
LCAP Update: California School Dashboards Local Indicators

Board Meeting
June 17, 2026

Presented by:
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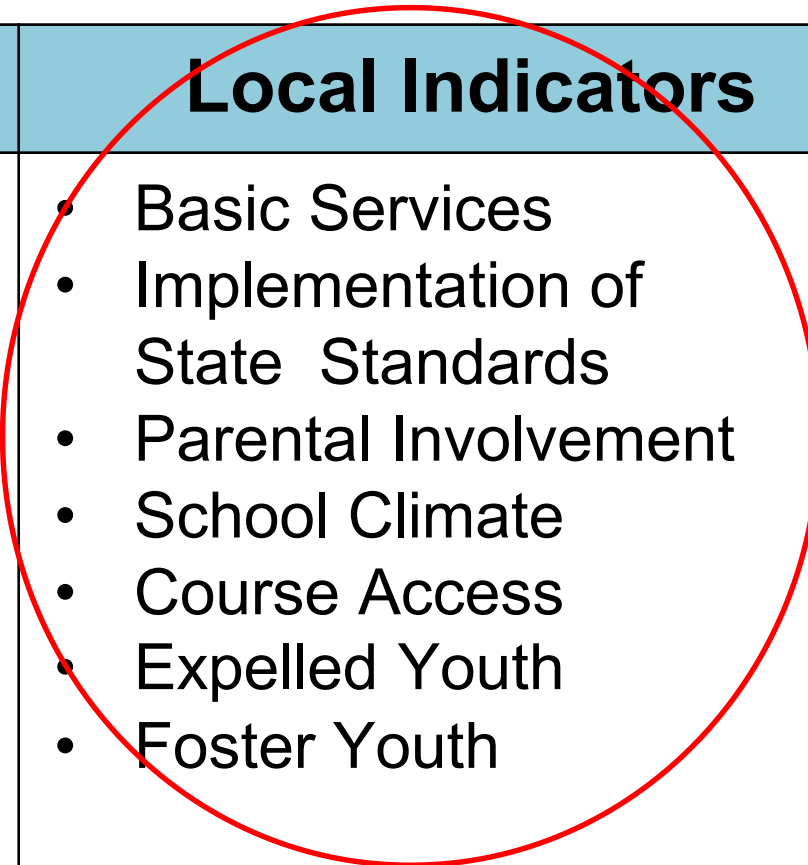
Dashboard Performance Rating

The rating used for the Local Indicators is: Met / Not Met /Not Met for Two Years

To reach the rating of Met, districts must by August 1, 2026:

1. Report the results to the local governing board at a regularly-scheduled public meeting.
2. Measure locally available information, upload, and publicly report the results through the Dashboard.

California School Dashboard

State Indicators*	Local Indicators
• Graduation Rate • Suspension Rate • English Learner Proficiency Indicator • Academic Indicator (ELA/Math) • College/Career Indicator (CCI) • Chronic Absenteeism	 • Basic Services • Implementation of State Standards • Parental Involvement • School Climate • Course Access • Expelled Youth • Foster Youth

Outcome

Fall 2025 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parent Involvement	Met
Priority 6: School Climate	Met
Priority 7: Course Access	Met

Priority 1: Basic Services

Metrics	Evidence
• Teacher credentials • Students have access to standards- aligned instructional materials • Facilities meet the “good repair” standard	• Mis-Assignments: 0 • 100% of RISE students inspected had sufficient instructional materials • 100% of RISE Facility inspected had no, “extreme deficiencies”, nor were in, “emergency condition”

Priority 2: Standards Implementation

Metric	Evidence
• Progress toward implementation of State Board of Education-adopted standards and curriculum frameworks	• Administered the California Department of Education survey tool to RISE staff in Spring 2026 • Results of survey on implementation of state standards

State Standards Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses

Progress in providing professional learning in ELA (4), ELD (4), Mathematics (3), NGSS (4), & Social Science (3)

Progress in providing instructional materials aligned to recently adopted academic standards: ELA (5), ELD (5), Mathematics (5), NGSS (4), & Social Science (4)

Progress in implementing policies or programs to support sites in identifying areas to improve: ELA (4), ELD (3), Mathematics (4), NGSS (4), & Social Science (4)

Implementation of the following academic standards: CTE (4), Health (4), PE (4), VAPA (4), & World Languages (3)

Identifying the professional learning needs of groups of teachers or staff as a whole (4)

Identifying the professional learning needs of individual teachers (4)

Providing the support for teachers on the standards they have not yet mastered (4)

Priority 3: Parent Engagement

Measures	Evidence
• Efforts by district to seek parent input in decision making • Promotion of parental participation in programs	Decision-making & Participation in programs: • Meetings with certificated and classified staff occurred weekly. Parent contacts occurred daily to weekly. Parent Advisory meetings were held quarterly along with two Parenting Love and Logic classes, one in the fall and the other in the spring.

Priority 6: School Climate

Metric	Evidence
LEA administers a local climate survey at least every other year that provides a valid measure of student perceptions of connectedness and school safety	Survey of students administered in Spring 2026

School Climate Survey:

Due to student confidentiality, less than 30 students total and less than 11 students per grade level. This data is monitored internally for input and decision-making.

Priority 7: Course Access

Measure	Evidence
• The extent to which students have access to, and are enrolled in, a broad course of study.	• Career Technical Enrollment (CTE) by student group • Advanced Placement (AP) Enrollment by student group • A-G Enrollment by student group

Course Access Enrollment Baseline

Due to student confidentiality, less than 30 students total and less than 11 students per grade level. This data is monitored internally for input and decision-making.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Expelled Youth Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses	
Assessing status of triennial plan for providing educational services to all expelled students in the county	5
Coordinating on development and implementation of triennial plan with all LEAs within the county.	5
Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	5
Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Foster Youth Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses	
Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations	5
Building capacity with LEA, probation, child welfare, and other organizations	5
Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	5
Providing direct educational services for foster youth in LEA or county-operated programs	5

Foster Youth Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses	
Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	5
Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners	5
Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	5
Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data	5

Trinity County Office of Education

2025-26 Annual Summary Report



CALIFORNIA COUNTY
SUPERINTENDENTS

Local Context (Optional)

Please describe the County Office of Education (COE), its districts, students and communities and/or any local context or priorities/challenges that guide the COE work in these areas.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of *California Education Code (EC) 52066* and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted, and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [*EC Section 52070*].

Metric	Action
1. Monthly Convenings	A. LEA Business meetings will meet monthly to disseminate relevant fiscal and budget information and guidelines. B. Monthly LEA admin meetings will be provided to share CISC, State, and Federal Director's program updates. C. Spring LCAP training sessions will provide Dashboard & Local Indicator information, and LCAP development and engagement guidance.
2. Review all LEA's draft LCAP submissions.	D. Provide all LEAs with technical support, training, and feedback on draft LCAPs before their Public Hearings. This support will be exemplified by one-on-one consultations and reviewing draft LCAPs with thorough feedback provided.
3. All district LCAPs will be approved & uploaded to the TCOE webpage by Oct 15, 2026.	E. LCAP review team will work with district leaders to ensure all LCAPs are approvable by the County Superintendent.

EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to charter schools and districts based on need. Technical assistance is provided to LEAs who are identified as needing assistance as well as those that volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve an LCAP.
2. When a district requests support.

Metric	Action
1. Approve all LCAPs	A. Assigned technical assistance staff member to provide individualized support for requested clarifications from County Superintendent in order to approve LEA LCAP.
2. Review of the Greatest Progress, Greatest Needs, and Performance Gaps Section of the LCAP 3.	B. Work with district leaders to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps C. District data will be compiled and displayed in a user-friendly manner for analysis purposes. D. Provide targeted professional development county-wide based on the data analysis.
3. District Progress on the CA Dashboard	
4. Review of Local Data	E. Work with individual district leadership teams to review and analyze their local data.
5. LEA Self-Assessment Results	F. Provide district leaders with support on conducting the LEA Self-Assessment or a similar systems review to identify system-level strengths and weaknesses.

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts and charter schools pursuant to subdivision (c) of *EC Section 52071*.

Metric	Actions	Source of Funding
1. Dashboard Progress on Identified Focus Areas	A. To foster collaboration and continuous improvement: a. Partner with district leadership to review and analyze state and local data; share/consider the current key challenges, successes, and/or shifts occurring within the local context. B. To foster reflective inquiry and a culture of continuous learning: a. Provide technical assistance through conducting a customized LEA self-assessment; identify aim statements and primary and secondary drivers/hypotheses to address identified root causes. b. Provide support with Improvement Science tools (e.g., Empathy Interviews, Fishbone Diagram, 5 Whys) for root cause analysis processes. c. Provide real-time data progress monitoring and visualizations; facilitate monthly site meetings focused on data analysis and early intervention actions. d. Provide support with Plan-Do-Study-Act (PDSA) inquiry cycle(s) to address an aim statement, specifically related to gaps in student group data. C. To foster capacity building and a culture of learning, a. Provide targeted professional development and instructional coaching based on the CA Dashboard outcomes and collective data analyses. b. Provide customized support in the areas the district identified as a need, based on root cause analysis. D. To promote collaboration and continuous improvement, a. Provide coaching and support in drafting LCAP goals and/or actions that align with identified root cause(s) and aim statement(s); b. Provide coaching and support to modify LCAP actions that are identified as contributing to Increased or Improved Services for Unduplicated Pupils. c. Maintain ongoing communication with district leadership to share celebrations of progress and emerging challenges with implementation, inclusive of data benchmarks and determination of next steps.	DA Funding County Operations Grant portion of our COE LCFF Funding

EC Section 52071, http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

Any designated LEA identified in DA, or not, is to independently work toward improved student outcomes:

- Implement targeted attendance monitoring, family outreach, case management, and student engagement supports to address chronic absenteeism among socioeconomically disadvantaged students, students with disabilities, Hispanic/Latino students, White students, and students identifying as two or more races.
- Strengthen positive behavior supports, restorative practices, social-emotional learning, and staff training to reduce suspension rates and improve school connectedness for identified student groups.
- Expand standards-aligned instruction, Universal Design for Learning (UDL), intervention services, progress monitoring, collaborative teacher planning, and professional learning focused on English Language Arts and Mathematics to address achievement gaps and improve outcomes for identified student groups.
- Utilize ongoing data analysis, educational partner engagement, and continuous improvement processes to monitor effectiveness and adjust supports based on student needs.

For COEs who have Local Educational Agencies who meet the eligibility criteria under *Ed Code 52072(a) [“Direct Technical Assistance” (DTA) supports]*

Prompt for COEs with districts who meet criteria: For districts who meet eligibility criteria under *Ed Code 52072 (a)* describe how the COE is prioritizing and adjusting their support and continuous improvement actions in the areas of intensity and frequency:

- When a district fails to improve student achievement across more than one state priority for three or more student groups for three out of four consecutive years or more.

Prompt	Narrative
Optional Prompt for COEs with districts who meet criteria [EC Section 52072 (f)]	NA

EC Section 52072, https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52072&lawCode=EDC

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
Participant Feedback	Networks & Community of Practice Opportunities: ● UPK Learning Series Consortium ● Community Schools Coordinator Network ● New Teacher COP ● Trinity Curriculum and Instruction Leaders Administrative Network
Participant Feedback; Effective	Professional Development/Training: ● Countywide UDL Training for TK-12 and ongoing individualized coaching ● Getting Reading Right for teachers K-5 and 6-12; paraeducators ● Math Framework – RMC (Rural Math Collaborative) ● Coding and computer science authorization credential coursework and computer science (cs) standards integration - CalMSCS ● Computer Science Pilot Curriculum and early education instructional robotics - Seasons of CS ● Classroom Management and Academic Dialogue ● Statewide CALPADS training for leaders ● SEL Implementation ● LCAP Development Trainings
Monthly Check-Ins	Leadership Coaching and Consultation
Participant Feedback and Observational Data	Student-Centered Coaching Cycles –Coaching provided to teachers based on PDSA cycles to improve instructional practices.
Empathy Interviews with Community Members	Engaging Educational Partners – American Indian Education Community Event, Little Learning Spaces for families 0-5 years old, Heritage Days Community Partnership Event, Safe Schools Collaborative

Collaboration

The Trinity County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
- Trinity County Superintendent of Schools Participates in Quarterly CCSESA Meetings	-	-	Y	-	-
- Director of Human Resources Attends Monthly PASSCO Meetings, and Director of Student Prevention and Intervention Attends Bi-monthly Meetings for COSP	Y	Y	Y	-	Y
- Assistant Superintendent of Educational Services Attend CISC, State and Federal Directors, and Far North Partnership	Y	Y	Y	Y	Y
- CBO, Fiscal Services Attends BASC Meetings	-	Y	Y	-	-
- SELPA Director Participates in State SELPA Meetings	-	Y	Y	-	Y
- Co-chair CISC Math Subcommittee – Assistant Superintendent of Educational Services	-	Y	Y	Y	Y
- Partners in NorCal Educational Leadership Consortium with Chico State (21CSLA)	-	Y	-	Y	Y
- Learning Acceleration Systems Math Grant - “Rural Math Collaborative” collaborating with Lake and Butte COEs	Y	-	-	Y	-
- CA MTSS	-	Y	-	Y	Y
- SSOS Collaborative – Assistant Superintendent of Educational Services attends	Y	Y	-	-	Y

Instructions: Insert “Y” to indicate a collaborator or use “-” to signify N/A.

Related Expenditures -COE

Funding sources included:	DA Funding, County Operations Grant portion of our COE LCFF Funding, CALMSCS Grant, Seasons of CS, RMC Grant, and MTSS.
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All expenses include personnel costs and either internal or external provided professional development support.

Goal	2025-2026 Estimated Costs
Goal 1	\$138,500
Goal 2	\$171,920
Goal 3	\$125,333
Total Estimated Cost	\$435,753.00