ELAC or other advisory groups. Advisory groups at the school sites develop the needs assessment based on SBAC data, student data (attendance, suspensions, chronic absences) and local academic benchmark data. After reviewing the data, the site leadership determines the greatest needs for the sites and collaborates with educational partners on how to utilize the funds to improve the services for students.

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

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

As a data driven school district, Twin Rivers (TR) is intently focused on its Comprehensive Support and Improvement (CSI) Schools. We have applied for additional Federal CSI Funding for each identified school and will be using this additional resource to address areas of identified weakness.

TR is analyzing each school to locate areas of strength to use as leverage to launch the start of our work. For CSI schools, the district is providing additional planning, monitoring, and reporting structures, including additional District Administrative Summit updates, as well as providing coaching for school site staff and site leaders. The Executive Director and the Director of Special projects work with each Principal to develop a comprehensive needs assessment. The site principal reviews data, resource inequities and stakeholder input data during winter and spring to develop the CSI plan as part of the SPSA process. The development of evidence based actions is supported by the Executive Director and the Director of Special Projects in monthly meetings to ensure that resource inequities are addressed. This work is supported through joint and collaborative efforts of the School Leadership and Educational Services Departments.

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

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

To support our CSI schools, TR has set up additional monitoring systems within the School Leadership and Educational Services Departments to ensure CSI school data and performance is shared with District and Site Leadership frequently, including a monthly review of site progress. Each CSI School is supported by a District Executive Director. The Executive Director will closely monitor and support these schools during site visits to ensure staff are implementing all aspects of the 2024-25 School Plan for Student Achievement (SPSA). Executive Directors will share this information through District Instructional Leadership Team meetings to ensure support is provided to sites. Throughout this intensive work, TR is heavily focused on the district's Dashboard and local assessments to support and monitor areas in need of intervention. This work will positively impact the district to improve the support provided to staff, students, parents, and the community at CSI school sites.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, parents, and students.	Monthly Community Input Sessions: 9/21/23, 10/19/23, 11/16/23, 1/18/24, 2/22/24, 3/14/24, 4/18/24
Parents, administrators, teachers and community members	District English Learner Advisory Committee: 10/10/23, 12/12/23, 2/27/24, 4/23/24
Bargaining Units	Twin Rivers Unified Educators (TRUE): 4/30/2024, (CSEA)
Parents and Community members	Parents of African American Students Group: 4/9/24
Administrators	Instructional Leadership Team: 2/22/24
Students	Superintendent's Student Advisory Group: 9/14/23, 12/7/23, 2/22/24
Parents	Superintendent's Parent Advisory Group: 9/21/23, 1/25/24, 3/21/24
Community Based Organizations	Partner PLC Meetings: 3/14/24
Teachers, principals, administrators, other school personnel, parents, and students.	District Wide Input Surveys: 8/18/23, 9/1/23, 10/1/23, 11/17/23, 1/9/24, 4/1/24
SELPA	SELPA Team Input: 1/8/24 (Meeting with Advisory Team scheduled and canceled)
Equity Multiplier	DELAC reviewed EL actions at 4/23 meeting. Sites developed Needs Assessment with Site Council and reviewed Equity Multiplier actions at February and April Meetings. Site principals engaged staff at staff meetings following the February Principal meeting. Additional input was gathered from surveys provided by district and site.

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

Participation in educational partner feedback included the following:

7887 individuals participated  
4076 individual thoughts shared  
70457 thoughts rated by participants

Of these participants:

49.27 % Parents/Guardians  
21.06 % Staff  
17.59 % Students  
1.39 % Community Members  
10.69 % Other

This year, we had an increase in participation and it remains high. For our engagement and input, we included a monthly community meeting that was a collaboration of Special Projects and Budget Services. Participants were provided updates on budget and LCAP initiatives and an opportunity to provide input and discussion. Additionally, a survey was developed and disseminated to all TR community and staff that included the top themes from our input sessions and surveys. Participants ranked the importance of these themes and added explanation as to why the themes and actions were important to them. Academic intervention and support was a top theme across all groups as a response to student learning needs following the pandemic restrictions. Families expressed positive thoughts around the increased activities for students including enrichment clubs, camps, and expansion of sports. The responses indicate a desire for a variety of programs and services to support student success and engagement. These include increased physical engagement, improved student-teacher understanding, mental health programs, multicultural activities, additional teaching staff, and after-school tutoring. Respondents also suggested the need for more highly trained staff for intervention, construction trades and media editing programs, school beautification initiatives, and driving education. Other suggestions included better security over restrooms, less reliance on test prep, more support for students inside the classroom, and more music programs. Some respondents also expressed a desire for more one-on-one support for students who pose a safety risk, continued use of the math facts programs, teaching of cursive writing, and regular restroom checks. For each group, the most frequent and highest rated themes were:

Parents and families:

Highest rated input theme: Goal 1 Improve Academic Achievement and Decrease Disparities--This includes a variety of educational programs, improvements in the ESL program, more dual language opportunities, and academic intervention support. Participants believe that enhancing these areas would cater to diverse learning needs and improve overall student success. Within Goal 1, actions such as 1.9, 1.10, and 1.11 best reflect the input gathered from our parent and family groups.

Certificated Staff:

Highest rated input theme: Goal 1 Improve Academic Achievement and Decrease Disparities, Goal 3 Improve School Culture and Through Increased Student Engagement, Goal 5 Provide Facilities that are Safe, Clean, and Conducive to Learning-- This includes better facilities



and maintenance, smaller class sizes, more support staff, and a greater focus on arts and extracurricular activities. There's also a strong emphasis on providing more support for specific groups of students, such as English Language Learners, special education students, and struggling students. Within Goal 1, actions such as 1.6, 1.9, 1.10, and 1.11 best address the input. Within Goal 3, actions such as 3.6 and 3.10 best address the input. Many of these desired actions are addressed through different funding such as ELO-P and the Prop 28 Arts plan. Within Goal 5, the input is addressed in Goal 5.1 and 5.2.

#### Classified Staff:

Highest rated input theme: Goal 1 Improve Academic Achievement and Decrease Disparities and Goal 3 Improve School Culture and Through Increased Student Engagement--The top theme from the participants' responses appears to be the need for enhanced educational support and resources. This includes suggestions for more immersive language programs, additional support for staff, increased access to field trips, improved library services, and the introduction of financial literacy courses. There's also a strong emphasis on the need for more behavioral support and intervention programs. Within Goal 1, actions such as 1.1, 1.10, 1.11, and 1.19 best address the input. Within Goal 3, actions such as 3.2, 3.3, 3.4 and 3.10 best address the input.

#### Administrative Staff:

Highest rated input theme: Goal 1 Improve Academic Achievement and Decrease Disparities---The top theme that emerges from the participants' responses is the need for "Academic Enhancement". This theme is prevalent in the responses, with participants suggesting various strategies such as after-school tutoring, mentoring opportunities, additional academic support, and more training on tech tools. They believe these measures will help students improve their academic performance and engagement. Within Goal 1, actions such as 1.11 and 1.12 best address the input. Additionally, funds such as Title 1, Title IV and ELO-P are used to provide mentoring and tutoring in addition to the LCAP actions.

#### Students:

Highest rated input theme: Goal 5 Provide Facilities that are Safe, Clean, and Conducive to Learning and Goal 3 Improve School Culture and Through Increased Student Engagement --The top theme from the participants' responses seems to be the need for improved school facilities and services. This includes cleaner and better-stocked bathrooms, improved food quality, and more spacious classrooms. Many participants also expressed a desire for more extracurricular activities and clubs, as well as better support for academic success such as tutoring services and more diverse course offerings. This input was best addressed in goal 5.1 and also in goal 3.10. Additional resources have been committed from other sources to address the concerns of restrooms and cleanliness.

#### Equity Multiplier:

Both staff and parent groups emphasized a need for intervention. Support for English Learner students was a top academic priority. Additional support for behavior and engagement (safety, relationships, and attendance) were included in staff and parent feedback. Student emphasized the need for language support and improved relationships with adults on site. A review of this input compared against current district initiatives showed a need for additional support for intervention with English Learners and additional support for engagement and college and career indicators at the secondary level that were not addressed by other actions directly. The actions decided on represent addressing the gap in intervention in these areas to supplement current services.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Increase Academic Achievement and Decrease Disproportionalities	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Improved standardized test results, ELPAC results for English Learners, and standardized assessments for all students are essential to measure progress toward goals. There are disparities between subgroups, not only in performance on standardized tests, but also in academically rigorous pathways, as measured by enrollment in courses like AP, dual enrollment, and in A-G completion rates. These disparities are representative of the academic achievement gap. In addition, significant disproportionalities exist between student subgroups in both academic and behavior data. Many of our actions and services are specifically targeted to student groups showing greater need. Among these are our African American students, as well as homeless and foster youth. Williams instructional materials reports measure access to curricular materials.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP	2024: "At or Above" the Meets Performance Level ELA: 31.98% Math: 22.31%			2027: "At or Above" the Meets Performance Level ELA: 50% Math: 50%	

1.2	CAST	2024: Met or Exceeded Standard for Science 16.27%			Met or Exceeded Standard for Science 26.27%	
1.3	Teacher mis-assignment rate	2022 (Most Recent) Mis-assignments of Teachers of English Learners Elementary: 0% Secondary: <1% (3 total) Total Teacher Mis- assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%			Mis-assignments of Teachers of English Learners Elementary: <1% Secondary: <1% Total Teacher Mis- assignments Elementary: <1% Secondary Math: <1% Secondary ELA: <1% Secondary Science: <1%	
1.4	Williams' instructional materials reports	2024: 100%			2027: Maintain 100%	
1.5	District growth as measured by iReady Diagnostics and Benchmark assessments in ELA and SWUN Benchmarks in math	2024: iReady: 32.3% Diagnostic 2 Pass Rate ELA Benchmark: 41.49% (Trimester 2) SWUN K-8 Math Benchmark: 52.15% (Trimester 2) Math HS Benchmark: 31.8% (Quarter 3)			2027: iReady: 50% Diagnostic ELA Benchmark :52 % (Trimester 2) SWUN K-8 Math Benchmark: 62% (Trimester 2) Math HS Benchmark:40 % (Quarter 3)	
1.6	CAASPP Distance from Standard	2024: ELA: 52.3 points below standard			2023 ELA: 25 points below standard	

		Math: 86.7 points below standard ELA English Learners: 80.2 points below standard Math English Learners: 104.1 points below standard			Math: 35 points below standard ELA English Learners: 50 points below standard Math English Learners: 70 points below standard	
1.7	Implementation of Common Core State Standards From Local Indicatory	2024: Career Technical Education 4 Full Implementation Health Education Content Standards 3 Initial Implementation Physical Education Model Content Standards 4 Full Implementation Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability			2027: Career Technical Education 5 Full Implementation and sustainability Health Education Content Standards 5 Full Implementation and sustainability Physical Education Model Content Standards 5 Full Implementation and sustainability Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability	

1.8	English Learner Progress Indicator (ELPI)	2024: 41.5% (Progressed 1 level or maintained level 4)			2027: 55%(Progressed 1 level or maintained level 4)	
1.9	EL Reclassification Rate	2024: 82% of eligible English Learners (8% of all EL Students)			2027: 90% or above	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

<b>1.1</b>	Professional Development	<p>1.1 TRUSD is committed to improving the academic performance of all students by providing professional development for staff to implement key initiatives through the implementation of Professional Learning Communities (PLCs), Lesson design in Math and ELA, Social emotional learning, strategies for instruction designed for English learners including language acquisition and integrated ELD in content areas, and other means to ensure increased academic performance for all students and address learning loss with an emphasis on unduplicated students.</p> <p>All S/C</p>	\$1,725,046.00	Yes
<b>1.2</b>	Early Childhood Education (ECE)	<p>1.2 Director Early Childhood Education and Teacher Support (.50 FTE) and supplemental services for preschool through kindergarten programs. Support for Universal Pre-Kindergarten Implementation for all eligible students.</p> <p>All S/C</p>	\$190,920.00	Yes
<b>1.3</b>	Full- Day Kindergarten Program	<p>1.3 Full -day kindergarten programs close achievement gaps between young children from minority and low -income families and their peers. By providing a solid foundation of learning to children from all backgrounds, full- day kindergarten programs ensure all students' academic, social, and emotional success.</p> <ul style="list-style-type: none"> <li>• Portion of Kindergarten teacher's salary</li> <li>• Paraprofessionals in TK (7 hours)</li> <li>• Kindergarten classrooms for 1 hour Paraprofessional each day per class (schools with 55% and higher unduplicated pupil count)</li> </ul> <p>All S/C</p>	\$7,830,740.00	Yes

<b>1.4</b>	Short Term Independent Study	<p>1.4 Short term independent study is available to students (TK--8) who are absent from school for three consecutive days or more (up to 14 days per year) to complete independent study curricula, for the purpose of ensuring students don't fall behind in their current academic program. Teacher extra duty pay for short term independent study program.</p> <p>All S/C</p>	\$90,000.00	Yes
<b>1.5</b>	Testing and Assessment Program	<p>1.5 Common Core State Standards (CCSS) based testing and assessment program to monitor student learning and inform instruction.</p> <p>All S/C</p>	\$188,566.00	Yes
<b>1.6</b>	Class Size Reduction	<p>1.6 Provide a 20:1 district-wide average class size ratio for kindergarten classes; 10 additional Kindergarten Teachers.</p> <p>Class size reduction for TK through 12th grade averages less than the amount in the teacher contract.</p> <p>4 FTE teachers for class size reduction for Dual Immersion program (Madison Elementary, Las Palmas Elementary and Martin Luther King Jr Middle School).</p> <p>All S/C</p>	\$18,344,331.00	Yes

<b>1.7</b>	Instructional Minutes and PD days	<p>1.7 TRUSD will develop all teachers to support improved student achievement in an expanded school day through:</p> <ul style="list-style-type: none"> <li>• Continue with additional 7 instructional minutes to each school day.</li> <li>• Six student-free professional development days for school site instructional staff</li> </ul> <p>All S/C</p>	\$9,587,297.00	Yes
<b>1.8</b>	Foster Youth Support	<p>1.8 To promote greater academic achievement of our foster youth, district support staff coordinate actions and services to support foster youth engagement and success.</p> <ul style="list-style-type: none"> <li>• 1 Foster Youth Counselor (S/C)</li> <li>• 1 FTE Counselor for Independent Living Program</li> </ul> <p>S/C = \$177,014 and Title I = \$114,438</p>	\$291,452.00	Yes
<b>1.9</b>	LTEL & EL Courses	<p>1.9 TRUSD provides LTEL courses and English Learner courses at all secondary sites to support secondary language acquisition for English Learners.</p> <p>All S/C</p>	\$499,717.00	Yes
<b>1.10</b>	English Learner (EL) Services	<p>1.10 Programs and activities are provided to ensure increased EL access to rigorous academic content, including college prep courses for middle school and high school.</p> <p>Services for EL's are based on all EL's being assessed appropriately on an</p>	\$5,105,105.00	Yes

		<p>annual (summative), and on an ongoing basis (formative) on language development and language acquisitions and being placed in appropriate programs (in addition to performance on districtwide assessments) . This is facilitated through collaboration with the following 38.52 FTE positions:</p> <ul style="list-style-type: none"> <li>• Academic Intervention Specialists, Bilingual (350:1 EL &amp; RFEP to AISB)</li> <li>• Paraeducator Bilinguals</li> <li>• Translator Interpreters</li> <li>• TOSAs</li> <li>• Student Learning Coaches</li> <li>• Family and Community Liaisons</li> <li>• Program Development Specialist</li> <li>• Coordinators</li> </ul> <p>All S/C</p> <p>The basic services for all English Learners K – 12 are provided through standards- based ELD classes, designated and integrated ELD, certificated teachers, and appropriate curricular materials. Dual immersion programs are offered at two elementary schools and one middle school. All classrooms utilize ELD standards aligned curricular materials and provide structured English immersion. Every site receives professional development in research-based strategies for language acquisition instruction and progress monitoring.</p>		
1.11	ELA/ELD Lesson Design Implementation	<p>1.11</p> <p>Led by the Director Instructional Implementation along with ELA/ELD Lesson Design Coaches (ELA/ELD LDCs) and ELA/ELD Lesson Design Teachers, units of study and scope and sequence implemented on a limited basis during the 2021-22 school year with full district-wide implementation in the 2022-23 school year to continue beyond.</p> <p>Professional Development (PD) for the ELA/ELD LDCs will be provided as well as PD for classroom teachers who are implementing the lessons. The Director Instructional Implementation will be responsible for the</p>	\$2,603,032.00	Yes



		<p>development of the coaching model, PD and design and oversight of the program.</p> <p>LRE Block Grant 2024-25 through 2027-28 &amp; then S/C ongoing = Coaches \$1,844,203</p> <p>S/C = Design Teachers, Director, clerical support and supplies. \$758,829</p>		
<b>1.12</b>	Multi-Tiered System of Support (MTSS)	<p>1.12 21 Intervention Specialists support 41 school sites in reading, social-emotional and behavioral areas. Support for schools include an emphasis on building strategies district wide to improve academic achievement and behavior outcomes of all students with an emphasis on unduplicated students.</p> <p>MTSS Coordinator and clerical support position</p> <p>Instructional materials, professional development and supplies to provide a district wide system of support.</p> <p>Title I = \$4,276,474 and S/C = \$214,505</p>	\$4,490,979.00	Yes
<b>1.13</b>	World Language and Native Speaking Teachers	<p>1.13 World Language teachers for second language acquisition instruction and Native Spanish Speaker courses and Native Hmong Speaker courses to provide increased access to UC A-G course sequence.</p> <p>3.4 FTE World Language Teachers 5.0 FTE Native Speaker Teachers</p> <p>All S/C</p>	\$1,129,434.00	Yes

<b>1.14</b>	New Teacher Support	<p>1.14 New Teacher Support to ensure our newest teachers receive the highest level of support to develop as effective, equity-driven educators, New Teacher Support provides mentoring, online and in-person resources, as well as professional learning experiences targeted to the needs of all new teachers and their mentors.</p> <p>All S/C</p>	\$376,259.00	Yes
<b>1.15</b>	Central Office Support & Supplemental Services	<p>1.15 Funds small portions of a few central office support staff to provide supplemental services to students and sites. Additionally, covers all costs related to implementing, publishing and disseminating the LCAP.</p> <p>All S/C</p>	\$390,248.00	Yes
<b>1.16</b>	Additional IT Technicians for schools	<p>1.16 School site technicians are assigned teams, and provide dedicated support to their assigned school sites. The technicians respond to help desk tickets for those sites, as well as visit the sites multiple times per week to provide in-person support. They assist the sites in managing their Chromebooks (replacements and repairs). The technicians can often be found in classrooms assisting teachers with their instructional technology and devices, or in the library or front office assisting with Chromebooks, laptops, visitor HallPass systems or MX Displays.</p> <p>Additional 4 FTE</p>	\$423,479.00	Yes

		All S/C		
<b>1.17</b>	Supplemental Concentration Allocated to Schools	<p>1.17 Supplemental concentration funds allocated to school sites based on their unduplicated students to support academic improvement efforts for subgroups.</p> <p>All S/C</p>	\$2,727,649.00	Yes
<b>1.18</b>	Small School	<p>1.18 The ongoing operating costs for schools with less than 350 students is \$7,347,386. Any unspent S/C LCAP actions at year end will be utilized toward this cost.</p> <p>All S/C</p>	\$2,779,309.00	Yes
<b>1.19</b>	Intensive Intervention Behavior Support Team	<p>1.19 The Intensive Intervention Behavior Support Team supports Tier 3 social emotional students including Special Education students, with an emphasis on unduplicated students. In addition to providing direct services to students, the team provides consultation to staff and parents, develops, implements and monitors individualized behavior plans, and trains staff and students on positive behavior management skills. The team includes:</p> <ul style="list-style-type: none"> <li>• Behavior Intervention Coordinators - provide oversight of the team, assess students, develop, implement and monitor behavior plans, provide consultation to staff and parents, and trains staff and students on positive behavior management skills.</li> <li>• Behavior Analysts - assesses students, develops, implements and monitors behavior plans, provides consultation to staff and</li> </ul>	\$1,667,397.00	Yes

		<p>parents, and trains staff and students on positive behavior management skills.</p> <ul style="list-style-type: none"> <li>• Behavior Intervention Specialists - implement and monitor behavior plans, provide consultation to staff and parents, and trains staff and students on positive behavior management skills.</li> </ul> <p>All S/C</p>		
<b>1.20</b>	Positive Behavior Support Intervention (PBIS) Specialists	<p>1.20</p> <p>Positive Behavior Support Intervention (PBIS) Specialists work with cohorts of school sites to support districtwide implementation of this initiative with mentoring, support, training, and collaboration.</p> <p>All S/C</p>	\$483,382.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Ensure all Students Graduate College and Career Ready	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Districtwide, literacy and math skills are below proficiency (CAASPP 18-19 ELA 35%, Math 27%). A variety of district supports are needed to guide student success including academic interventions to close the learning gap. Early literacy skills (grades K-3) and foundational math skills (grades K-5) are strong indicators of college and career readiness. District iReady diagnostic 1 and 2 indicate a need for early literacy intervention. Our graduation rate has continued to grow and this goal aligns with maintaining that growth. Access to CTE programs and additional opportunities for learning and mentoring will support college and career success, especially following unfinished learning and lowered engagement caused by COVID. The actions in this goal provide access for our unduplicated students to tools and resources that help navigating the complex requirements of college, career, and graduation.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Early Assessment Program (EAP) passage rate	2023-24: ELA: 24.62% Math: 15.2%			2027: ELA: 18% Math: 8%	
2.2	Graduation Rate	2023: 91.4%			2027: 95%	
2.3	The number of students completing a CTE Pathway	2024: 504			2027: 550	

2.4	UCA–G completion rate	2023: 35%			2027: 40%	
2.5	AP passage rates of 3+	2023: 37%			2027: 45%	
2.6	Number of students dual enrolled in High School and college courses	2024: 811 Students dual enrolled			2027: 550 Students dual enrolled	
2.7	Students Completing AA Degree (while enrolled in high school)	2024: 2			2027: 100	
2.8	Number of students Completing A-G and CTE Pathway	2024: 196			2027: 250	
2.9						

## Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education	<p>2.1 Enhance and continue Career Technical Education (CTE) to provide a program of study that involves a multi-year sequence of courses that integrate academic knowledge with technical and occupational knowledge to provide students with a pathway to post secondary education and career.</p> <p>S/C = \$2,837,499, CA Partnership Academies = \$273,600, CTEIG = \$667,404, &amp; Strong Workforce = \$341,176</p>	\$4,119,679.00	Yes
2.2	College Exam Access	<p>2.2 Provide application fees and exam fees for students to participate in assessments (such as AP) that provide greater acceptance to colleges. Offsetting the cost of the application costs and exams provides greater access to families with economic disadvantages.</p> <p>All S/C</p>	\$128,702.00	Yes
2.3	College Readiness	<p>2.3 Promote college and career readiness for all TRUSD students through college fairs and visits. Counselor training on establishing collective practices that utilize the most strategic, timely, and relevant available data to construct a data monitoring process that supports student achievement.</p>	\$474,961.00	Yes

		All S/C		
<b>2.4</b>	College Academy Mentoring Program	<p>2.4 Twin Rivers will contract to provide a college academy mentoring program that pairs cohorts of male students of color, that are not on track to college or graduation, with mentors beginning in grade 7 and continuing through grade 12. The program provides academic coaching, personal development, community service, and college and career readiness in small cohorts of 25:1 with all Twin Rivers Middle Schools and High Schools.</p> <p>LRE 2024-25 and 2025-26 &amp; then S/C</p>	\$603,750.00	No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Improving Culture and Climate through increased Student Engagement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

TRUSD must continue to focus on student engagement and culture and climate in order to increase student success. This is measured by chronic absenteeism rates, district attendance rates, favorable student response on surveys measuring school safety and connectedness, positive responses on parent surveys, middle school dropout rates, cohort dropout rates, suspension rates, and expulsion rates. In addition, social emotional learning and mental health have a great impact on learning and future success for students. This need was amplified by the conditions resulting from the pandemic.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	2024: 29.4%			2027 10% or Lower	
3.2	Percentage of students, families, and staff responding favorably on surveys measuring school safety and connectedness.	2024: 72% Staff  85% Families <ul style="list-style-type: none"><li>85% Hispanic</li><li>89% Asian</li><li>85% White</li></ul>			2027 80% Staff  85%+ Families <ul style="list-style-type: none"><li>85+% Hispanic</li><li>89+% Asian</li></ul>	

		<ul style="list-style-type: none"> <li>• 81% African American</li> <li>• 89% Pacific Islander</li> <li>• 84% American Indian/Alaskan Native</li> <li>• 81% Two or More Races</li> </ul> <p>85% K-2 Students</p> <ul style="list-style-type: none"> <li>• 86% Hispanic</li> <li>• 85% Asian</li> <li>• 85% White</li> <li>• 84% African American</li> <li>• 89% Pacific Islander</li> <li>• 85% American Indian/Alaskan Native</li> <li>• 84% Two or More Races</li> </ul> <p>78% 3-4 Students</p> <ul style="list-style-type: none"> <li>• 79% Hispanic</li> <li>• 79% Asian</li> <li>• 78% White</li> <li>• 75% African American</li> <li>• 84% Pacific Islander</li> <li>• 81% American Indian/Alaskan Native</li> <li>• 71% Two or More Races</li> </ul> <p>75% 5-6 Students</p>			<ul style="list-style-type: none"> <li>• 85+% White</li> <li>• 85% African American</li> <li>• 89+% Pacific Islander</li> <li>• 85% American Indian/Alaskan Native</li> <li>• 85% Two or More Races</li> </ul> <p>85%+ K-2 Students</p> <ul style="list-style-type: none"> <li>• 86+% Hispanic</li> <li>• 85+% Asian</li> <li>• 85+% White</li> <li>• 85% African American</li> <li>• 89+% Pacific Islander</li> <li>• 85+% American Indian/Alaskan Native</li> <li>• 85% Two or More Races</li> </ul>	
--	--	---	--	--	--	--

		<ul style="list-style-type: none"> <li>• 76% Hispanic</li> <li>• 77% Asian</li> <li>• 75% White</li> <li>• 70% African American</li> <li>• 73% Pacific Islander</li> <li>• 75% American Indian/Alaskan Native</li> <li>• 71% Two or More Races</li> </ul>			<p>80% 3-4 Students</p> <ul style="list-style-type: none"> <li>• 80% Hispanic</li> <li>• 80% Asian</li> <li>• 80% White</li> <li>• 80% African American</li> <li>• 85% Pacific Islander</li> <li>• 85% American Indian/Alaskan Native</li> <li>• 80% Two or More Races</li> </ul>	
		<p>70% 7-12 Students</p> <ul style="list-style-type: none"> <li>• 71% Hispanic</li> <li>• 73% Asian</li> <li>• 70% White</li> <li>• 66% African American</li> <li>• 73% Pacific Islander</li> <li>• 69% American Indian/Alaskan Native</li> <li>• 68% Two or More Races</li> </ul>			<p>80% 5-6 Students</p> <ul style="list-style-type: none"> <li>• 80% Hispanic</li> <li>• 80% Asian</li> <li>• 80% White</li> <li>• 80% African American</li> <li>• 80% Pacific Islander</li> <li>• 80% American Indian/Ala</li> </ul>	

					skan Native <ul style="list-style-type: none"> <li>• 80% Two or More Races</li> </ul> 80% 7-12 Students <ul style="list-style-type: none"> <li>• 80% Hispanic</li> <li>• 80% Asian</li> <li>• 80% White</li> <li>• 80% African American</li> <li>• 80% Pacific Islander</li> <li>• 80% American Indian/Alaskan Native</li> <li>• 80% Two or More Races</li> </ul>	
3.3	Total Educational Partner Survey Participation	2024: 7,887			2027: 10,000	
3.4	District Attendance Rate by Subgroup	The All Student Attendance rate 2023 90.53%  All Students 90.53% English Learners 96.95%			The All Student Attendance rate 2027 96%  All Students 96%	

		Foster Youth 93.46% Homeless 94.15% Socioeconomically Disadvantaged 95.99% Students with Disabilities 94.98% African American 94.92% American Indian 94.78% Asian 96.51% Filipino 97.42% Hispanic 96.25% Pacific Islander 96.06% Two or More Races 94.76% White 95.92%			English Learners 97% Foster Youth 94% Homeless 95% Socioeconomically Disadvantaged 96% Students with Disabilities 95% African American 95% American Indian 95% Asian 96% Filipino 97% Hispanic 96% Pacific Islander 96.% Two or More Races 95% White 96%	
3.5	Middle School dropout rates	2023 .57%			2027 .02%	
3.6	The cohort dropout rate	2023 7.50%			2027 5%	
3.7	The suspension rate	2024: 7.58%			2027 5%	
3.8	Expulsion Rate	2024: .01%			2027 .01%	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Duty Assistants	3.1 Duty Assistants to ensure that schools have the necessary supervision to ensure the maintenance of safe school environments.  All S/C	\$968,637.00	Yes
3.2	Central Counselor for social emotional	3.2 Central Counselor for social emotional needs provides mental health training to employees and services to all Twin Rivers students. The	\$128,102.00	No

		<p>Central Counselor leads the crises response teams and works closely with elementary school counselors.</p> <p>LRE Block Grant through 27-28 &amp; then S/C ongoing</p>		
<b>3.3</b>	Counselors Elementary	<p>3.3 Provide 1.0 FTE counselor for each K-6 and K-8 school to ensure social emotional needs of students are supported.</p> <ul style="list-style-type: none"> <li>• 27 FTE additional Elementary Counselors</li> </ul> <p>All S/C</p>	\$3,697,693.00	Yes
<b>3.4</b>	Counselors Secondary - Additional	<p>3.4 Supplemental funds will continue to reduce counseling to student ratios at high schools to 350:1 and at the middle schools a minimum of 1 counselor or 500:1. Alternative education sites receive 1 counselor each.</p> <ul style="list-style-type: none"> <li>• 14.40 FTE additional Secondary Counselors</li> </ul> <p>All S/C</p> <p>The base school counseling ratio is: High School- 700:1 and Middle School- 750:1 to meet the academic and social emotional needs of students.</p>	\$2,291,592.00	Yes
<b>3.5</b>	Vice Principals - Additional	<p>3.5 Continue Vice Principals at elementary schools with 600+ students to support instructional program and school needs.</p>	\$3,509,073.00	Yes

		<p>Continue supplemental Secondary Vice Principal ratio (above the base ratio) at each middle school to ensure at least 1 Vice Principal at each middle school.</p> <p>Any additional Vice Principal support for high needs schools is determined annually by Executive Cabinet.</p> <p>Total supplemental VPs = 19 FTE</p> <p>All S/C</p>		
<b>3.6</b>	Visual and Performing Arts	<p>3.6 Visual and Performing Arts (VAPA) teachers to support the K-12 Arts Programs.</p> <ul style="list-style-type: none"> <li>• Visual Arts (TK – 2)</li> <li>• Music (3 – 6)</li> <li>• Band, Choir and/or Art (7 – 12)</li> </ul> <p>25.90 FTE VAPA teacher</p> <p>1.0 FTE Director 1.0 FTE Program Development Specialist 1.0 FTE Clerical</p> <p>Supplies and materials are also provided to support the VAPA program which includes the TRUSD Festival of the Arts. The Festival of the Arts is an annual district- wide event held in the spring designed to exhibit the before, during and after school Visual and Performing Arts programs. The festival showcases all grade levels of our students at a local venue.</p> <p>All S/C</p>	\$4,878,476.00	Yes
<b>3.7</b>	Student Services Program Specialist	<p>3.7</p>	\$285,052.00	Yes



		<p>Student Services Program Specialist position to assist with student transitions between Alternative Education, Court Community Schools, and district comprehensive school programs. And services from non public schools.</p> <p>All S/C</p>		
<b>3.8</b>	Equity, Diversity and Inclusion	<p>3.8 The Director and the Coordinator Equity, Diversity and Inclusion, along with clerical staff, are responsible for establishing a comprehensive approach to improve school climate, creating inclusive schools for diverse families and fostering a district culture to support the equity and social justice within the district and the surrounding community.</p> <p>LRE Block Grant through 27-28 &amp; then S/C ongoing (positions) = \$327,280</p> <p>S/C supplies = \$30,100</p>	\$357,380.00	Yes
<b>3.9</b>	Activities Directors	<p>3.9 Activities Director positions for the middle schools and high schools to support the increase in academic, enrichment, and athletic activities. 9 FTE positions.</p> <p>All S/C</p>	\$1,398,733.00	Yes
<b>3.10</b>	Student Activities - Additional	<p>3.10 Students will have access to academic activities, academic competitions, and athletics, which will support increased student engagement, social emotional growth, and improvement in student achievement. Examples of possible student opportunities include:</p> <p>Academic Activities:</p>	\$2,707,089.00	Yes

		<p>K--8: Grade level anchor activities (such as field trips, clubs, and other opportunities): Grade 3: SMUD Museum of Science and Curiosity; Grade 4: Marshal Gold Discovery Park; Grade 5: Aerospace Museum; Grade 6: Science Camp. Grade 7--8: WEB program</p> <p>High School: Summer at City Hall and Link Crew</p> <p>Activity Director Leadership Development: Participation for all Activity Directors in CADA and CASL</p> <p>Student Leadership Development: CASL, Safe School Ambassadors</p> <p>Academic Competitions: K--8: MESA, Science Competitions (Mars Day), Day of Code, Robotics, District Chess Tournament and Speech Contest, Etc.</p> <p>High Schools: History Day, Day of Code, Moot Court and Mock Trial, Etc.</p> <p>Athletics: K--8: Sports leagues, Special Olympics, and other athletic opportunities, Positive Coaching Alliance.</p> <p>High School: Alternative Education League, Unified Sports, TR Cup, and inter--district competitions, Positive Coaching Alliance.</p> <p>Stipends for teachers to support increase in academic, enrichment and athletic experiences for students.</p> <p>All S/C</p>		
3.11	WIN Academy Saturday School	<p>3.11</p> <p>The Twin Rivers (TR) What I Need (WIN) Academy in a weekend program that is a blend of enrichment and academic opportunities designed to provide extended learning for all Twin Rivers students. TR WIN Academy teachers engage students through meaningful and fun instruction that may cover math, reading, science, history, arts, social skills, physical education, research engineering, and much more. The primary goal is three pronged:</p>	\$487,717.00	Yes

		<p>1) increase student learning by reclaiming missed school days of instruction 2) increase student engagement 3) reduce chronic absenteeism.</p> <p>All S/C</p>		
<b>3.12</b>	Kelvin Social Emotional Screener	<p>3.12 Kelvin application monitors the social emotional wellness of staff and students. Data is used to provide social emotional interventions for students including counseling. Districtwide data is used to provide and evaluate supports and systems for mental health and wellness of staff and students.</p> <p>All S/C</p>	\$15,000.00	Yes
<b>3.13</b>	Psychologists - Additional	<p>3.13 Supplemental services will continue to reduce the psychologist ratio to support students with an emphasis on unduplicated students. 3.80 FTE</p> <p>All S/C</p> <p>The base psychologist ratio is 1:1200 to meet the social -emotional needs of students.</p>	\$586,093.00	Yes
<b>3.14</b>	Transportation buses	<p>3.14 Purchase buses to improve transportation services for students.</p> <p>All S/C</p>	\$1,000,000.00	Yes

--	--	--	--	--

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Increase Parent Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Community forums and parent meetings continuously reveal and cite a need for parent involvement and engagement. Progress will be measured by the percentage of parents attending workshops and the outreach to diverse groups to attend engagement activities. Stakeholder input showed that 98% of surveys were completed in English and 30% were parents or guardians of students that were English Learners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The number of parents engaged in DELAC and FACE events	2024: 8,625 Total			2027: 10,000 Total	
4.2	Attendance at training and meetings designed to support our underserved groups.	2024 797			2027: 1000	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Opportunities	<p>4.1</p> <p>TRUSD provides involvement opportunities for parents/guardians at the central office level such as District English Learner Advisory Committee (DELAC), Family and Community Engagement (FACE) Forums on the LCAP, Using Technology Webinars, Virtual Parent University, and other opportunities virtually and in-person.</p> <p>TRUSD also provides opportunities for parent involvement at the school sites through activities such as School Site Council, Back to School Night, Open House, Parent/Guardian Workshops, and other engagement opportunities.</p> <p>Outreach efforts are made and monitored through the use of Parent Square (districtwide messaging system), Social media campaigns, flyers, and mailers in order to elicit parent input in LEA and Site decision making.</p> <p>S/C = \$99,914, Title I = \$185,233 and CalNEW Grant = \$140,548</p>	\$425,695.00	Yes

4.2	Family and Community Engagement (FACE)	4.2 Family and Community Engagement (FACE) is represented by the Coordinator of Parent and Community Involvement.  All S/C	\$182,938.00	Yes
-----	--	---	--------------	-----

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Provide Facilities that are Clean, Safe, and Conducive to Learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

TRUSD Facilities Master Plan Refresh from 2018 showed \$506 million needed just to complete high priority facilities updates with a total of \$3.5 billion to complete all updates and upgrades from 2017 Facilities Master Plan (updated from 2015). Community reports of facility concerns have also been noted. Progress will be noted through Williams’ facility reports, work order completion rates, and continued facility audits. Additional input from our educational partners shows positive feedback from recent facilities upgrades as well as a need to continue additional maintenance and repair. Facilities were one of the top themes for our student participants in education partner input sessions and surveys. Safety is consistently a top theme for all educational partner groups.
--

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Facility Inspection Tool reports (FIT)	2024: Exemplary: 38% Good: 58%			100% Of sites have a "good" rating or better	
5.2	Percentage of students, families, and teachers responding favorably on surveys measuring school safety and connectedness.	2024 69.8%			80%	



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

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facilities	5.1 TRUSD will continue improving existing facilities to provide for an equitable learning environment for all students with an emphasis on unduplicated students. <ul style="list-style-type: none"><li>Facilities improvements based upon needs including modernization (HVAC, Technology, Fencing, Playground equipment, etc) of aging facilities and improvements due to class-size reduction.</li></ul>	\$12,694,791.00	Yes

		<ul style="list-style-type: none"> <li>• Student achievement scores tend to decrease as school buildings age.</li> <li>• Physical environments needing improvement are strongly associated with truancy and other behavior problems in student. School facilities in good repair are associated with safe effective learning environments that support academic achievement.</li> <li>• Additional custodians, additional Landscape and Grounds Specialists, and a dedicated maintenance position at each of the four comprehensive high schools to provide more service to support facility needs including extended- day and summer learning opportunities.</li> </ul> <p>All S/C</p>		
<b>5.2</b>	Campus Safety Specialists	<p>5.2 A safe learning environment is important for students' academic achievement. Campus Safety Specialists at the secondary schools to assist all students with restorative practices and de-escalation with an emphasis on providing mentoring, ensuring student connectedness, and life modeling. 17.50 FTE</p> <p>All S/C</p>	\$1,231,704.00	Yes
<b>5.3</b>	Police Dispatcher-Additional	<p>5.3 A safe learning environment is important for students' academic achievement. Continue to provide additional 1 FTE dispatcher to police services. Additional position allows for video surveillance monitoring and review as well as monitoring and interaction with Catapult EMS system. Service agreement for law enforcement needs.</p> <p>All S/C</p>	\$204,768.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	Increase ELA and Math Academic Achievement for Students with Disabilities	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Improved standardized test results and standardized assessments for all students are essential to measure progress toward goals. There are disparities between students with disabilities and other subgroups. Twin Rivers was required to develop this goal due to consistent low performance by this subgroup. Beyond the performance gap in standardized test results, there are also disparities with enrollment and completion of academically rigorous pathways as measured by AP course enrollment, dual-enrollment, and in A-G completion rates. These disparities are representative of the academic achievement gap. Focusing on the achievement of students with disabilities will allow our system to examine our many programs that server students in this classification. Having this data will create more capacity for the department as a whole to improve outcomes in areas of need rather than the larger initiatives of past years. Additionally, we will be able to examine where our actions are the most effective and where there needs to be adjustment and innovation. The shift for the staff in these actions will include targeted work based on more granular data. Previously, our Specialists provided services to all students with disabilities (and the staff that provides instruction). With targeted data points, the staff can better focus on areas of innovation and improvement. This shift in the deployment model will produce improved outcomes in the areas of most need at a greater rate and in a more timely fashion.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Students With Disabilities (SWD) CAASPP	2024: At or Above the Meets Performance Level ELA: 7.76% Math: 7.28%			At or Above the Meets Performance Level ELA: 25% Math: 25%	

6.2	District Benchmarks	2023-24 Quarter 3:  Integrated Math 1: 18.9% Integrated Math 2: 12.7% Integrated Math 3: 29.17% SWUN Math K-8: Trimester 2: 23.6%  ELA 7-9 Quarter 3: 10% ELA 1-6 Trimester 2: 25.1%			2027 Quarter 3:  Integrated Math 1: 25% Integrated Math 2: 25% Integrated Math 3: % 30% SWUN Math K-8: Trimester 2: 30%  ELA 7-9 Quarter 3: 30% ELA 1-6 Trimester 2: 30%	
6.3	Graduation Rate	2023: 76.8%			85%	
6.4	Students With Disabilities (SWD) CAASPP Distance from Standard	2023: ELA: 96.3 points below standard Math: 145.8 points below standard			ELA: 90 points below standard Math: 100 points below standard	

## Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Special Education Teacher on Special Assignment (TOSAs)	6.1 Special Education TOSAs, materials, supplies and professional development to strengthen program implementation. Programs will be used with some students who have been identified with autism, with an emphasis on special education unduplicated students. Resources include the continued use of innovations implemented during distance learning such as model Google Classroom.  All S/C	\$441,022.00	Yes
6.2	Vice Principal for Special Education	6.2 The Vice Principal for Special Education is responsible for providing oversight and all aspects of administration for the Achieve Program. The Achieve Program is a therapeutic intervention program for students receiving special education services. The program emphasizes intensive social emotional therapy and support, social skills development, academic progress, self-improvement and growth and family engagement and support.	\$175,319.00	Yes

		All S/C		
6.3	Special Education Coordinators	<p>Early intervention is critical to student success for students with disabilities. Alignment is provided of ECSE with ECE standards and curriculum to ensure students have access to the least restrictive environment and to increase student achievement.</p> <p>Adult transition programs maximize independence levels of students with disabilities and are critical for success after high school. Transition programs provide increased work experiences for students to increase college and career readiness.</p> <p>Two Special Education Coordinators (1.80 FTE) assist with Vineland Preschool and Miles P. Richmond School which have a high percentage of unduplicated students.</p> <p>All S/C</p>	\$333,753.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	Increase academic achievement in English Language Arts by 45 points from standard or greater by students classified as English Learners as measured by CAASPP by 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Elementary sites currently receive Math coaching and support, English Language Arts coaching and support and Culture and Climate coaching and support using additional funding. For the Equity multiplier, the sites listed showed the greatest need for English Learner supports in ELA and Math as well as access to content. Providing additional intervention teachers and language support on sites will help improve services in this area of need at the site listed.
--

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	ELA CAASPP Distance from Standard English Learner	2023: Northwood Elementary: 106.6 points below standard Woodlake Elementary: 113.8 points below standard Woodridge Elementary: 116.5 points below standard			2027 Northwood Elementary: 61.6 points below standard or better Woodlake Elementary: 68.8 points below standard or better Woodridge Elementary: 71.5	

		Babcock Elementary: 80 points below standard Hagginwood Elementary: 82.6 points below standard Oakdale Elementary: 139.3 points below standard			points below standard or better Babcock Elementary: 35 points below standard or better Hagginwood Elementary: 37.6 points below standard or better Oakdale Elementary: 94.3 points below standard or better	
--	--	--	--	--	--	--

## Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable



## Actions

Action #	Title	Description	Total Funds	Contributing
<b>7.1</b>	Student Support Teachers (EL Focus)	Student Support Teachers (SST) provide direct instruction to small groups of students classified as English learners using intervention materials daily. Additionally, Student Support Teachers may provide additional support to students during ELD blocks and support the general ELD programs based on site needs. SSTs will work in tandem with Bilingual Paras to provide English Language Arts instruction to students with the goals of increasing achievement in ELA and additional language acquisition support.	\$842,023.00	No
<b>7.2</b>	Bilingual Paraeducators	Bilingual paraeducators provide direct support for students needing language access and interpreting to receive grade level instruction in content areas as well as English language acquisition. These positions are staffed based on language proficiency according to the needs of each site. The Bilingual Para will work in tandem with the SSTs in order to provide a robust intervention program for students classified as English Learners.	\$376,665.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
8	Increase academic achievement in ELA 45 points from standard or greater by students as measured by CAASPP by 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Martin Luther King Jr. Technology Academy is in the Red status for Math, English Language Arts, English Learner Progress and Conditions and Climate. A review of services show that a Math, Conditions and Climate and English Language Learner progress are receiving services in the next year through different funds. English Language Arts is a gap so the Equity Multiplier funds will be used to address that gap and to provide additional access to students not yet fluent in English to access these services.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	ELA CAASPP Distance from Standard	2023: Martin Luther King, Jr. Technology Academy: 125.3 points below standard  English Learners: 155.6 points below standard			Martin Luther King, Jr. Technology Academy: 80.3 points below standard or better  English Learners: 110.6 points below standard or better	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Student Support Teacher (SST)	Student Support Teachers (SST) provide direct instruction to small groups of students using intervention materials daily. Additionally, Student Support Teachers may provide additional support to students during ELA blocks and support the general ES programs based on site needs. SSTs will work in tandem with Bilingual Paras to provide English Language Arts instruction to students with the goals of increasing achievement in ELA and additional language acquisition support.	\$120,288.00	No
8.2	Bilingual Paraeducators	Bilingual paraeducators provide direct support for students needing language access and interpreting to receive grade level instruction in content areas as well as English language acquisition. These positions are	\$62,778.00	No

		staffed based on language proficiency according to the needs of each site. The Bilingual Para will work in tandem with the SSTs in order to provide a robust intervention program for students classified as English Learners.		
--	--	--	--	--

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
9	Improve College and Career readiness by 10% or greater for all student groups by 2027 as measured by the College and Career Indicator on the CA State Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The CA School Dashboard shows that Keema and Pacific had an a Very Low indicator in the area of College and Career Readiness. The importance of our students graduation College and Career ready is a District Strategic Focus area as well as a priority in district educational partner input. Career Technical Education and improving academics were also high priorities in our input and in the needs assessments conducted by the individual sites. The College and Career Indicator includes the above priorities and serves as an area to improve that would address the needs of our District and these sites.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	College and Career Indicator	2023: Keema School for Independent Study: 2.4% Prepared for College and Career  Pacific Career and Technology High: 1.3% Prepared for College and Career			Keema School for Independent Study: 12.4% Prepared for College and Career  Pacific Career and Technology High: 11.3% Prepared	

					for College and Career	
9.2	CAASPP	2023: Keema School for Independent Study ELA: 5.31% Math: 20%  Pacific Career and Technology High ELA: 14.29% Math: 2.78%			Keema School for Independent Study ELA: 15.31% Math: 30%  Pacific Career and Technology High ELA: 34.29% Math: 12.78%	

## Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>9.1</b>	Academic and Instructional Support Bilingual	9.1 1.0 FTE Academic and Instructional Support Bilingual for 3 years to focus on attendance and language support to enable students and families. to access college and career readiness supports and tools while engaging in independent study program at Keema School for Independent Study.	\$86,793.00	No
<b>9.2</b>	Multi-Tiered System of Support Specialist	9.2 1.5 FTE MTSS Specialist for 3 years (.5 at Pacific and 1.0 at Keema) Intervention Specialists support school sites in reading, social-emotional and behavioral areas. Support for schools include an emphasis on building strategies district wide to improve academic achievement and behavior outcomes of all students with an emphasis on unduplicated students.	\$190,259.00	No
<b>9.3</b>	Secondary Counselor	9.3 1.0 FTE Secondary Counselor to focus on college and career readiness for students at Keema School for Independent Study for 3 years.	\$148,926.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
10	Decrease suspension rate to 5% or less for all student groups at Vista Nueva by 2027 as measured by the CA State Dashboard	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 6: School Climate (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

On the CA Schools Dashboard, Vista Nueva has a Red indicator which is very low performing in the area of suspension rate. A review of the site needs assessment and survey input shows that student suspension is the greatest area of need that the site needs to address.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Suspension Rate	2024: Vista Nueva Career and Technology High School: 13.2% suspended at least one day			Vista Nueva: 5% suspended at least one day or less	
10.2	College and Career Indicator	2023: Vista Nueva: 1.3% prepared for college and career			Vista Nueva: 10% prepared for college and career or greater	



# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Multi-Tiered System of Support Specialist	Funding for a .5 FTE MTSS Specialist for 3 years. Intervention Specialists support school sites in reading, social-emotional and behavioral areas. Support for schools include an emphasis on building strategies district wide to improve academic achievement and behavior outcomes of all students with an emphasis on unduplicated students.	\$63,419.00	No

# Increased or

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$95,349,853	\$12,376,235

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.592%	0.000%	\$0.00	41.592%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<b>Action:</b> Professional Development  <b>Need:</b>	Twin Rivers is a diverse school district and our unduplicated pupil count is projected at 90%. This presents the challenge for our staff to meet the specific needs of the students that they serve. Given the large percentage of students identified	CAASPP, ELA and MATH Benchmark scores, Implementation of Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA CAASPP: 53.2 points below standard with 9 of 13 groups in Orange or Red Categories Math CAASPP: 86.7 points below standard with 9 of 13 groups in Orange or Red Categories</p> <p><b>Scope:</b> LEA-wide</p>	as unduplicated, an LEA wide approach to providing professional development is the best way to serve our students. Professional development serves to increase student achievement as well as staff awareness of the needs of unduplicated students and how to support them. Access to high quality instruction is key to the success of students with unduplicated status. 9/10 Twin Rivers students are identified as unduplicated so the needs are LEA-wide.	
<b>1.2</b>	<p><b>Action:</b> Early Childhood Education (ECE)</p> <p><b>Need:</b> iReady: 32.3% Diagnostic 2 Pass Rate ELA Benchmark: 41.49% Universal Pre-K Initiative Statewide</p> <p><b>Scope:</b> LEA-wide</p>	Developing a comprehensive plan to deliver early literacy skills and school readiness for students provides a necessary support for students that have lacking or limited home support. Providing academic programs for student in the pre-school aged group offers tools for low-income students and families and specific unduplicated groups. Access to text, academic language rich environments, and reading models is often lacking in unduplicated students homes prior to enrolling in school. Continuing to focus on early literacy will impact the rate at which students achieve grade level fluency by grade 3 (A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers). 3rd grade ELA scores have increased in ELA CAASPP from 27% in 2017 to 34% in 2019 (last reporting period). Included in this plan is the expansion to universal transitional kindergarten and pre-school and include all sites.	Benchmarks and ECE assessments
<b>1.3</b>	<p><b>Action:</b> Full- Day Kindergarten Program</p> <p><b>Need:</b></p>	Full- day kindergarten programs close achievement gaps between young children from minority and low -income families and their peers. By providing a solid foundation of learning to	Benchmark Assessments and cohort progress on CAASPP over time.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CAASPP and Benchmark assessments show a need for additional intervention and academic instruction</p> <p><b>Scope:</b> LEA-wide</p>	<p>children from all backgrounds, full- day kindergarten programs ensure all students' academic, social, and emotional success. The services provided support our unduplicated students as 90% of our students are unduplicated.</p>	
<b>1.4</b>	<p><b>Action:</b> Short Term Independent Study</p> <p><b>Need:</b> Students that are chronically absent score lower on assessments</p> <p><b>Scope:</b> LEA-wide</p>	<p>Short term independent study will be provided to students (TK--8) who are absent from school for five or more days. This will give them the opportunity to complete independent study curricula, for the purpose of ensuring students don't fall behind in their current academic program. The additional level of support especially benefits our unduplicated students by providing them additional learning if they miss school or are in transition. Unduplicated students continue to be our highest number of chronically absent. The services provided support our unduplicated students as 90% of our students are unduplicated.</p>	<p>CAASPP and completion of Independent study agreements</p>
<b>1.5</b>	<p><b>Action:</b> Testing and Assessment Program</p> <p><b>Need:</b> Monitoring Benchmark data and other assessment during the year in order to adjust instruction and interventions has show a positive increase in student achievement</p> <p><b>Scope:</b> LEA-wide</p>	<p>The data management program Illuminate, a CCSS based testing and assessment program, is used to monitor student learning and to support targeted instruction. Illuminate reports allow us to monitor and act on data that is disaggregated to show ongoing progress of subgroups. Access to this data is critical to analyze and address disparities. This data is used to develop LCAP and SPSA metrics and goals districtwide and monitor and adjust during the school year. Unduplicated students receive targeted intervention based on need as evidenced with data from Illuminate assessment system. The services provided support our unduplicated students as 90% of our students are unduplicated.</p>	<p>CAASPP, Benchmark Testing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>1.6</b>	<p><b>Action:</b> Class Size Reduction</p> <p><b>Need:</b> Educational partner input and the district goal to increase early literacy.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Twin Rivers Unified School Districts unduplicated pupil count is projected at 90%, as a result, every school has unduplicated students enrolled. Research shows that lower class size in the early years supports increased academic performance. Research generally agrees that lower class size at least in the earliest grades, are linked to positive educational benefits such as better test scores, fewer drop outs, and higher graduation rate, especially for disadvantaged children. Kindergarten teacher ratio will be a 20:1 district-wide. Additionally TK through 12th grade student to teacher averages are less than the amount of the teacher contract.</p>	Benchmark data and CAASPP
<b>1.7</b>	<p><b>Action:</b> Instructional Minutes and PD days</p> <p><b>Need:</b> CAASPP Math and ELA are improving annually and not yet at 50%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Twin Rivers is a diverse school district and our unduplicated pupil count is projected at 90%. As a result, every class room has unduplicated students enrolled including those who need language support, face academic challenges, as well as foster youth, and those who are socio-economically disadvantaged. Expanding the instructional minutes of the day directly affects all unduplicated students. TRUSD will recruit new teachers, and develop all teachers to support improved student achievement in an expanded school day through: An additional seven instructional minutes to each school day, one additional student-free professional development day for school site instructional staff, and higher beginning teacher salaries to attract qualified staff that can meet the unique and diverse needs of our students. Both research and practice indicate that adding time to the school day and/or year can have a meaningfully positive impact on student proficiency and upon a child's entire educational experience. This action is contributing to the</p>	CAASPP and Benchmark assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		increase in ELA and Math achievement in CAASPP (+2.28% ELA, +1.98% Math).	
<b>1.10</b>	<p><b>Action:</b> English Learner (EL) Services</p> <p><b>Need:</b> ELPI and Disaggregated CAASPP data show a need for language acquisition focus in classrooms and school sites.</p> <p><b>Scope:</b> LEA-wide</p>	The basic services provided for all English Learners K – 12 students, are standards--based ELD classes, certificated teachers, bilingual paraprofessionals, and appropriate curricular materials. Programs and activities to ensure increased EL access to rigorous academic content, including college prep courses for middle schools and high schools will be continued in the 2024-25 school year. Services for EL's are based on all EL's being assessed appropriately on an annual (summative), and on an ongoing basis (formative) on language development and being placed in appropriate programs. This will be facilitated through collaboration with the Academic Intervention Specialists Bilingual (AISBs).	CAASPP, ELPI
<b>1.11</b>	<p><b>Action:</b> ELA/ELD Lesson Design Implementation</p> <p><b>Need:</b> ELA/ELD CAASPP and Benchmark growth showed a need to focus on literacy.</p> <p><b>Scope:</b> LEA-wide</p>	Led by the Director of Instructional implementation, ELA/ELD Lesson design coaches will provide job-embedded professional development to support the implementation of units of study. Focus on CCSS lesson development and short term (formative) assessment will provide data and information to use with a focus on unduplicated and high risk students. This is a new action and is based on early literacy research from CORE and other academic sources that illustrated the alignment of materials, instructional practices, and assessment as key to improving outcomes for students in reading and writing. Job-embedded instructional coaching has been show in studies by Hanover Research and many others as having the highest effect size for professional development models. This model was successful in Twin Rivers SWUN	Benchmark and CASSPP data, Implementation reporting.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Math initiative that produced steady growth in math outcomes for students.	
1.12	<p><b>Action:</b> Multi-Tiered System of Support (MTSS)</p> <p><b>Need:</b> Increase in behavior referral and the academic needs shown by CAASPP and Benchmark data. Since implementation, steady improvement has been shown at sites working with MTSS specialists.</p> <p><b>Scope:</b> LEA-wide</p>	Interventions are needed in both behavioral and academic areas. Funds will be used to implement the MTSS initiative with Intervention Specialists at 41 schools and Intervention Specialists work with sites teams, students, and teachers to improve academic achievement with an emphasis on unduplicated students. They will also introduce tools and supports into the system to provide resources throughout the district. The use of tools, such as specific classroom management techniques, have shown to benefit at risk and unduplicated students. While MTSS has contributed to growth in ELA and Math proficiency, it is also expected that improvement in Chronic Absenteeism Rates and Suspension Rates will be evident in subsequent years due to the needs assessment and root cause analysis conducted through MTSS structures that inform site initiatives in these areas. MTSS expanded to the high school level in 2021-22 and provided support for students needing intervention with a focus on unduplicated students at the 9th grade level.	CAASPP, Benchmark, Kelvin and Behavior data
1.13	<p><b>Action:</b> World Language and Native Speaking Teachers</p> <p><b>Need:</b> A-G rates show a need to access to broad course of study</p> <p><b>Scope:</b> LEA-wide</p>	Twin Rivers Unified School District will continue to provide World Language and Native Speaker courses at all secondary sites. This supports students gaining UC A-G courses in the middle schools, as well as primary language development in the Native Speaker courses. It increases pathways to AP courses and the opportunity to learn a third language in high school if desired. Twin Rivers Unified School District will also expand the bilingual opportunities at two elementary schools by increasing to three grade levels of Dual Immersion at each site. Research	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		supports the need to increase the access to advanced placement and A-G courses.	
<b>1.14</b>	<p><b>Action:</b> New Teacher Support</p> <p><b>Need:</b> Over 150 new teachers require support annually.</p> <p><b>Scope:</b> LEA-wide</p>	Providing support to new teachers through mentorship and collaboration across the district helps ensure retention of teachers and allows for the rapid development into effective instruction. This mentorship focuses on teaching standards that begin with classroom culture, providing targeted and differentiated support to diverse students, culturally competent practices, and equity. All of these focal areas facilitate quality instruction for unduplicated students and increase the efficacy of teachers new to the profession to diminish achievement and equity gaps. All of our sites have new teachers so LEA-wide approach is needed.	
<b>1.15</b>	<p><b>Action:</b> Central Office Support &amp; Supplemental Services</p> <p><b>Need:</b> Office staff require updates with new initiatives and technology based on Educational Partner input, Tutoring is needed for students scoring below grade level on benchmark and CAASPP assessments.</p> <p><b>Scope:</b> LEA-wide</p>	Provide training to central office staff with an emphasis on aligning district systems to more efficiently support student needs with an emphasis on unduplicated students. This includes funding for staff that ensure the quality of expanded learning services and tutoring to students at sites. Additional tutoring and access to instruction has support an improved graduation rate and continue growth in ELA and Math outcomes.	Meeting attendance, CAASPP and Benchmark data for students in tutoring
<b>1.16</b>	<p><b>Action:</b> Additional IT Technicians for schools</p> <p><b>Need:</b> 1:1 Chromebook deployment requires more IT support at sites based on work orders</p>	The expansion of technology in classrooms and to students (Chromebooks) presented the need for additional IT support. Many of our families with low socioeconomic resources have limited experience with technology and reside in areas with little or no support options. The additional IT technicians	Work order monitoring, CAASPP and Benchmark data



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	allow for more service at the school sties directly to families. This provides greater access to technology without interruption.	
<b>1.17</b>	<b>Action:</b> Supplemental Concentration Allocated to Schools  <b>Need:</b> SPSA and site specific needs from site needs assessments  <b>Scope:</b> LEA-wide	Twin Rivers Unified School Districts' unduplicated pupil count is projected at 90%. Twin Rivers school sites have an unduplicated pupil percentage of 70% or higher. Supplemental concentration funds, with an emphasis on unduplicated students, are allocated to school sites based on their unduplicated students to support academic improvement efforts for subgroups. Items include, but not limited to, field trips, supplemental instructional materials and software licenses, laptops/tablets, supplies for parent involvement meetings, student awards/recognition, positions above base staffing (i.e. Counselors, duty assistants, academic and behavior assistants). Providing enrichment, recognition and additional supports for unduplicated student fill equity and opportunity gaps for these students at the site level. Sites build on core programs to provide targeted enrichment and support based on needs assessment conducted annually.	SPSA, School Site performance on CAASPP, Benchmark, and Behavior and Engagement data
<b>1.18</b>	<b>Action:</b> Small School  <b>Need:</b> Sites that have low enrollment have additional operational costs.  <b>Scope:</b> Schoolwide	Operating neighborhood schools that have low enrollment incur additional costs that are not offset by ADA including operational costs and services. Supplementing these costs allows for the students attending smaller neighborhood schools access to equitable services as schools that have a greater enrollment. Unduplicated students makeup the majority of the enrollment of our schools with 350 or less students. Providing access to the services available at larger schools is an additional cost to the district but bridges a gap for students.	Enrollment, CAASPP, Benchmark and Behavior data for small schools

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>1.19</b>	<p><b>Action:</b> Intensive Intervention Behavior Support Team</p> <p><b>Need:</b> Increased behavior and mental health referrals</p> <p><b>Scope:</b> LEA-wide</p>	The Intensive Intervention Behavior Support Team supports Tier 3 social emotional students including Special Education students, with an emphasis on unduplicated students. In addition to providing direct services to students, the team provides consultation to staff and parents, develops, implements and monitors individualized behavior plans, and trains staff and students on positive behavior management skills. Developing systems to provide improved services for students with elevated behavior needs is the aim of this team.	Interventions, Behavior referrals
<b>1.20</b>	<p><b>Action:</b> Positive Behavior Support Intervention (PBIS) Specialists</p> <p><b>Need:</b> Students that are suspended perform below students that are not districtwide.</p> <p><b>Scope:</b> LEA-wide</p>	Three Positive Behavior Support Intervention (PBIS) Specialists will work with cohorts of school sites to support district-wide implementation of this initiative with mentoring, support, training, and collaboration. This work supports our unduplicated students by providing a system of school-wide procedures and protocols that allow students and staff to positively interact which enhances the school environment and culture. Evidence suggests that PBIS schools ultimately see growth in academic achievement and reduction in loss of educational time due to suspension. Providing positive models of behavior in a tiered-system of support is filling a need that is absent in many of our socioeconomically disadvantaged and foster youth/homeless population home lives.	Suspension rate and behaviors leading to suspension, Benchmark and CAASPP monitoring.
<b>2.1</b>	<p><b>Action:</b> Career Technical Education</p> <p><b>Need:</b> Student enrollment and completion in CTE programs continues to grow as does the need for these skills in the workforce.</p> <p><b>Scope:</b></p>	Funding to support Career Technical Education (CTE) programs such as California Partnership Academies, Project Lead the Way, Business academy, Multi Media programs, and Skills USA. The focus for the academies are on the unduplicated students in our secondary schools. Access to trade school and exposure to career options is often lacking in the families of our unduplicated students. Our increase in CTE	CTE Completion rate, College and Career Indicators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	completers, the growth of program offerings, and the frequency in stakeholder responses show these programs as having a positive impact on unduplicated students.	
<b>2.2</b>	<p><b>Action:</b> College Exam Access</p> <p><b>Need:</b> Access to entrance exams and costs associated with application can be a barrier to applying.</p> <p><b>Scope:</b> LEA-wide</p>	Providing access to college entrance exams allows unduplicated students the opportunity to test and re-test in order to gain access to college admission, scholarships, and other opportunities that may be financially unreachable without this support in place. Students are identified by counselors and access is granted to all that request the support or are determined to have a need. Since Twin Rivers is 90% or more unduplicated, the costs of exams are provided for all students by request and referral.	College and Career Indicators.
<b>2.3</b>	<p><b>Action:</b> College Readiness</p> <p><b>Need:</b> A-G rate and college attendance are increasing and students require additional support to continue the growth and access.</p> <p><b>Scope:</b> LEA-wide</p>	Events and programs such as our college fair are designed to provide exposure and access to a variety of colleges. Many of our unduplicated students gain their first exposure to college options they otherwise would not have access to through this initiative. 90% of TRUSD students are unduplicated so an LEA-wide approach is necessary.	A-G, College attendance, graduation rate and college and career indicators.
<b>3.1</b>	<p><b>Action:</b> Duty Assistants</p> <p><b>Need:</b> Suspension and referral reports increase during recess and unstructured time.</p> <p><b>Scope:</b></p>	Duty assistants will be funded to ensure all schools have the necessary supervision to ensure the maintenance of safe school environments. Research shows that students who feel safe at school shower higher rates of academic achievement. Duty assistants are trained to forge and support positive relationships with students and serve as mentors and guides for students with limited adult relationships. Unduplicated students	Suspension and referral data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	are served by these relationships and provide positive engagement in the school culture daily.	
<b>3.2</b>	<p><b>Action:</b> Central Counselor for social emotional</p> <p><b>Need:</b> Mental health referrals increasing, Tier 1 services needed for mental health education in elementary</p> <p><b>Scope:</b></p>	The central counselor position will provide mental health training and services to Twin Rivers students and staff with an emphasis on serving unduplicated students and schools with limited counseling support. Crisis counseling and support for at-risk groups of students provided support for students that do not have this opportunity in their communities' or homes. Central counselor will develop the elementary counseling plan and assist with other central plans.	Kelvin, Mental Health referrals, Intervention data
<b>3.3</b>	<p><b>Action:</b> Counselors Elementary</p> <p><b>Need:</b> Increase in mental health referrals and educational partner input</p> <p><b>Scope:</b> LEA-wide</p>	Twin Rivers will maintain increased support services by providing a minimum of one counselor at each elementary site, as measured by the number of unduplicated students and academic achievement, to ensure socioemotional needs of students are supported.	Kelvin, Referral and Intervention data
<b>3.4</b>	<p><b>Action:</b> Counselors Secondary - Additional</p> <p><b>Need:</b> Mental health referrals and the increase of students accessing CTE, enrollment in College Credit Courses (formerly dual enrollment), and college access are all rising.</p> <p><b>Scope:</b> LEA-wide</p>	The basic school counseling ratio is: High School 700:1, Middle School- 750:1, K--8- .5 FTE, and K--6- (700+ students) .5 FTE, to meet the academic and socio-emotional needs of students. Alternative education sites also receive counseling services. Supplemental services will continue to reduce counseling to student ratios at high schools to 350:1 and a minimum of 1 counselor or 500:1 over 1 FTE at each middle school, which will focus on the unduplicated students. Research shows that decreasing the counselor to student ratio positively affects academics and reduces disciplinary actions. Unduplicated students often lack access	College and Career metrics, Suspension, Kelvin, Enrollment and progress in A-G, CTE, College Credit, and graduation rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to social emotional supports and professionals. Additional counselors and mental health professionals provide greater access.	
<b>3.5</b>	<p><b>Action:</b> Vice Principals - Additional</p> <p><b>Need:</b> Suspension and behavior referral data</p> <p><b>Scope:</b> LEA-wide</p>	With the implementation of Common Core State Standards (CCSS), teachers need additional support in the classroom. Vice Principals (VPs) are expected to be instructional leaders, and as such, support veteran teachers with the implementation of CCSS and provide intensive support to our growing new teacher pool. Assistance from VPs will directly support unduplicated students by providing them access to more resources throughout their school day. Continue Vice Principals at elementary schools with 600--749 students to support instructional program and school needs, with the focus on unduplicated students. Continue supplemental Vice Principals at elementary schools with 600--749 students to support instructional program and school needs. Continue supplemental to the basic Secondary Vice Principal ratio, each middle school will have a minimum of 1 Vice Principal.	Attendance rate, Suspension Rate, Kelvin Rates
<b>3.6</b>	<p><b>Action:</b> Visual and Performing Arts</p> <p><b>Need:</b> Visual and performing arts are a top theme in educational partner input. Students participating have better attendance and academic performance.</p> <p><b>Scope:</b> LEA-wide</p>	Twin Rivers will continue VAPA teachers to support Arts Program K -12. Supplies and materials will be provided to support VAPA program. Research shows that students having access to the arts positively effects student achievement and enrollment therefore providing opportunities to reduce disproportionalities and providing equity for unduplicated students. Unduplicated students typically do not have access to lessons and fewer opportunities to pursue the arts. This is one way the TRUSD is providing access to these students. As a district	Attendance, and participation in VAPA programs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		with 90% unduplicated students, the best way to serve those students is LEA-wide.	
<b>3.7</b>	<p><b>Action:</b> Student Services Program Specialist</p> <p><b>Need:</b> Foster and Homeless have disparities in attendance, chronic absenteeism and suspension data in comparison to non foster and homeless youth in TRUSD.</p> <p><b>Scope:</b> LEA-wide</p>	This position has provided enrollment, attendance, communication, and connection to services for many of our unduplicated students. Since 90% of our students are unduplicated, LEA-wide is the best approach to serve students. Foster and homeless youth are an area of focus that program specialist supports.	
<b>3.8</b>	<p><b>Action:</b> Equity, Diversity and Inclusion</p> <p><b>Need:</b> Disparities in data and the growth of newcomer families show a need to examine equity and access across our district.</p> <p><b>Scope:</b> LEA-wide</p>	The Equity, Diversity and Inclusion department is to develop and implement an equity strategic plan that examines gaps and disparities in our district across all areas. The department will engage in root cause analysis and develop targeted action plans to address and eliminate disparity and disproportionality. The goal is to better serve unduplicated and underserved students in all areas. Approximately 90% of TRUSD students are unduplicated so LEA-wide approach is the best way to ensure equity.	Family and Community Engagement, Attendance, Disaggregated dashboard and local data
<b>3.9</b>	<p><b>Action:</b> Activities Directors</p> <p><b>Need:</b> Community input and student input show a desire to continue and expand activities. Students participating show higher rates in academics and lower rates in suspension and absenteeism.</p>	9 Activities Director positions continue expanding the academic and enrichment programs for students with an emphasis on unduplicated students. Research shows that students who are more active and involved in schools perform better academically. Students will have access to academic activities, competitions, and athletic which will support student engagement, social emotional growth, and improvement in student academic achievement.. Academic activities will	Attendance and participation in events using site metrics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	include grade level anchor activities, trips, and clubs. In addition, students will be provided with opportunities for academic competitions and athletics. Research has historically indicated strong correlations between student engagement and student achievement. Unduplicated students often lack the resources to engage in extracurricular activities such as those listed above. Expanding this access is a priority that bridges a gap for our students.	
3.10	<b>Action:</b> Student Activities - Additional  <b>Need:</b> Community input and student input show a desire to continue and expand activities. Students participating show higher rates in academics and lower rates in suspension and absenteeism.  <b>Scope:</b> LEA-wide	Students that participate in activities are more likely to succeed academically and have better attendance rates. Students classified as unduplicated have less access to activities outside of school do to limited resources and limited offerings in the areas in our school district boundaries. Providing LEA-wide activities to meet the needs of our approximately 90% unduplicated population is the most equitable method.	Attendance and participation in events using site metrics.
3.11	<b>Action:</b> WIN Academy Saturday School  <b>Need:</b> Student attendance and Chronic Absenteeism show a need for intervention beyond the school day.  <b>Scope:</b> LEA-wide	The Twin Rivers What I Need (WIN) Academy is a weekend program that is a blend of enrichment and academic opportunities designed to provide extended learning for all Twin Rivers Unified School District students with an emphasis on unduplicated students. TR WIN Academy teachers engage students through meaningful and fun instruction that may cover math, reading, science, history, arts, social skills, physical education, research engineering, and much more. Our primary goal is three pronged: 1) increase student learning by reclaiming missed school days of instruction 2) increase student engagement 3)	Attendance and Chronic Absenteeism, WIN Reports



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		reduce chronic absenteeism by providing student instruction through meaningful weekend learning and engagement activities. Additional options for learning and access to instruction has support an improved graduation rate and continue growth in ELA and Math outcomes. Providing LEA-wide WIN academy to meet the needs of our approximately 90% unduplicated population is the most equitable method.	
<b>3.12</b>	<p><b>Action:</b> Kelvin Social Emotional Screener</p> <p><b>Need:</b> TRUSD needs to continue a system of measuring wellness and mental health regularly</p> <p><b>Scope:</b> LEA-wide</p>	This tool provides insight into students mental health, emotional status, and allows sites and district to respond to student needs with an emphasis on unduplicated students. The Kelvin program allows TRUSD and sites to gather real-time updates on student emotional status, connectedness to school, and access to resources for support. Students can request intervention and counsel ongoing. Unduplicated students, especially Foster Youth and homeless students, often have no or very limited access to caring adult support or other mental health resources. This tool provides data so that Twin Rivers can provide interventions and make adjustments to better serve students in this capacity. Providing LEA-wide surveys to meet the needs of our approximately 90% unduplicated population is the most equitable method.	Kelvin reporting data and interventions
<b>3.13</b>	<p><b>Action:</b> Psychologists - Additional</p> <p><b>Need:</b> Suspension rate is above district target, increase in site referrals for mental health needs.</p>	Continue psychologist ratio to better meet the socioemotional needs of students with an emphasis on unduplicated students. These psychologists will support students with counseling services, behavior supports, and interventions. Psychologist also provide testing in order to connect students with unique needs to services and to provide students with learning supports and	Behavior metrics: Analysis of referral data, suspension data, and Intervention reports.



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	accommodations for success. Providing LEA-wide psychologists to meet the needs of our approximately 90% unduplicated population is the most equitable method.	
<b>3.14</b>	<b>Action:</b> Transportation buses  <b>Need:</b> The need for transportation is growing, districtwide events are increasing that require transportation.  <b>Scope:</b> LEA-wide	Transportation to and from school and events is a great need for many of our families that have limited resources. Many do not own vehicles, reside in areas that are not safe for walking or other means of transportation, and have limited access to public transportation routes. Providing buses greatly improves access to regular school attendance and participation in events for our unduplicated students. Approximately 90% of TRUSD students are unduplicated and LEA-wide is the most equitable method.	Attendance and Chronic Absenteeism, transportation records.
<b>4.1</b>	<b>Action:</b> Parent Opportunities  <b>Need:</b> Parental engagement has been steadily increasing each year, but there are still underserved communities and a need to engage families that are new to the country.  <b>Scope:</b> LEA-wide	Increasing Parent engagement supports the collaboration with the community to provide the best services to students. Unduplicated students have less access to resources that include technology, information about higher education, and knowledge of resources, opportunities and careers. Twin Rivers has expanded efforts to provide training and events to include subgroups such as parents of English Learners, supports for Foster Families, African American parent groups, and more. This has shown continued growth in attendance and in the number of participants in educational partner engagement surveys. COVID-19 continued to shift some events to virtual meetings. Last year's focus on technology with parents provided greater access and contributed to the increase in participation this year. These needs will be addressed and expanded in goals 4.1 (Parent Opportunities) and 4.2 (Family and Community Engagement-FACE Department)	Number of participants in engagement events.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>4.2</b>	<p><b>Action:</b> Family and Community Engagement (FACE)</p> <p><b>Need:</b> A coordinator is required to to facilitate events and analyze the effectiveness of parent engagement efforts.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Increasing Parent engagement supports the collaboration with the community to provide the best services to students. Unduplicated students have less access to resources that include technology, information about higher education, and knowledge of resources, opportunities and careers. Twin Rivers has expanded efforts to provide training and events to include subgroups such as parents of English Learners, supports for Foster Families, African American parent groups, and more. This has shown continued growth in attendance and in the number of participants in educational partner engagement surveys. Measured taken during the pandemic in regards to technology with parents provided greater access and contributed to the increase in participation this year in an evolving hybrid format. These needs will be addressed and expanded in goals 4.1 (Parent Opportunities) and 4.2 (Family and Community Engagement-FACE Department)</p>	<p>Event participation records and advisory group reports.</p>
<b>5.1</b>	<p><b>Action:</b> Facilities</p> <p><b>Need:</b> Facilities were a priority in all Educational Partner group input sessions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The following research provides additional justification of the effectiveness of these services in meeting Goal 5 for our unduplicated students and demonstrates how these services are principally directed towards our unduplicated students based on that status. In the absence of these services, our unduplicated students will not have access to the same educational opportunities as their peers attending schools in wealthier communities throughout the Sacramento area. In a 2015 study(1) of spending on K-12 public school facilities in California, researchers from UC Berkeley, Center for Cities and Schools, found that “poor facility conditions disproportionately affect students and educators in low- wealth communities and undermine the educational equity priorities that are fundamental in LCFF.”</p>	<p>FIT reports and Williams reports.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>The study found that “low income and minority students are more likely to attend schools with poor physical conditions.” The reason is “there has not been a statewide school construction bond measure on the ballot since 2006 which has increased reliance on local funds, without addressing disparities in local ability to pay relative to local needs.” The findings revealed a relationship between community property values and expenditures on capital outlays. “Districts with more taxable property value per student have, on average, raised more capital funds to pay for facility needs than districts with less taxable property value per student.” The study also found, “Facility maintenance and operations is a higher budget burden in school districts serving low income students. Many of these districts are disproportionately drawing more from their general operation budgets to pay for M&amp;O than districts serving higher income students. School buildings and their operations cost more in poorer districts, leaving fewer dollars for education programs.”</p> <p>Districts with higher percentages of low income students spent less on capital outlays per student and more on M&amp;O per student than districts serving higher income students. This cycle of inadequate capital investments in aging facilities leads to more expensive emergency repairs and an over-compensation with higher M&amp;O spending out of the operating budget, leaving fewer dollars for educational programs. Low income and minority students are more likely to attend schools with poor physical conditions, which exacerbates educational inequities. In a 2004 study(2) of the effects of school facilities on teacher retention in urban districts, it was found that schools with poor</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>physical conditions are associated with increased teacher absenteeism, reduced teacher effectiveness, and reduced teacher retention. While all students in TRUSD will have access to clean, safe facilities, the factors identified in this study are highly detrimental to the success of our unduplicated students whose academic achievement is dependent on high quality teaching and quality relationships with their teachers. To ensure our unduplicated students are guaranteed access to a healthy, safe learning environment and an equitable learning environment with high levels of teacher effectiveness and retention, TRUSD is investing in modernization of their facilities that are in disrepair in order to break out of the cycle of inadequate capital investments in facilities. Additionally, Cheryan, S., Ziegler, S. A., Plaut, V. C., &amp; Meltzoff, A. N. (2014) conducted a study that showed “Improving student achievement is vital for our nation’s competitiveness. Scientific research shows how the physical classroom environment influences student achievement. Two findings are key: First, the building’s structural facilities profoundly influence learning. Inadequate lighting, noise, low air quality, and deficient heating in the classroom are significantly related to worse student achievement. Over half of U.S. schools have inadequate structural facilities, and students of color and lower income students are more likely to attend schools with inadequate structural facilities. 1(2015) Going it Alone: Can California’s K-12 School Districts Adequately and Equitably Fund School Facilities? (UC Berkeley, Center for</p> <p>2023-24 Local Control Accountability Plan for Twin Rivers Unified School District Page 73 of 117</p> <p>Cities &amp; Schools) 2(2004) The Effects of School</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Facility Quality on Teacher Retention in Urban School Districts: Washington 3(2014)Designing classrooms to maximize student achievement. Policy Insights from the Behavioral and Brain Sciences, 1(1), 4–12. Retrieved from <a href="https://journals.sagepub.com/doi/pdf/10.1177/2372732214548677">https://journals.sagepub.com/doi/pdf/10.1177/2372732214548677</a>	
5.2	<p><b>Action:</b> Campus Safety Specialists</p> <p><b>Need:</b> Student safety was a top theme in our Educational Partner engagement for all groups. CSS was a position mentioned as a positive relationship by students in survey data.</p> <p><b>Scope:</b> LEA-wide</p>	A safe learning environment is essential for student success. To this end, base staffing (per the staffing handbook) for Campus Safety Specialists is maintained. Additional staffing levels of Campus Safety Specialists at sites to assist all students with an emphasis on unduplicated students. Campus Safety Specialists provide mentoring, and life modeling. They assist with restorative justice implementation and action. This action is now in goal 5 since the alignment is more with safety and creating a culture of connectedness.	Kelvin reporting provides insight in to safety and connectedness reporting from all educational partners ongoing. Suspension data also used to monitor effectiveness at site level.
5.3	<p><b>Action:</b> Police Dispatcher-Additional</p> <p><b>Need:</b> Student safety was a top theme in our Educational Partner engagement for all groups.</p> <p><b>Scope:</b> LEA-wide</p>	A safe learning environment is important for students' academic achievement. Many of our schools are located in high crime areas that are also home to our unduplicated students. Twin Rivers schools are a safe haven for students. To maintain this, response time of law enforcement is often crucial. The police dispatcher provides a common contact for the site, including weekends and after hours, to support the safety of students and the campus. This additional position allows for video surveillance monitoring and review as well as monitoring and interaction with Catapult EMS system implementation.	Catapult EMS system reports are retained by our Risk Management team. Kelvin reporting provides insight in to safety and connectedness reporting from all educational partners ongoing.
6.1	<p><b>Action:</b> Special Education Teacher on Special Assignment (TOSAs)</p>	Special Education TOSA's (3 FTE), materials, supplies, and professional development for program implementation. Programs will be used	District Benchmarks, CAASPP, and IEP reviews locally.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> CAASPP results for students with disabilities showed a disparity.</p> <p><b>Scope:</b> LEA-wide</p>	<p>with students who have been identified with autism, with an emphasis on special education unduplicated students. Although some special education students use core curriculum, TOSAs provide coaching around specific techniques and evidence based practices appropriate to high risk behaviors and populations with an emphasis on unduplicated students. This is contributing to the increase in academic performance on CAASPP by students with disabilities for ELA (5.8 points) and Math (8.5 points) according the the CA Stated Dashboard.</p>	
6.2	<p><b>Action:</b> Vice Principal for Special Education</p> <p><b>Need:</b> Students at non-public schools showed a disparity when compared to students enrolled in LEA schools.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Vice Principal for Special Education is responsible for providing oversight and all aspects of administration for the Achieve Program. The Achieve Program is a new therapeutic intervention program for students receiving special education services. The program emphasizes intensive social emotional therapy and support, social skills development, academic progress, self-improvement and growth and family engagement and support. The Achieve program provides a therapeutic approach for students that have traditionally been referred to a non-public school for behavior. Our data showed that our students referred to Non-public schools did not graduate and made little or no academic progress. This program is designed to provide additional support for referred students so that they may progress and graduate at a higher rate. The Vice Principal will provide program supervision, support and management on site and works directly with students, families and teachers to provide specialized instruction and support to students with unique needs. Since a majority of the students participating in the program are socioeconomically disadvantaged,</p>	<p>Suspension and referral rate, CAASPP, and Benchmark assessments that inform on-track to graduation.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		foster/homeless, and/or English Learners, access to therapy and support that is provided in the program is often a financial burden or not available.	
<b>6.3</b>	<p><b>Action:</b> Special Education Coordinators</p> <p><b>Need:</b> CAASPP results for students with disabilities showed a disparity</p> <p><b>Scope:</b> Schoolwide</p>	Continue Special Education Coordinator positions to provide educationally related mental health services with a tiered intervention model that addresses socioemotional learning of all students. The coordinator focuses on students with unique needs and provides coaching and oversight for the delivery of evidence-based practices in order to create and strengthen systems at the sites. A large majority of our students with disabilities are also foster youth/homeless, socioeconomically disadvantaged, or English language learners. Having a Coordinator supports the families and teachers in the development of IEPs and connection to critical resources and information. These access gaps for families are diminished with the expertise and consult from our Coordinator position and other support staff.	CAASPP and Benchmark data and local assessments for ECE and adult transition

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.8</b>	<p><b>Action:</b> Foster Youth Support</p> <p><b>Need:</b> Foster youth have lower rates of attendance and higher rates of chronic absenteeism. This</p>	Foster youth support staff assist with student transitions between Alternative Education, court Community Schools, and district comprehensive school program, focusing on unduplicated students. This positions provide enrollment, attendance, communication, and connection to	Disaggregated CAASPP and benchmark data



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>leads to additional academic needs and support in connecting services.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>services for many of our unduplicated students including tutoring services and activities to support engagement. Foster and homeless youth are an are of focus that program specialist supports.</p>	
<b>1.9</b>	<p><b>Action:</b> LTEL &amp; EL Courses</p> <p><b>Need:</b> LTEL monitoring and EL data shows a need in content area academic support and language acquisition.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Providing supplemental courses at the secondary level will support the English language acquisition for our LTEL students and EL students. Additionally, the courses will support content learning in the context of learning English language in an environment designed for both.</p>	<p>ELPAC, ELPI, Disaggregated CAASPP and Benchmark data</p>
<b>2.4</b>	<p><b>Action:</b> College Academy Mentoring Program</p> <p><b>Need:</b> Male students of color have a disparity in college access and graduation rate statewide.</p> <p><b>Scope:</b></p>	<p>College Mentorship includes supports such as college visits, grade checks and tutoring, assistance with college and graduation requirements and support for families to ensure students meet the goals of the program.</p>	<p>Disaggregated data for A-G rate, graduation rate, and suspension rate.</p>

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

NA



**Additional Concentration Grant Funding**

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

All schools are above the 55% unduplicated pupil percentage. The additional concentration add-on funding is being used for K paraeducators (1.3), native speaking and world language teachers (1.13), counselors (3.3 & 3.4) , vice principals (3.5), custodians (5.1), grounds specialists (5.1), maintenance positions (5.1), and Campus Safety Specialists (5.2) as outlined in the HR Staffing Handbook. The HR Staffing Handbook uses student enrollment to determine position allocation and funding source.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	None	Elementary schools 1:31, Middle schools 1:24, High schools 1:37, Alternative schools 1:25
Staff-to-student ratio of certificated staff providing direct services to students	None	Elementary schools 1:18, Middle schools 1:16, High schools 1:18, Alternative schools 1:11

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$229,253,220	95,349,853	41.592%	0.000%	41.592%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$95,349,853.00	\$6,217,214.00	\$0.00	\$4,576,145.00	\$106,143,212.00	\$79,444,932.00	\$26,698,280.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$372,366.00	\$1,352,680.00	\$1,725,046.00				\$1,725,046.00
1	1.2	Early Childhood Education (ECE)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	early childhood education		\$120,920.00	\$70,000.00	\$190,920.00				\$190,920.00
1	1.3	Full- Day Kindergarten Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK & K		\$7,830,740.00	\$0.00	\$7,830,740.00				\$7,830,740.00
1	1.4	Short Term Independent Study	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8		\$90,000.00	\$0.00	\$90,000.00				\$90,000.00
1	1.5	Testing and Assessment Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$188,566.00	\$188,566.00				\$188,566.00
1	1.6	Class Size Reduction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$18,344,331.00	\$0.00	\$18,344,331.00				\$18,344,331.00
1	1.7	Instructional Minutes and PD days	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$9,587,297.00	\$0.00	\$9,587,297.00				\$9,587,297.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Foster Youth Support	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$273,285.00	\$18,167.00	\$177,014.00			\$114,438.00	\$291,452.00
1	1.9	LTEL & EL Courses	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary		\$499,717.00	\$0.00	\$499,717.00				\$499,717.00
1	1.10	English Learner (EL) Services	English	Learners	Yes	LEA-wide	English Learners	All Schools		\$4,063,170.00	\$1,041,935.00	\$5,105,105.00				\$5,105,105.00
1	1.11	ELA/ELD Lesson Design Implementation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,567,235.00	\$35,797.00	\$758,829.00	\$1,844,203.00			\$2,603,032.00
1	1.12	Multi-Tiered System of Support (MTSS)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,263,912.00	\$227,067.00	\$214,505.00			\$4,276,474.00	\$4,490,979.00
1	1.13	World Language and Native Speaking Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary		\$1,129,434.00	\$0.00	\$1,129,434.00				\$1,129,434.00
1	1.14	New Teacher Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$376,259.00	\$376,259.00				\$376,259.00
1	1.15	Central Office Support & Supplemental Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$144,776.00	\$245,472.00	\$390,248.00				\$390,248.00
1	1.16	Additional IT Technicians for schools	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$423,479.00	\$0.00	\$423,479.00				\$423,479.00
1	1.17	Supplemental Concentration Allocated to Schools	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,727,649.00	\$2,727,649.00				\$2,727,649.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.18	Small School	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Small Schools; 350 & less students		\$0.00	\$2,779,309.00	\$2,779,309.00				\$2,779,309.00
1	1.19	Intensive Intervention Behavior Support Team	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,634,833.00	\$32,564.00	\$1,667,397.00				\$1,667,397.00
1	1.20	Positive Behavior Support Intervention (PBIS) Specialists	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$450,572.00	\$32,810.00	\$483,382.00				\$483,382.00
2	2.1	Career Technical Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS		\$2,554,003.00	\$1,565,676.00	\$2,837,499.00	\$1,282,180.00			\$4,119,679.00
2	2.2	College Exam Access	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	11h - 12th		\$0.00	\$128,702.00	\$128,702.00				\$128,702.00
2	2.3	College Readiness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$34,202.00	\$440,759.00	\$474,961.00				\$474,961.00
2	2.4	College Academy Mentoring Program	All		No					\$0.00	\$603,750.00		\$603,750.00			\$603,750.00
3	3.1	Duty Assistants	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary		\$968,637.00	\$0.00	\$968,637.00				\$968,637.00
3	3.2	Central Counselor for social emotional	All		No					\$128,102.00	\$0.00		\$128,102.00			\$128,102.00
3	3.3	Counselors Elementary	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary		\$3,697,693.00	\$0.00	\$3,697,693.00				\$3,697,693.00
3	3.4	Counselors Secondary - Additional	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS		\$2,291,592.00	\$0.00	\$2,291,592.00				\$2,291,592.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Vice Principals - Additional	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,509,073.00	\$0.00	\$3,509,073.00				\$3,509,073.00
3	3.6	Visual and Performing Arts	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,695,318.00	\$1,183,158.00	\$4,878,476.00				\$4,878,476.00
3	3.7	Student Services Program Specialist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$181,180.00	\$103,872.00	\$285,052.00				\$285,052.00
3	3.8	Equity, Diversity and Inclusion	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$327,280.00	\$30,100.00	\$30,100.00	\$327,280.00			\$357,380.00
3	3.9	Activities Directors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MS & HS		\$1,398,733.00	\$0.00	\$1,398,733.00				\$1,398,733.00
3	3.10	Student Activities - Additional	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,049,668.00	\$1,657,421.00	\$2,707,089.00				\$2,707,089.00
3	3.11	WIN Academy Saturday School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$258,057.00	\$229,660.00	\$487,717.00				\$487,717.00
3	3.12	Kelvin Social Emotional Screener	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
3	3.13	Psychologists - Additional	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$586,093.00	\$0.00	\$586,093.00				\$586,093.00
3	3.14	Transportation buses	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,000,000.00	\$1,000,000.00				\$1,000,000.00
4	4.1	Parent Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$132,959.00	\$292,736.00	\$99,914.00	\$140,548.00		\$185,233.00	\$425,695.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Family and Community Engagement (FACE)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$182,938.00	\$0.00	\$182,938.00				\$182,938.00
5	5.1	Facilities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,584,791.00	\$10,110,000.00	\$12,694,791.00				\$12,694,791.00
5	5.2	Campus Safety Specialists	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary schools		\$1,231,704.00	\$0.00	\$1,231,704.00				\$1,231,704.00
5	5.3	Police Dispatcher-Additional	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,591.00	\$104,177.00	\$204,768.00				\$204,768.00
6	6.1	Special Education Teacher on Special Assignment (TOSAs)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$419,368.00	\$21,654.00	\$441,022.00				\$441,022.00
6	6.2	Vice Principal for Special Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$175,319.00	\$0.00	\$175,319.00				\$175,319.00
6	6.3	Special Education Coordinators	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Miles P Richmond & Vineland Preschool		\$333,753.00	\$0.00	\$333,753.00				\$333,753.00
7	7.1	Student Support Teachers (EL Focus)	English Learners		No					\$804,916.00	\$37,107.00		\$842,023.00			\$842,023.00
7	7.2	Bilingual Paraeducators	English Learners		No					\$360,067.00	\$16,598.00		\$376,665.00			\$376,665.00
8	8.1	Student Support Teacher (SST)	All		No					\$114,988.00	\$5,300.00		\$120,288.00			\$120,288.00
8	8.2	Bilingual Paraeducators	All		No					\$60,011.00	\$2,767.00		\$62,778.00			\$62,778.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
9	9.1	Academic and Instructional Support Bilingual	All	No					\$82,968.00	\$3,825.00		\$86,793.00			\$86,793.00
9	9.2	Multi-Tiered System of Support Specialist	All	No					\$181,874.00	\$8,385.00		\$190,259.00			\$190,259.00
9	9.3	Secondary Counselor	All	No					\$142,363.00	\$6,563.00		\$148,926.00			\$148,926.00
10	10.1	Multi-Tiered System of Support Specialist	All	No					\$60,624.00	\$2,795.00		\$63,419.00			\$63,419.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$229,253,220	95,349,853	41.592%	0.000%	41.592%	\$95,349,853.00	0.000%	41.592 %	<b>Total:</b>	\$95,349,853.00
								<b>LEA-wide Total:</b>	\$91,560,060.00
								<b>Limited Total:</b>	\$676,731.00
								<b>Schoolwide Total:</b>	\$3,113,062.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,725,046.00	
1	1.2	Early Childhood Education (ECE)	Yes	LEA-wide	English Learners Foster Youth Low Income	early childhood education	\$190,920.00	
1	1.3	Full- Day Kindergarten Program	Yes	LEA-wide	English Learners Foster Youth Low Income	TK & K	\$7,830,740.00	
1	1.4	Short Term Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	\$90,000.00	
1	1.5	Testing and Assessment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,566.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,344,331.00	
1	1.7	Instructional Minutes and PD days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,587,297.00	
1	1.8	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$177,014.00	
1	1.9	LTEL & EL Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary	\$499,717.00	
1	1.10	English Learner (EL) Services	Yes	LEA-wide	English Learners	All Schools	\$5,105,105.00	
1	1.11	ELA/ELD Lesson Design Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$758,829.00	
1	1.12	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$214,505.00	
1	1.13	World Language and Native Speaking Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	\$1,129,434.00	
1	1.14	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,259.00	
1	1.15	Central Office Support & Supplemental Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$390,248.00	
1	1.16	Additional IT Technicians for schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$423,479.00	
1	1.17	Supplemental Concentration Allocated to Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,727,649.00	
1	1.18	Small School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Small Schools; 350 & less	\$2,779,309.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						students		
1	1.19	Intensive Intervention Behavior Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,667,397.00	
1	1.20	Positive Behavior Support Intervention (PBIS) Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$483,382.00	
2	2.1	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS	\$2,837,499.00	
2	2.2	College Exam Access	Yes	LEA-wide	English Learners Foster Youth Low Income	11h - 12th	\$128,702.00	
2	2.3	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$474,961.00	
3	3.1	Duty Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary	\$968,637.00	
3	3.3	Counselors Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary	\$3,697,693.00	
3	3.4	Counselors Secondary - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS	\$2,291,592.00	
3	3.5	Vice Principals - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,509,073.00	
3	3.6	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,878,476.00	
3	3.7	Student Services Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,052.00	
3	3.8	Equity, Diversity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,100.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	Activities Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MS & HS	\$1,398,733.00	
3	3.10	Student Activities - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,707,089.00	
3	3.11	WIN Academy Saturday School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$487,717.00	
3	3.12	Kelvin Social Emotional Screener	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.13	Psychologists - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$586,093.00	
3	3.14	Transportation buses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
4	4.1	Parent Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,914.00	
4	4.2	Family and Community Engagement (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,938.00	
5	5.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,694,791.00	
5	5.2	Campus Safety Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary schools	\$1,231,704.00	
5	5.3	Police Dispatcher-Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$204,768.00	
6	6.1	Special Education Teacher on Special Assignment (TOSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$441,022.00	
6	6.2	Vice Principal for Special Education	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$175,319.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
6	6.3	Special Education Coordinators	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Miles P Richmond & Vineland Preschool	\$333,753.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$381,488,097.00	\$385,226,535.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Professional Development	Yes	\$1,818,779.00	2,161,354
1	1.2	Early Childhood Education (ECE) Universal Transitional Kindergarten Plan	Yes	\$184,035.00	153,905
1	1.3	Full- Day Kindergarten Program	Yes	\$7,488,406.00	7,082,947
1	1.4	Short Term Independent Study	Yes	\$90,000.00	101,025
1	1.5	Illuminate	Yes	\$188,566.00	176,215
1	1.6	Class Size Reduction	Yes	\$20,175,302.00	19,765,686
1	1.7	SS Enrichment, After School Tutoring and AG Courses	No	\$0.00	0
1	1.8	Foster Youth Support	Yes	\$284,756.00	261,284
1	1.9	LTEL & EL Courses	Yes	\$411,233.00	303,792

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Instructional Minutes and PD days	Yes	\$9,528,075.00	9,311,479
1	1.11	Instructional Materials	No	\$2,165,000.00	3,753,028
1	1.14	Multi-Tiered System of Support (MTSS)	Yes	\$3,337,447.00	3,492,999
1	1.15	Central Office Support & Supplemental Services	Yes	\$365,087.00	337,958
1	1.16	Site Base Allocation	No	\$3,230,484.00	3,081,812
1	1.17	Supplemental Concentration Allocated to Schools	Yes	\$2,604,542.00	2,089,814
1	1.18	English Learner (EL) Services	Yes	\$4,892,285.00	4,892,285
1	1.19	World Language and Native Speaking Teachers	Yes	\$1,122,995.00	1,093,062
1	1.20	Base Staffing	No	\$140,641,766.00	140,418,845
1	1.21	Moved to 6.2 starting in 22-23			
1	1.22	Intensive Intervention Behavior Support Team	Yes	\$830,169.00	683,767
1	1.23	Moved to 6.3 starting in 22-23			
1	1.24	ELA/ELD Lesson Design Implementation	Yes	\$2,242,456.00	2,497,305
1	1.25	Positive Behavior Support Intervention (PBIS) Specialists	Yes	\$506,780.00	488,035
1	1.26	Moved to 6.4 starting in 22-23			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.27	New Teacher Support	Yes	\$322,449.00	322,449
1	1.28	Small School	Yes	\$3,965,820.00	6,047,882
1	1.29	Additional IT Technicians for sites	Yes	\$395,620.00	387,145
2	2.1	Career Technical Education	Yes	\$3,455,932.00	3,427,032
2	2.2	College Exam Access	Yes	\$128,702.00	128,702
2	2.3	WIN Academy Saturday School	No	\$385,000.00	575,847
2	2.4	College Academy Mentoring Program	No	\$603,750.00	603,750
2	2.5	College Readiness	Yes	\$193,928.00	458,678
3	3.1	Duty Assistants	Yes	\$902,469.00	793,802
3	3.2	Transportation	No	\$9,848,774.00	10,066,981
3	3.3	Counselors Elementary - Additional	Yes	\$3,324,875.00	3,301,963
3	3.4	Counselors Secondary - Additional	Yes	\$2,191,916.00	2,272,279
3	3.5	Vice Principals - Additional	Yes	\$3,759,201.00	3,304,121
3	3.6	Visual and Performing Arts	Yes	\$4,527,990.00	4,181,364

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Student Services Program Specialist	Yes	\$181,424.00	180,649
3	3.8	Equity, Diversity and Inclusion	Yes	\$546,635.00	463,654
3	3.9	Activities Directors	Yes	\$1,359,583.00	1,274,429
3	3.10	Student Activities - Additional	Yes	\$2,542,093.00	2,702,953
3	3.11	Central Counselor for social emotional	No	\$161,733.00	76,138
3	3.12	Kelvin Social Emotional Screener	Yes	\$92,739.00	92,739
3	3.13	Moved to 5.3 starting in 22-23			
3	3.14	Moved to 5.4 starting in 22-23			
3	3.15	Moved to 5.5 starting in 22-23			
3	3.16	Psychologists - Additional	Yes	\$572,990.00	567,461
3	3.17	Transportation buses	Yes	\$1,000,000.00	1,208,251
4	4.1	Parent Opportunities	Yes	\$432,557.00	425,327
4	4.2	Family and Community Engagement (FACE)	Yes	\$171,138.00	170,463
5	5.1	Facilities, Maintenance and Operations	No	\$42,194,937.00	42,826,939
5	5.2	Facilities	Yes	\$12,398,959.00	12,623,320



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Police Services	No	\$4,585,742.00	4,271,975
5	5.4	Campus Safety Specialists-Additional	Yes	\$191,387.00	166,624
5	5.5	Police Dispatcher-Additional	Yes	\$422,746.00	197,481
6	6.1	Special Education Teacher on Special Assignment (TOSAs)	Yes	\$412,738.00	401,030
6	6.2	Special Education Program	No	\$77,621,702.00	79,065,789
6	6.3	Special Education Coordinators	Yes	\$312,357.00	322,189
6	6.4	Vice Principal for Special Education	Yes	\$172,048.00	170,532

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
93,688,751	\$93,385,365.00	\$93,688,751.00	(\$303,386.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
--------------------	----------------------	----------------------------	---	--	---	---	---

This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	Professional Development	Yes	\$1,818,779.00	2,161,354		
1	1.2	Early Childhood Education (ECE) Universal Transitional Kindergarten Plan	Yes	\$184,035.00	153,905		
1	1.3	Full- Day Kindergarten Program	Yes	\$7,488,406.00	7,082,947		
1	1.4	Short Term Independent Study	Yes	\$90,000.00	0		
1	1.5	Illuminate	Yes	\$188,566.00	176,215		
1	1.6	Class Size Reduction	Yes	\$20,175,302.00	19,765,686		
1	1.8	Foster Youth Support	Yes	\$173,294.00	172,679		
1	1.9	LTEL & EL Courses	Yes	\$411,233.00	303,792		
1	1.10	Instructional Minutes and PD days	Yes	\$9,528,075.00	9,311,479		
1	1.14	Multi-Tiered System of Support (MTSS)	Yes	\$209,923.00	197,320		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Central Office Support & Supplemental Services	Yes	\$365,087.00	337,958		
1	1.17	Supplemental Concentration Allocated to Schools	Yes	\$2,604,542.00	2,089,814		
1	1.18	English Learner (EL) Services	Yes	\$4,892,285.00	4,892,285		
1	1.19	World Language and Native Speaking Teachers	Yes	\$1,122,995.00	1,093,062		
1	1.22	Intensive Intervention Behavior Support Team	Yes	\$830,169.00	683,767		
1	1.24	ELA/ELD Lesson Design Implementation	Yes	\$654,728.00	772,196		
1	1.25	Positive Behavior Support Intervention (PBIS) Specialists	Yes	\$506,780.00	488,035		
1	1.27	New Teacher Support	Yes	\$322,449.00	322,449		
1	1.28	Small School	Yes	\$3,965,820.00	6,047,882		
1	1.29	Additional IT Technicians for sites	Yes	\$395,620.00	387,145		
2	2.1	Career Technical Education	Yes	\$2,469,194.00	2,524,417		
2	2.2	College Exam Access	Yes	\$128,702.00	128,702		
2	2.5	College Readiness	Yes	\$193,928.00	458,678		
3	3.1	Duty Assistants	Yes	\$902,469.00	793,802		
3	3.3	Counselors Elementary - Additional	Yes	\$3,324,875.00	3,301,963		
3	3.4	Counselors Secondary - Additional	Yes	\$2,191,916.00	2,272,279		
3	3.5	Vice Principals - Additional	Yes	\$3,759,201.00	3,304,121		
3	3.6	Visual and Performing Arts	Yes	\$4,527,990.00	4,181,364		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Student Services Program Specialist	Yes	\$181,424.00	180,649		
3	3.8	Equity, Diversity and Inclusion	Yes	\$30,100.00	75,100		
3	3.9	Activities Directors	Yes	\$1,359,583.00	1,274,429		
3	3.10	Student Activities - Additional	Yes	\$2,542,093.00	2,702,953		
3	3.12	Kelvin Social Emotional Screener	Yes	\$92,739.00	92,739		
3	3.16	Psychologists - Additional	Yes	\$572,990.00	567,461		
3	3.17	Transportation buses	Yes	\$1,000,000.00	1,208,252		
4	4.1	Parent Opportunities	Yes	\$98,700.00	130,233		
4	4.2	Family and Community Engagement (FACE)	Yes	\$171,138.00	170,463		
5	5.2	Facilities	Yes	\$12,398,959.00	12,623,320		
5	5.4	Campus Safety Specialists-Additional	Yes	\$191,387.00	166,624		
5	5.5	Police Dispatcher-Additional	Yes	\$422,746.00	197,481		
6	6.1	Special Education Teacher on Special Assignment (TOSAs)	Yes	\$412,738.00	401,030		
6	6.3	Special Education Coordinators	Yes	\$312,357.00	322,189		
6	6.4	Vice Principal for Special Education	Yes	\$172,048.00	170,532		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$226,648,970	93,688,751	0%	41.336%	\$93,688,751.00	0.000%	41.336%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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



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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

# Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

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

### **Measuring and Reporting Results:**

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



- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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



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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

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



- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

#### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education  
November 2023

Twin Rivers Unified School District

Student Groups With Indicators In Red/Lowest Performance (District Level)

Student Group	ELA	MATH	Suspension	CCI	LCAP Actions to Address Needs		
African American					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
ALL					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
American Indian					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12	
English Learners						ELA and Math: 1.5, 1.7, 1.9, 1.10, 1.11, 1.12,	
Foster Youth					Suspension: 1.8, 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		CCI: 1.8, 2.1, 2.2, 2.3, 3.4, 3.11
Homeless Youth					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Socioeconomically Disadvantaged					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Students with Disabilities					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12, 6.1, 6.3,	CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Two or More Races					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
White					Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		

Schools With Indicators In Red/Lowest Performance (All Students)

School	ELA	MATH	Chronic	Graduation	Suspension	CCI
D. W. Babcock Elementary						
Del Paso Heights Elementary						
Fairbanks Elementary						
Foothill High						
Garden Valley Elementary						
Grant Union High						
Highlands High						
Keema School for Independent Study						
Kohler Elementary						
Las Palmas Elementary						
Martin Luther King Jr. Technology Academy						
Michael J. Castori Elementary						
Northwood Elementary						
Norwood Junior High						
Oakdale Elementary						
Pacific Career and Technology High						
Pioneer Elementary						
Rio Tierra Junior High						
Smythe Academy of Arts and Sciences						
Village Elementary						

Vista Nueva Career and Technology High						
Warren A. Allison Elementary						
Westside Elementary						
Woodlake Elementary						
Woodridge Elementary						

Schools With Indicators In Red/Lowest Performance (Student Groups)

School	Student Group	ELA	MATH	ELPI	Chronic	Graduation	Suspension	CCI
Creative Connections Arts Academy	African American							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
D. W. Babcock Elementary	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
	White							
Del Paso Heights Elementary	African American							
	Asian							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
	White							
Dry Creek Elementary	Students with Disabilities							
Fairbanks Elementary	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
Foothill High	African American							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
Foothill Oaks Elementary	African American							
	English Learners							
	Two or More Races							
Foothill Ranch Middle	African American							
	Asian							
	English Learners							
	Hispanic							
	African American							
	English Learners							

Frederick Joyce Elementary	Hispanic							
	Homeless Youth							
	Students with Disabilities							
Frontier Elementary	Students with Disabilities							
Futures High	English Learners							
	Socioeconomically Disadvantaged							
	White							
Garden Valley Elementary	African American							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
Grant Union High	Asian							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
Hagginwood Elementary	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Students with Disabilities							
	White							
Hazel Strauch Elementary	African American							
	Homeless Youth							
	Students with Disabilities							
	Two or More Races							
Highlands High	English Learners							
	Hispanic							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
Keema School for Independent Study	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	White							
Kohler Elementary	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
	White							
Las Palmas Elementary	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							

	Students with Disabilities							
	Two or More Races							
	White							
Madison Elementary	African American							
	Asian							
	English Learners							
	White							
Martin Luther King Jr. Technology Academy	African American							
	Asian							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
Michael J. Castori Elementary	White							
	African American							
	Asian							
	English Learners							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
Northwood Elementary	White							
	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
Norwood Junior High	White							
	African American							
	Hispanic							
	Socioeconomically Disadvantaged							
Oakdale Elementary	Students with Disabilities							
	White							
	Two or More Races							
	Socioeconomically Disadvantaged							
	Homeless Youth							
	Hispanic							
	English Learners							
Orchard Elementary	Asian							
	White							
Pacific Career and Technology High	Two or More Races							
	Students with Disabilities							
Pioneer Elementary	Hispanic							
	Socioeconomically Disadvantaged							
	Homeless Youth							
	Hispanic							
	English Learners							
	African American							

	Two or More Races							
	White							
Regency Park Elementary	Students with Disabilities							
Ridgepoint Elementary	Students with Disabilities							
	Two or More Races							
Rio Linda High	African American							
	English Learners							
	Students with Disabilities							
	White							
Rio Linda Preparatory Academy	English Learners							
	Hispanic							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
	White							
Rio Tierra Junior High	African American							
	Hispanic							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
Sierra View Elementary	Students with Disabilities							
Smythe Academy of Arts and Sciences	African American							
	Hispanic							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
Village Elementary	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
	White							
Vista Nueva Career and Technology High	African American							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
Warren A. Allison Elementary	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	White							
Westside Elementary	Socioeconomically Disadvantaged							
	White							
Westside Preparatory Charter	Socioeconomically Disadvantaged							
	Students with Disabilities							
	White							
	African American							
	English Learners							

Woodlake Elementary	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
Woodridge Elementary	African American							
	Asian							
	English Learners							
	Hispanic							
	Homeless Youth							
	Socioeconomically Disadvantaged							
	Students with Disabilities							
	Two or More Races							
	White							













































































