SONORA ELEMENTARY SCHOOL

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
Sonora Elementary School District	Cheryl Griffiths Superintendent	cgriffiths@sesk12.org 209-532-5491

Goals and Actions

Goal

Goal #	Description
1	Increase the number of students proficient in Math, Language Arts, and Science

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Testing Grades 3-8	2019 Smarter Balanced testing Results: Percentage of students who met or exceeded standards: Grade 3 ELA = 65% Math = 72% Grade 4 ELA = 56% Math = 57% Grade 5 ELA = 50% Math = 36% Grade 6 ELA = 45% Math = 33% Grade 7 ELA = 58% Math = 35% Grade 8 ELA = 50% Math = 38% Grade 5 Science 26.51% Grade 8 Science 37.65%	2021 Smarter Balanced testing Results: Percentage of students who met or exceeded standards: Grade 3 ELA =52.06% Math = 45.84% Grade 4 ELA = 50% Math =38.58 % Grade 5 ELA = 41.43% Math =29.29% Grade 6 ELA = 44.45% Math = 22.5% Grade 7 ELA = 54.21%Math = 22.89% Grade 8 ELA = 54.67 Math = 22.66% Grade 5 Science 24.28% Grade 8 Science 38.67%	2022 Smarter Balance testing results: Percentage of students who met or exceeded standards: Grade 3 ELA =52.27% Math =47.73 % Grade 4 ELA = 48.62% Math38.89% Grade 5 ELA = 39.48% Math =23.68% Grade 6 ELA = 31.51 Math =21.92 % Grade 7 ELA =56.96% Math =29.12 % Grade 8 ELA = 58.53%Math =30.49% Grade 5 Science 32.89% Grade 8 Science 45.13%	2023 Smarter Balance testing results: Percentage of students who met or exceeded standards: Grade 3 ELA =38.03% Math = 39.43% Grade 4 ELA =44.83 % Math44.83% Grade 5 ELA = 40.54% Math =31.08% Grade 6 ELA = 38.15%Math =31.58% Grade 7 ELA =43.07% Math = 20% Grade 8 ELA = 51.94%Math =25.64% Grade 5 Science 34.18 % Grade 8 Science 41.77%	The number of students who score proficient on the Smarter Balanced testing in math and language arts and the Science CAASPP Testing in 5th and 8th grade will increase 10 % each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall ELA Students with disabilities- very low all other groups- low Overall Math All groups- low	Overall ELA- Low Orange Low- Hispanic, Socioeconomically Disadvantages, white Very Low- Students with Disabilities Overall Math- Low- Orange Low- Hispanic, Socioeconomically Disadvantages, white Very Low- Students with Disabilities	
All students have sufficient access to standard-aligned curriculum.	100%	100%	100%	100%	100%

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.

The 2021-2024 LCAP was created by one superintendent and implemented by two other superintendents. I Ready was purchased back in 2021 but only reached full implementation this school year 23-24. Due to this lack of fidelity, CAASPP overall growth has not yet been achieved. Small gains were made in 5th and 6th grade.
Year 1 benchmarks were used by some teachers, year two benchmarks were used by all teachers and interventions were used by some teachers. This year benchmarks and intervention were used by all teachers. SES plans to continue the work we started in this area. We are just now at full implementation.
1.1 Math Software District will purchase diagnostic and intervention software to target support for socio- economically disadvantaged, EL, Foster Youth, and SWD.

The District is transitioning from Renaissance learning (STAR) to I Ready Diagnostics-AR Renaissance was purchased- STAR and Freckle were not

1.2 Reading Software District will purchase Accelerated Reading and STAR Reading Subscription. AR is reading incentive only - Renaissance was purchased

1.3 Paraprofessional Support in Tier 1, Tier 2, and Tier 3.
Paraprofessionals supported Tier 1, Tier 2, and Tier 3 instruction.

1.4 Assistant Principal
The District will continue to employ an Assistant Principal to oversee Title 1, Special Education, assessments, and student discipline.

1.5 EL Program Support
District provided additional support to the EL program with a .50 certificated position.

1.6 Special Education Teacher
District hired a fourth Special Education teacher to decrease the caseload of special education students for each teacher.

1.7 Technology
Technology maintained a 1:1 student ratio
Life of Chromebooks were extended this year so we did not need to purchase

1.8 Math & Science software and supplemental curriculum
Science materials were adopted and purchased for grades K-5
Gizmos was purchased to support science and math

1.9.Curriculum to Supplement ELA
Supplemental materials were purchased to support ELA

1.10 Additional Teachers
Teachers were not hired - not implemented

1.11 Diagnostic Software
The District renewed I-Ready, a diagnostic software for Math and ELA, includes training.

1.12 Opportunity Class Teacher
Not implemented

1.13 Student Data Review Teams-
Student Data Review was implemented twice a year to focus on student data

1.14 Provide special education assessment and services to students identified as being in need of these assessments and support services.
Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms.
Implemented

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 District moved away from renaissance Benchmark to I Ready k-8.
1.3 Staffing needs increased for para support
1.4 Staffing underbudgeted
1.5 Staffing underbudgeted
1.7 Chromebook life was expanded. No need to replace devised this year to remain at 1:1
1.8 Science adoption to be in compliance with most up to date curriculum.
1.11 District adopted I Ready
1.14 Para underbudgeted

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

Due to COVID learning loss and changes in administration it is hard to assess the effectiveness since there was not an increase in CAASPP scores.
Moving forward a site benchmark was added to see be able to assess short term growth.

1.1 Math Software District will purchase diagnostic and intervention software to target support for socio- economically disadvantaged, EL, Foster Youth, and SWD.
Math software is effective, however the District is transitioning from Renaissance learning (STAR) to I Ready Diagnostics- I ready is a k-8 benchmark that is consistent across grade levels where we are seeing effective student growth
1.2 Reading Software District will purchase Accelerated Reading and STAR Reading Subscription. AR is reading incentive only - Effective to encourage students to read and to show comprehension skills.
1.3 Paraprofessional Support in Tier 1, Tier 2, and Tier 3.
Paraprofessionals will support Tier 1, Tier 2, and Tier 3 instruction which includes low income, foster youth, EL students, and students with disabilities.
Effective - reduces adult to student ratios to differentiate to meets students needs.
1.4 Assistant Principal
The District will continue to employ an Assistant Principal to oversee Title 1, Special Education, assessments, and student discipline.
Effective for we are now able to have support and consistency across grade levels and school years.
Intervention is fully implemented this year in ELA
PBIS continues to grow.
Data shows discipline and suspensions down.
SDRT was held all students reviewed.
1.5 EL Program Support
District will continue to provide additional support to the EL program with a .50 certificated position.
Effective- higher reclassification rate and all ELD students received designated ELD.

1.6 Special Education Teacher
District will hire a fourth Special Education teacher to decrease the caseload of special education students for each teacher.
effective- All students receive SAI and caseloads were kept below 28 as required by Ed Code.
1.7 Technology
Update Technology to maintain 1:1 student ratio
Effective Student ratio is 1:1 in grades 1-8
TK and K 1:2 or 1:3 depending on class
All students are able to access online curriculum and intervention support as well as benchmarks.
1.8 Math & Science software and supplemental curriculum
Effective to maintain 100% of materials being state adopted.
1.9.Curriculum to Supplement ELA
ex Novel Sets for 3-6 grade reading support
Effective to differentiate to support students needs.
1.10 Additional Teachers
Not implemented due to funds expiring and lack of staffing
1.11 Diagnostic Software
The District will renew I-Ready, a diagnostic software for Math and ELA, includes training.
Highly Effective- SES now has a consistent benchmark used across all grade levels K-8 with additional interventions to meet student's needs.
1.12 Opportunity Class Teacher
Not implemented
1.13 Student Data Review Teams-
Effective Student Data Review was implemented twice a year to focus on student data
All students discussed and appropriate Tier 2 intervention implemented. Assessments for Tier 3 when appropriate.
1.14 Provide special education assessment and services to students identified as being in need of these assessments and support services.
Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, Students with Disabilities are at greater risk of not achieving grade level standards.
All students, included special education students, will receive core plus more Tier 2 intervention in ELA
Effective - Student data benchmarks and assessments are utilized throughout the school year to make sure all students are progressing on grade level standards.

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.

Due to COVID learning loss and changes in administration it is hard to assess the overall effectiveness since there was not an overall increase in CAASPP scores. Small gains were made in 5th and 6th grade.

Moving forward additional metrics were added. A site benchmark was added to see be able to assess short term growth. The overall goal was rewritten to increase student achievement. Through a Multi-Tiered Systems of Support (MTSS)
increase student achievement/performance via strong instructional supports, such as staffing, curriculum based on standards, and the use of technology. The goal remains continuous improvement, however additional metrics were added based on the Strategic Plan and MTSS Plan.

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	District will offer staff development to teachers in instructional strategies and utilizing core curriculum and MTSS programs

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Needs analysis/survey data, Smarter Balanced Testing	80% of teachers have received training in Common Core Standards due to teacher turnover	No additional common core training took place this year	86% of teachers received training in I Ready August 19th and November 1st 100% of teachers received training on August 19th on effective teaching strategies.	100% of teachers received training in I Ready.	100% of teachers received training in Common Core Standards and teaching strategies.
All teachers will be fully credentialed and appropriately assigned.	97% of our teachers are fully credentialed and appropriately assigned.	97% of our teachers are fully credentialed and appropriately assigned.	97% of our teachers are fully credentialed and appropriately assigned.	State data not available at this time	100% of teachers will be fully credentialed and appropriately assigned.
20% EL students will be reclassified as proficient	24.2% of ELL students are reclassified as proficient.	20% of El students reclassified as proficient	20% of El students reclassified as proficient	29% of El students reclassified as proficient	42% of EL students will be reclassified as proficient.

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.

This goal was very specific as to what professional development would be implemented. Moving forward the goal increases professional development to staff in all areas. Teachers received professional development in other areas in addition to Common Core.
2.1 Three in-service days Days were provided to staff- Two before school and one on Nov 1
2.2 Release Days for benchmark tests and standard-based report cards-With a staffing shortage release days were not fully utilized.
2.3 PLC were held monthly.

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.

2.2 With a staffing shortage release days were not fully utilized.
2.3 PLC were held however there is no expense for time was created after school for PLC's.

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

Professional development is effective in that it keeps our staff up to date in their field. Overall CAASPP data was not made, however small gains were made in 5th and 6th grade. With a PD focus on SEL and PBIS gains were made in reducing chronic absenteeism and attendance. PD was also provides for integrated and designated ELD and there was an increase in the EL reclassification rate.
2.1 Three District in-service days
District will continue to schedule 3 days in the 2023-2024 calendar for staff development in MTSS (Multiple Tiered Systems of Support) which include grade level standards and teaching strategies.
Effective
All teaching staff participated in professional development on the Nov. 1 PD day in the area of continuous improvement through looking at data and interventions.
2.2 Release Days for benchmark tests and standard-based report cards
TK-8th Grade teachers will have 3 release days during the year to grade student benchmark test, assess data, and/or work on standard-based report cards.
Ineffective- No data to support that this supports students. Very few teachers utilized this.
2.3 Professional Learning Communities (PLC)
The District will hold monthly and bi-monthly if needed PLCs.
Ineffective as written- The District has a goal moving forward on professional development.

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 change is this goal was made to improve professional development to address all areas of the state priorities.

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 campus-wide Positive Behavior Support Plan which provides a common Code of Conduct for all students and staff in order to increase school-wide appropriate student behavior and decrease the number of suspensions. Maintain a safe campus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of citations, suspensions and expulsions in 2018-19, which was the last full year without COVID restrictions.	2018-19 Citations = 1303 Suspensions = 75 Expulsions = 3	2020-2021 data unavailable	2021-2022 Citations:242 unduplicated student count 117 Suspensions:70 Expulsions:5 All students- very high Subgroups	2022-2023 Citations:70 unduplicated student count 44 Suspensions:52 Expulsions:3 Suspension Rate Declined by 3.2% 4.6 % suspended at least one day All students- High Very Low- Two or more races Medium- English Learners & Homeless High- Socioeconomically disadvantaged & white Very High Students with disabilities & Hispanic	There will be a 20% decrease in the number of behavior citations and suspensions. All subgroups, including SWD, EL, socioeconomic, and foster youth will have a reduction in violations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Green- English Learners & Homeless Blue- Two or more races Yellow Hispanic, Socioeconomically disadvantaged, & White	
Middle School Drop out rate	19-20 Zero	20-21 Zero	21-22 Zero	22-23 zero	maintain at zero
CHKS California Healthy Kids Survey on School Connectedness and Safety	19-20 77% of 5th graders and 65% of 7th graders reported feeling of school connectedness. 83% of 5th graders and 68% of 7th graders reported feeling safe at school.	20-21 75% of 5th graders and 61% of 7th graders reported feeling of school connectedness. 88% of 5th graders and 69% of 7th graders reported feeling safe at school.	21-22 71% of 5th graders and 53% of 7th graders reported feeling of school connectedness. 73% of 5th graders and 48% of 7th graders reported feeling safe at school. CHKS percentages are down across schools, counties, and the state	22-23 74% of 5th graders and 55% of 7th graders reported feeling of school connectedness. 80% of 5th graders and 63% of 7th graders reported feeling safe at school. 89% of 5th graders feel academically motivated	100% of 5th graders and 7th graders will report a feeling of school connectedness and feeling safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			89% of 5th graders feel academically motivated 88% of 5th graders feel safe on the way to and from school	85% of 5th graders feel safe on the way to and from school	

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.

This goal was very specific and targeted a PBIS model using only discipline, suspension, middle school drop out , and the CHKS survey as metrics.
Discipline, and suspensions did decrease. Middle school drop out rate remained at zero. The CHKS survey showed little growth.
3.1 Provide incentives for student positive behavior
Implemented- We will continue to expand in this area.
3.2 Healthy Kids Survey
Students in Grades 5 and 7 will take the Healthy Kids Survey
Implemented- Students will take the CHKS survey annually for the school to use the data for area of need and to show improvement.
3.3 Focus Room
Focus Room was staffed as a time-out room for behavioral interventions and for students to finish their work.
3.4 Camera System
Not implemented
3.5 Provide ALICE Training
Implemented
Admin attended a two day train the trainers ALICE training.
Admin did a review for site.
3.6 Behavior Services
Implemented
Classified staff hired and trained with follow up professional development with a focus on PBIS
3.7 Professional Development

Implemented- Staff knowledge and understanding to implement PBIS essential to improving our program.- We are continuing to build on this work
Professional Development in the area standards and PBIS to reduce the suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.

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.

3.4 camera was under warranty
3.5 No cost for ALICE training
3.6 Staffing underestimated

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

The focus on PBIS proved to be effective for discipline and suspensions reduced.
3.1 Provide incentives for student positive behavior
Effective
Data shows that suspension and referral rates are reduced.
3.2 Healthy Kids Survey
Students in Grades 5 and 7 will take the Healthy Kids Survey
Effective- Students will take the CHKS survey annually for the school to use the data for area of need and to show improvement.
3.3 Focus Room
Staff a Focus Room as a time-out room for behavioral interventions and for students to finish their work.
While suspension and referral rates have been reduced, students should not be removed from class and there is no direct correlation to the focus room. Alternatives to suspension are being utilized. This goal is not moving forward.
3.4 Camera System
Not utilized
Ineffective- goal not moving forward
3.5 Provide ALICE Training
Admin attended a two day train the trainers ALICE training.
Admin did a review for site.
SPD will train staff every other year while admin does a refresher in the off years.
Goal effective and will continue however this goal is not moving forward in the LCAP
3.6 Behavior Services

Add classified staff to aide in behavior management at recess and in classrooms to reduce the suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.
Classified staff hired and trained with follow up professional development with a focus on PBIS
Goal effective in reducing playground referrals.
3.7 Professional Development
Professional Development in the area standards and PBIS to reduce the suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.
Effective- Staff knowledge and understanding to implement PBIS essential to improving our program.

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.

This goal has been expanded to include increased student engagement and conditions and climate.
Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.
Attendance rates were added to this goal as well as SEL curriculum, a SABERS benchmark, a local climate survey, and parent outreach.

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 or maintain a student attendance rate of 96%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AERIES attendance data, CALPADS (Fall 1, Fall 2, End of Year Attendance Reports)	2018-19 ADA at 96% of Enrollment	20-21 ADA enrollment of 91.5%	21-22 Enrollment ADA enrollment of 90.31%	22-23 Enrollment ADA enrollment of 90.14%	ADA will be 96% or higher of enrollment.
Chronic absenteeism rate	10.8%	28.8%	38.8% All students - very high all sub groups- very high	25.7 Declined 13.1% All students - Yellow sub groups- EL, Socioeconomically disadvantaged, and white- yellow Homeless, Students with disabilities, Hispanic, and Two or more Races- Orange	decreased by 20% All subgroups, including SWD, EL, socioeconomic, and foster youth will reduce chronic absenteeism rates.
Number of parents contacted regarding attendance (outreach calls)	This is a new metric	Covid has drastically increased absences, and therefore the number of outreach. Our attendance clerk resigned mid year and	100% of students' parent and/or guardians receives outreach when a student is absent	100% of students' parent and/or guardians receives outreach when a student is absent	notification will be made regarding absences 100% of the time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		we have not been able to hire a new person, so data is not accurate.	either through text, email, or a phone call.	either through text, email, or a phone call.	
Increase the number of parents responding to parent feedback surveys.	This is a new metric.	12% of families responded to feedback surveys.	14%	survey done in March- No data at this time	50% of parents will respond to parent feedback 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.

While chronic absenteeism rates declined in year 2 and year 3 overall attendance did not significantly increase
4.1 A2A Software
Contract with School Innovations and Achievement (SIA) to contact parents with truancy letters. Full Implementation
4.2 All facilities will be maintained and in good repair
Maintain a safe attractive school that students look forward to coming to
Full implementation- School in good repair

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.

NONE

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

This goal was effective in reducing chronic absenteeism.
4.1 A2A Software
Contract with School Innovations and Achievement (SIA) to contact parents with truancy letters.
Effective- Increasing parent communication effective in reducing chronic absenteeism

4.2 All facilities will be maintained and in good repair
Maintain a safe attractive school that students look forward to coming to
Effective- Student connectedness to school involves the conditions and climate of the school which includes facilities that are safe.

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.

Moving forward this goal has been combined into one goal around student engagement, conditions and climate. For attendance impacts student engagement, conditions, and climate.

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	District will offer a broad course of study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Aeries course enrollment report, Parent Surveys, Observations, Student work samples, survey results	There were 84 students who enrolled in band in 2019-20. Due to COVID-19, restrictions in 2020-21, enrollment in the band program was impacted by the type of instruments and the mode of instruction. There is a GATE Program offered to 3-8th grade students. Students in grades TK-6 received art instruction	There were 67 students enrolled in Band in 21-22.	There were 90 students enrolled in band in the 22-23 school year. All 4th graders received music. There is a GATE Program offered to 3-8th grade students. Students in grades TK-6 received art instruction. Electives were offered two days a week in grades 7 and 8.	Art is offered to all students in grades 1-8. All students 1-6 have art. 7-8 art is an elective. The band position was unfilled for 23-24 due to lack of staffing.	Enrollment in band will increase by 10%/year

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.

The District was unable to fill the open band position during the 2023-2024 school year. The District continued to offer art to grades 1-8.
The District added a drama class for grades 4 through 8.
5.1 While the band position was unfilled during the 2023-2024 school year the school was able to add a drama class in the same year.
5.2 Salary underestimated
5.3 After school activities for Gifted and Talented Students (testing and activities were provided)
5.4 Electives- hired drama teacher

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.

5.1 While the band position was unfilled during the 2023-2024 school year the school was able to add a drama class in the same year.
5.2 Salary underestimated
5.4 Electives- hired drama teacher

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

This goal was effective by providing the arts to all students.
5.1 Ineffective- While the band position was unfilled during the 2023-2024 school year the school was able to add a drama class in the same year.
5.2 Art classes Effective - All students 1-6 received art weekly and 7/8 had option as elective
5.3 After school activities for Gifted and Talented Students- Effective for small sub group- action not carried forward
5.4 Electives- hired drama teacher _Effective- Students in grade 4-6 had drama weekly and 7/8 had option as elective

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.

This goal moves forward to address the state priority of offering a Broad Course of Study. The goal was revised to include after school enrichment opportunities and athletics.

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