

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 |
|---|--|--|
| Round Valley Joint Elementary School District | Danielle Torrance Superintendent/ Principal | dtorrance@roundvalley.us 760-387-2525 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Accelerate and maintain grade level proficiency in ELA, Math, and Science across subgroups (Priority 4/8/2) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------|---|--|--|---|--|
| DIBELS Benchmark assessments | 36% far below basic EOY Benchmark 2021 | Metric changed to measure growth from beginning of year to mid year. (2021 / 2022) | Metric changed to measure growth from beginning of year to mid year. (2021 / 2022) | The Beginning of the Year assessment showed 31.75% as far below basic and the midyear assessment showed 29% as far below basic. | 20% far below basic |
| ELA dashboard | 25.3 point above standard (2019) | 64.29% met or exceeded Standard for ELA on CAASPP. (2020 / 2021) | 65.52% met or exceeded Standard for ELA on CAASPP. (2021 / 2022) | 57.57% met or exceeded Standard for ELA on CAASPP (2022 /2023) | 30 point above standard |
| Math Dashboard | 15.8 point above standard (2019) | 57.14% met or exceeded Standard for Math on CAASPP. (2020 / 2021) | 58.62% met or exceeded Standard for Math on CAASPP. (2021 / 2022) | 51.51% met or exceeded Standard for Math on CAASPP (2022 /2023) | 25 points above standard |
| IXL Benchmark (Math) | 80% of K - 5 students showed growth from their beginning of the year to mid year IXL Benchmark. (2021 / 2022) | See baseline for 2021 / 2022. | 98.4% of K-5 students for the 2022 / 2023 school year. | 100% of K - 5 students showed growth from the beginning of the year to mid year IXL Benchmark (2023 / 2024). | 90% of K-5 students will show growth from their beginning of the year to mid year IXL Benchmarks |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------|---|-------------------------------|---|---|---|
| DIBELS Benchmark assessments | 100% of K - 5 students will show growth from the beginning of the year to mid year benchmark. (2021 / 2022) | See baseline for 2021 / 2022. | 100% of K-5 students for the 2022 / 2023 school year. | 100% of K - 5 students showed growth from the beginning of the year to mid year DIBELS Benchmark (2023 / 2024). | 100% of K-5 students will continue to show growth from the beginning of the year to mid year benchmark. |

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.

All actions were successfully implemented as planned. Staff is reporting that students writing skills are evolving and growing with Step-Up-to-Writing.

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.

There were no material differences between budgeted expenditures and actual expenditures.

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

Students continue to show improvement through our Goal 1 Actions. All actions were successful in producing the desired results.

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.

The intent of Goal 1 has not changed. The number of actions in Goal area 1 was reduced from 6 to 4 to reflect current professional development priorities. In addition, the actions were completed. The metrics for this goal area have been changed to reflect the CAASPP summative results; IKL and DIBELS will be monitored on a student by student basis (action 1.5) with resulting intervention being used as needed (action 1.4).

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 | Maintain a positive social-emotional learning environment (Priority 3/5/6) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|--|---------------------------------------|
| Chronic Absenteeism | 14.6% chronically absent (2019 CA School Dashboard) | 8.8% (2020 / 2021 school year) | 28.6% (2021 / 2022 school year) | 17.9% (2022 / 2023 school year) | 5% |
| Suspension Rate | 1.5% suspended (2019 CA School Dashboard) | 0% | 0% | 0% | 0% |
| Parent Organization memberships including PTO, STEP, Site Council | 10% parent participation (6 members) (2020-21) | 4 full time members, with an additional 16 family members that offer continuous support as needed. | 4 full time members, with an additional 20 family members that offer continuous support as needed. | 5 full time members, with an additional 20 family members that offer continuous support as needed. | 25% parent participation (15 members) |
| Parents feel their student is safe at school | 80% (2020-21 Parent Survey) | 100% (2021-22 Parent Survey) | 100% (2022 / 2023 Parent Survey) | 98% (2023 / 2024 Parent Survey) | 100% agree or better on surveys |
| Staff feels workplace is supportive and inviting | 90% agree (2020-21 Staff Climate Survey) | 100% (2021-22 Staff Survey) | 100% (2022 / 2023 Staff Survey) | 100% (2023 / 2024 Staff Survey) | 100% agree or better on surveys |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------|---|---------------------------------|-----------------------------------|---------------------------------|---------------------------------|
| Students feel part of school | 100% agree (2020-21 Student Climate Survey) | 99.96% (2021-22 Student Survey) | 100% (2022 / 2023 Student Survey) | 100% (2023 / 2024 Staff Survey) | 100% agree or better on surveys |

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.

Chronic absenteeism was 28.6% in 2021 / 2022. The absenteeism rate improved to 17.9% in 2022 / 2023, and is continuing to show improvement. All actions were successfully 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.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

Based on our metrics our actions produced the desired results.

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.

The wording for Goal 2 changed slightly to reflect the value RVJESD has on family involvement. The metric monitoring suspension moved to Goal 3 (maintenance). The metric for parent involvement was changed to reflect actual parent and family participation since the previous metric of parents feeling their student was safe at school was consistently being met. The Student Connection metric was re-worded to align with the survey. The social-emotional supports action was replaced with an action to address chronic absenteeism since that is an area of focus.

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 | Maintain a safe, secure, and inviting physical environment (Priority 1/2/3/7)) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-----------------------|--|--|--|-----------------------------|
| Teacher Misassignment (1A) | 0 (2020-21) | As presented in the SARC, we have no misassignments. | As presented in the SARC, we have no misassignments. | As presented in the SARC, we have no misassignments. | 0 |
| Williams Complaints: Instructional Material (1B) | 0 (2019-20) | Through January 31, 2022 | 0 (2022 / 2023) | 0 (2023 / 2024) | 0 |
| Facilities Inspection Tool Report | Good (2020-21) | Presented at January 2022 Board Meeting | Exemplary (2022 / 2023) | Exemplary (2023 / 2024) | Good |
| Course Access (7ABC) | Met (Dashboard) | Met | Met | Met | Met |
| Implementation of Standards (2AB) | Met (Local Indicator) | Met | Met | Met | Met |
| Parent Involvement & Family Engagement (3ABC) | Met (Local Indicator) | Met | Met | Met | Met |

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.

All actions were successfully implemented as planned. The school has received positive feedback on the facilities upgrades.

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.

There were no material differences between budgeted expenditures and actual expenditures.

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

The actions were successful in achieving the desired results.

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.

Goal 3 is a Maintenance of Progress Goal in the 2024-25 LCAP. The metrics are met and will continue to be monitored. All facilities related actions have been folded into one action (action 3.1 in the 2024-25 LCAP).

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.

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