



## 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
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# 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: No reliable data (COVID-19)	2022: "At or Above" the Meets Performance Level ELA: 31.43% Math: 20.03%	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 Prior year data not available	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% Secondary: <1% (3 total)	Our most current data from SARCs is the following Teacher mis-assignment rate 2020-21  Mis-assignments of Teachers of English Learners Elementary: 0% Secondary: <1% (3 total)	Our most current data from SARCs is the following Teacher mis-assignment rate 2021-22  Mis-assignments of Teachers of English Learners Elementary: 0% Secondary: <1% (3 total)	Our most current data from SARCs is the following Teacher mis-assignment rate 2021-22  Mis-assignments of Teachers of English Learners Elementary: 0% Secondary: <1% (3 total)	2023-24: Mis-assignments of Teachers of English Learners Elementary: 0% Secondary: 0%  Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%</p> <p>Vacant Teacher Positions: Elementary: 0% Secondary: &lt;1% (2 total)</p>	<p>Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%</p> <p>Vacant Teacher Positions: Elementary: 0% Secondary: &lt;1% (2 total)</p>	<p>Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%</p> <p>Vacant Teacher Positions: Elementary: 0% Secondary: &lt;1% (2 total)</p>	<p>Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%</p> <p>Vacant Teacher Positions: Elementary: 0% Secondary: &lt;1% (2 total)</p>	<p>Secondary Science: 0%</p>
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	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>
CAASPP Distance from Standard (added in 2023)	2019 ELA: 56.6 points below standard	NA	2022 ELA: 56.6 points below standard	2023 ELA: 53.2 points below standard	2023 ELA: 36.6 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: 91.4 points below standard		Math: 91.4 points below standard	Math: 86.7 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 an 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%  2022-23: 91.4%	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP passage rates of 3+	AP Passage Rate 2019-20 33.87%	2020-21 23.8%	2021-22 30.3% 2022-23 34.7%	2024: 37%	2023-24 40%
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 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: 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%
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	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
		2021-22 34% Overall			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		78% Families 72% Teachers 68% Students			
The number of parents participating in participation surveys.	2020-21 1582	2021-22 4041	2022-23 2476	2023-24: 3886	2023-24 2106
District attendance rates and subgroup attendance rates	The All Student Attendance rate in 19-20 96.07%	The All Student Attendance rate in 21-22 87.45%	The All Student Attendance rate in 22-23 90.57%	The All Student Attendance rate in 23-24 91.42%	The All Student Attendance rate in 2023-24 97.57%
	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% American Indian 94.78% Asian 96.51% Filipino 97.42% Hispanic 96.25% Pacific Islander 96.06% Two or More Races 94.76%	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% American Indian 83.62% Asian 90.95% Filipino 91.83% Hispanic 87.66% Pacific Islander 86.03% Two or More Races 85.43%	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% 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%	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% 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%	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% Asian 98.01% Filipino 98% Hispanic 97.75% Pacific Islander 97.56% Two or More Races 96.26% White 97.32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 95.92%	White 87.7%			
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.
- 3.11 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
- 53.5 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.

5.5 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: 8.8% 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