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
San Pasqual Union Elementary School District	Mark Burroughs Superintendent/Principal	mark.burroughs@sanpasqualunion.net (760) 745-4931

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement for all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	2019 CAASPP Key: +/- = points above or below standard VH = Very High H = High M = Medium L = Low DISTRICTWIDE +31.3 (H) White +47.6 (VH) Hispanic +2.9 (M) Socioeconomically Disadvantaged -4.4 (M) English Learners -19.1 (L) Students with Disabilities -60.4 (L)	Due to the suspension of the CA Dashboard and suspension/ modification of CAASPP testing, points above and below standard are not reported. As such, 2021 CAASPP proficiency scores will establish the new baseline. 2021 ELA CAASPP Proficiency: State Average: 49% District Average: 52% White 64% Hispanic 31% Socioeconomically Disadvantaged 32%	2022 ELA CAASPP Proficiency: State Average: 47% (-2%) District Average: 52% (no change) White 61% (-3%) Hispanic 38% (+7%) Socioeconomically Disadvantaged 34% (+2%) English Learners 7% (+7%) Students with Disabilities 12% (-4%) Source: https://dq.cde.ca.gov/dataquest/	2023 ELA CAASPP Proficiency: State Average: 47% (no change) District Average: 50% (-2%) White 60% 22 to 23: -1% 21 to 23: -3% Hispanic 34% 22 to 23: -4% 21 to 23: +3% Socioeconomically Disadvantaged 41% 22 to 23: +7% 21 to 23: +9% English Learners 9% 22 to 23: +2% 21 to 23: +9% Students with	DISTRICTWIDE 62% (5%/year increase) White 66% (1%/year increase) Hispanic 41% (5%/year increase) Socioeconomically Disadvantaged 42% (5%/year increase) English Learners 20% (10%/year increase) Students with Disabilities 26% (5%/year increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Learners 0% Students with Disabilities 16% Source: https://dq.cde.ca.gov/dataquest/		Disabilities 28% 22 to 23: +16% 21 to 23: +12% Source: https://dq.cde.ca.gov/dataquest/	
Math CAASPP	2019 CAASPP DISTRICTWIDE +7.9 (H) White +18.4 (H) Hispanic -15.8 (M) Socioeconomically Disadvantaged -22.0 (M) English Learners -27.6 (L) Students with Disabilities -66.8 (L)	(See explanation above for setting of new baseline) 2021 Math CAASPP Proficiency: State Average: 34% District Average: 49% White 55% Hispanic 35% Socioeconomically Disadvantaged 30% English Learners 0% Students with Disabilities 16% Source: https://dq.cde.ca.gov/dataquest/	2022 Math CAASPP Proficiency: State Average: 33% (-1%) District Average: 47% (-2%) White 56% (+1%) Hispanic 28% (-7%) Socioeconomically Disadvantaged 25% (-5%) English Learners 7% (+7%) Students with Disabilities 12% (-4%) Source: https://dq.cde.ca.gov/dataquest/	2023 Math CAASPP Proficiency: State Average: 35% (+2%) District Average: 52% (+5%) White 61% 22 to 23: +5% 21 to 23: +6% Hispanic 39% 22 to 23: +11% 21 to 23: +4% Socioeconomically Disadvantaged 31% 22 to 23: +16% 21 to 23: +1% English Learners 9% 22 to 23: +2% 21 to 23: +9% Students with Disabilities 16% 22 to 23: +4% 21 to 23: N/C	DISTRICTWIDE 59% (5%/year increase) White 59% (2%/year increase) Hispanic 45% (5%/year increase) Socioeconomically Disadvantaged 40% (5%/year increase) English Learners 20% (10%/year increase) Students with Disabilities 26% (5%/year increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Source: https://dq.cde.ca.gov/dataquest/	
Science CAST	2019 CAST State Average: 29.93% 5th Grade: 36.36% 8th Grade: 16.44%	2021 CAST Proficiency: State Average: 28.72% District Average: 38.39% 5th Grade: 41.67% 5.31% increase nearly hits the 3-year goal of 42% 8th Grade: 34.61% 18.17% increase exceeds the 3-year goal of 31%. New goal set at 35%. Source: https://dq.cde.ca.gov/dataquest/	2022 CAST Proficiency: State Average: 29% (no change) District Average: 46% (+8%) 5th Grade: 69% (+27%) 8th Grade: 31% (-4%) Source: https://dq.cde.ca.gov/dataquest/	2023 CAST Proficiency: State Average: 30% (+1%) District Average: 29% (-17%) 5th Grade: 29% (-40%) 8th Grade: 29% (-2%) Source: https://dq.cde.ca.gov/dataquest/	5th Grade 42% or higher (2%/year increase) 8th Grade 31% or higher 5%/year (increase) NEW GOAL 35%
Measure of Academic Progress (MAP) ELA - Achievement vs Growth	Student MAP results can be disaggregated into 4 quadrants by comparing achievement (level of academic proficiency) with growth (level of academic progress). When comparing any 2 testing sessions,	Winter 2021 to Winter 2022 MAP - ELA 34% High Achievement/High Growth 32% High Achievement/Low Growth	Winter 2022 to Winter 2023 MAP - ELA 40% High Achievement/High Growth 22% High Achievement/Low Growth	Due to NWEA reporting, whole-school reporting is not currently available. Rather, available data is reported per grade level quadrants as follows:	17% Low Achievement/Low Growth (2%/year decrease)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	each students falls within one of 4 categories including: High Achievement/High Growth High Achievement/Low Growth Low Achievement/High Growth Low Achievement/Low Growth The baseline of this metric measures the students in the Low Achievement/Low Growth quadrant as measured by comparing the Winter 2020 ELA MAP score with the Winter 2021 ELA MAP score. Winter 2020 to Winter 2021 MAP - ELA 23% Low Achievement/Low Growth	12% Low Achievement/High Growth 22% Low Achievement/Low Growth Source: NWEA Growth vs Achievement (NCE) scatterplot, 3/23/22 The 22% Low/Low indicator reflects a 1% decrease, slightly below the annual goal of 1%.	13% Low Achievement/High Growth 25% Low Achievement/Low Growth Source: NWEA Quadrants Reading 3/20/23 The 40% High Achievement/High Growth shows a 6% increase in the optimal quadrant. The 25% Low/Low indicator reflects a 3% increase from prior year.	Grade 2: High Achievement/Low Growth Grade 3: High Achievement/High Growth Grade 4: High Achievement/High Growth Grade 5: High Achievement/High Growth Grade 6: Low Achievement/Low Growth Grade 7: Medium Achievement/Low Growth Grade 8: Low Achievement/Low Growth	
Measure of Academic Progress (MAP) Math - Achievement vs Growth	2020 to 2021 MAP - Math	Winter 2021 to Winter 2022 MAP - Math	Winter 2022 to Winter 2023 MAP - Math	Due to NWEA reporting, whole-school reporting is not currently available.	26% (3%/year decrease)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	35% Low Achievement/Low Growth	30% High Achievement/High Growth 24% High Achievement/Low Growth 21% Low Achievement/High Growth 25% Low Achievement/Low Growth The 25% Low/Low indicator reflects a 10% decrease, significantly more than the annual goal of 3%/year. Source: NWEA Growth vs Achievement (NCE) scatterplot, 3/23/22	33% High Achievement/High Growth 23% High Achievement/Low Growth 17% Low Achievement/High Growth 27% Low Achievement/Low Growth Source: NWEA Growth vs Achievement (NCE) scatterplot, 3/20/23 The 33% High Achievement/High Growth shows a 3% increase in the optimal quadrant. The 27% Low/Low indicator reflects a 2% increase from prior year.	Rather, available data is reported per grade level quadrants as follows: Grade 2: High Achievement/High Growth Grade 3: High Achievement/High Growth Grade 4: High Achievement/High Growth Grade 5: High Achievement/High Growth Grade 6: Low Achievement/Low Growth Grade 7: High Achievement/Low Growth Grade 8: High Achievement/High Growth	
English Learner Progress	English Learner progress ELPAC % Language Moderately or Well Developed 2019 - 78% 2020 - 73% Baseline - 75%	2021 ELPAC Results: Minimally Developed: 8.70 Somewhat Developed: 30.43 Moderately Developed: 41.30 Well Developed: 19.57	2022 ELPAC Results: Minimally Developed: 18% (9%) Somewhat Developed: 31% (+1%) Moderately Developed: 35% (-6%)	2023 ELPAC Results: Beginning to Develop: 12% (-19%) Somewhat Developed: 26% (-7%) Moderately Developed: 28% (-	75% or higher ELPAC Language Moderately or Well-Developed 10% or higher reclassification rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner reclassification rate 2019 - 11% (7 students) 2020 - 14% (9 students) 2021 - 4% (2 students) Baseline - 10%	ELPAC % Language Moderately or Well Developed 2022 - 61% English Learners were disproportionately impacted by school shutdowns and reduced on-campus supports. The 2022 EL Learner progress scores represent a 12% decrease from the prior year. Source: https://dq.cde.ca.gov/dataquest/ In the 2021/22 school year, 19% of English Learners (10/52) were reclassified.	Well Developed: 15% (-5%) ELPAC % Language Moderately or Well Developed 2022 - 50% (-11%) Although the % of English Learners demonstrating Language Moderately or Well Developed dropped by over 10%, it should be noted that nearly 20% of the English Learners the year before reclassified and are no longer counted in this data. Source: https://dq.cde.ca.gov/dataquest/ RECLASSIFICATION In the 2022/23 school year, 19.3% of English Learners (11/57) were reclassified.	7%) Well Developed: 33% (+18%) ELPAC % Language Moderately or Well Developed 2023 - 40% (-10%) Although the % of English Learners demonstrating Language Moderately or Well Developed dropped by 10%, it should be noted that students testing "well-developed" increased by nearly 20%. Source: https://dq.cde.ca.gov/dataquest/ RECLASSIFICATION 2023/24 Reclassification process pending	
3rd Grade Reading Proficiency	2020 3rd Grade Winter MAP % at or above 50th percentile 2020 - 41%	The Forecast 5 tool used to determine Winter MAP % at or above the 50th percentile is no longer	Students At or Above Grade-Level Mean-RIT Scores	Due to NWEA reporting, reading proficiency is not currently reported as quintiles (5 groups)	75% (2%/year increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 - 29%	available. As such, an appropriate and available metric would be "Students At or Above Grade-Level Mean-RIT" scores. Baseline metrics are as follows: Winter MAP 2021: 57% Winter MAP 2022: 71% As such, from there is a 14% increase in students at or above the grade level mean. NEW GOAL 75% Source: NWEA Grade Report, Grade 3, Students At or Above Grade-Level Mean RIT, 3/22/22	Winter MAP 2023: 59% (-12%) Source: NWEA Grade Report, Grade 3, Students At or Above Grade-Level Mean RIT, 2/3/23	rather than quartiles (4 groups). Per Winter 2023 and 2024 ELA MAP testing, 3rd graders tested as follows: 1st-20th: 11% (3 point decrease) 21st-40th: 11% (7 point decrease) 41st-60th: 21% (10 point increase) 61st-80th: 32% (4 point decrease) >80th: 25% (4% increase)	
Curricular Adoptions	Instructional Materials Aligned to Academic Standards ELA - Full Implementation & Sustainability (5) Mathematics - Full Implementation (4)	No change Mathematics: Supplemental "Eureka Math" materials added in TK-5th grades. Kendall Hunt "Illustrative Math" piloted in 6th-8th grades.	No change Mathematics: TK-5th grades - Continue to use supplemental "Eureka Math" materials to support Engage NY program.	No change Mathematics: TK-5th grades - Continue to use supplemental "Eureka Math" materials to support Engage NY program.	Science - Full Implementation (4) History/Social Science: TK-5th - Initial implementation (3) 6th-8th - Full Implementation (4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science - Initial Implementation (3) History/Social Science - Initial Implementation (3)	Science: HMH "Science Dimensions" adopted for TK-5th grades. History/Social Studies: Curricular options researched. Pilot expected in 2022/23.	6-8th grades - Adopted "Desmos" curriculum Science: No change History/Social Studies: 6th-8th grade piloting McGraw Hill Impact with goal of adoption to start 2023/24 school year. Committee formed to facilitate TK-5th grade adoption process.	6-8th grades - Continue to use "Desmos" curriculum Science: Initial Implementation (3) History/Social Studies: June 2023 - Adpoted McGraw Hill Impact for 6th-8th grades. Spring 2024 - Investigating multiple options for TK-5th grade adoption.	
Basic Services	96% (27 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas 100% of students have sufficient access to standards-aligned instructional materials	2021/22 100% (29 of 29) of teachers are appropriately assigned and fully credentialed in the subject areas Sufficient materials: No change	2022/23 96% (27 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas Sufficient materials: No change	2023/24 89% (25 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas. Sufficient materials: No change	Maintain or increase
Implementation of State Standards	100% of classrooms implemented state standards (CCSS and ELD) to ensure all students, including English Learners, have access to	No change 2021/22 Local Indicators approved by Governing Board on 6/23/21	No change 2022 Local Indicators approved by the Governing Board on 9/13/22. 2023 Local Indicators to be	No change 2023 Local Indicators approved by the Governing Board on 6/14/23. Per the 2023 CA Dashboard, the	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	content as measured by self-assessment rubrics on the CA Dashboard, "Basics: Teachers, Instructional Materials, Facilities"		presented to the Board with LCAP on 6/13/23.	District has met standards for all local indicators.	
Broad Course of Study	100% of students have access to a broad course of study, including unduplicated pupils and individuals with exceptional needs, as evidenced by master schedules and student report cards.	No change	No change	No change	Maintain

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 successfully implemented most planned actions reflected in the LCAP, including reading and English language support, grade-level subject leads, curricular adoptions, and technology upgrades. Due to COVID-19, staff was provided with less formal professional development than originally planned and the TK-5th grade History/Social Science curriculum was delayed.

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.

BUDGET UPDATES PENDING FROM KRISTIN!!!

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

Goal 1.1 Reading Support and Goal 1.4 English Language Support - Overall, the District's actions were effective in increasing academic achievement, especially for our subgroups. Specifically, on the ELA CAASPP, while District-wide proficiency dipped slightly over the 3-year period, achievement levels for all subgroups, including Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities all increased over this time period. With regards to mathematics, District-wide proficiency increased by 5% with all subgroups also showing increases during this period. When analyzing benchmark testing data, students show high rates of growth in 2nd through 5th grades. However, in grades 6th through 8th, regression is observed in both achievement and growth measures. Persistently low scores in 8th-grade science suggest students are not being exposed to enough scientific rigor. Fluctuating science scores in 5th grade suggest inconsistencies in student learning opportunities.

Goal 1.2 Grade-Level Subject Leads and Goal 1.3 Curriculum and Technology - The use of grade-level leads were effective in the TK-5th grade science curriculum and 6th-8th grade history curriculum. Grade-level leads are currently piloting TK-5 social studies curriculum for anticipated adoption in the 2024/25 school year. We also expect to utilize grade-level leads to improve science outcomes for 5th and 8th-grade students.

Goal 1.5 Teacher Development for District Learning Initiatives - COVID, staffing changes, and challenges with the E3 initiative hampered professional development efforts for staff. As a result, District goals were updated to prioritize staff 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.

Despite an increase of 9% in ELA proficiency, English learners were rated as RED on the CA Dashboard. Due to the changing student population due to the reclassification process, the metrics used to determine English Learner Progress do not seem effective. For the upcoming LCAP, the District intends to utilize the English Learner Progress metric found on the CA Dashboard. The District will also set a goal to reduce the number of Long-Term English Learners (LTELs).

Additionally, internal benchmark testing data suggests that students' grade-level ELA and math growth and proficiency (as measured by MAP testing) decline in the middle grades. As such, the District intends to set actions and goals to improve middle school outcomes. The District also intends to change the master schedule to provide grade-level Tier 2 interventions at specific times of the day, reducing the disruption to core instruction and within-classroom learning.

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	Build Students of Character and Confidence

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS Implementation	MTSS Site Team Beginning Development (2) Site Team (7 staff members with SDCOE lead) formed and trained	MTSS Site Team met 13 times during the 2021/22 school year. The team focused on the implementation of Positive Behavior Intervention and Supports (PBIS).

Year 1 Update: Beginning Development (2) | MTSS Site Team met 10 times during the 2022/23 school year. The team made progress on the implementation of Positive Behavior Intervention and Supports (PBIS), including the establishment of SOAR principles.

Year 2 Update: Initial Implementation (3) | As of 1/3/24, the MTSS Site Team has met 4 times during the 2023/24 school year. The team's effort earned the PBIS Silver award from the California Department of Education.

Year 3 Mid-Year Update: Initial Implementation (3) | Full Implementation (4) All staff trained and structures implemented |
| Social Emotional Learning (SEL) Program | SEL Program Exploration and Research Phase (1) Teacher hired, no current program | Social Emotional Arts Learning (SEAL) teacher meets weekly with all TK-5th grade students, infusing Social-Emotional Learning with the arts. The SEAL teacher also meets with | SEAL lessons are taught weekly to TK-5th grade students. VAPA classes are offered twice weekly on a trimester basis to all 6th, 7th, and 8th-grade students. | SEAL lessons are taught weekly to TK-8th grade students. VAPA classes are now offered twice weekly as an Exploratory Class. | Full SEL Implementation (4) integrated with visual and performing arts |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		middle school students for Arts Integration (through history) and a VAPA elective class. SEAL Teacher published a survey (results pending) to determine Year 1 program effectiveness and potential improvements for Year 2. Additional/Supplemental SEL programs currently being explored. Program Status: Beginning development (2)	VAPA Core is offered during student lunch. 86% of teachers surveyed would opt to continue arts-integrated SEL program Program Status: Initial Implementation (3)	Mid-Year Program Status: Initial Implementation (3)	
Conditions and Climate Local Indicator - Suspension Rate	2019/20 School Year All 1.71% Foster Youth 42.11% Students with Disabilities 6.9% Socioeconomically Disadvantaged 4.88%	2020/21 School Year All 0.80% Foster Youth 21.43% Students with Disabilities 1.72% Socioeconomically Disadvantaged 1.84% Source: https://dq.cde.ca.gov/dataquest/ 2021/22 (as of 3/22/22) All 1.01%	2021/22 All - 1% (+0.2%) Foster Youth - Not Reported Students with Disabilities 3.4% (+1.42%) Socioeconomically Disadvantaged 2.2% (+0.36) (Source: https://dq.cde.ca.gov/dataquest/)	2022/23 GREEN on Dashboard All - 0.8% (-0.2%) Foster Youth - Not Reported Students with Disabilities 3.1% (-0.3%) Socioeconomically Disadvantaged 1.4% (-0.8%)	All 0.5% or less (lowest performance level in Dashboard) Foster Youth <2% Students with Disabilities <2% Socioeconomically Disadvantaged <2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth 0% Students with Disabilities 3.45% Socioeconomically Disadvantaged 1.72% (Source: Synergy, Discipline Query) Overall suspensions decreased from the 2019/20 school year. The most significant drop was in the foster youth subgroup. However, this should be viewed with caution due to school closures and the temporary closure of San Pasqual Academy. Reduced suspension rates were also noted in other subgroups, including Students with Disabilities and Socioeconomically Disadvantaged youth.	Suspension rates in 2021/22 increased slightly among all groups listed. However, it should be noted that the 1% suspension rate is still considered "Low" on the CA Dashboard. 2022/23 All - 0.82% (-.18%)	(Source: https://dq.cde.ca.gov/dataquest/)	
Conditions and Climate Local Indicator - Expulsion Rate	2020/21 School Year 0%	0%	0%	0%	Maintain
Chronic Absenteeism	2020/21 School Year (as of 2/26/21)	Chronic Absenteeism (absent 10% or more)	2021/22 State: 30% (+15.7%)	2022/23 State: 25% (-5%)	3.14% or lower (decrease 1%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6.14%	2020/21 State: 14.3% San Pasqual Union: 2.1% Source: https://dq.cde.ca.gov/dataquest/ 2021/22 (as of 2/25/22, end of Trimester 2) State: N/A San Pasqual Union: 1.83% (Source: Attendance & Truancy 2021/22, Trimester 1 & 2, Summary Report Despite pandemic challenges, the rate of chronic absenteeism remain low. This number is reflective of the District's efforts to consistently implement Independent Study Contracts for students absent for 3 or more consecutive days.	San Pasqual Union: 4.3% (+2.2%) (Source: https://dq.cde.ca.gov/dataquest/) Per the CA Dashboard, 4.3% chronic absenteeism is considered "Low". 2022/23 San Pasqual Union: 7.36% (+3.06%) While some grade levels maintained low levels of chronic absenteeism (i.e., 3rd grade at 3.28% and 5th grade at 3.57%), 8th grade, at 20%, had the highest chronic absenteeism rates among all grade levels.	San Pasqual Union: 6.6% 22 to 23: +2.3% 21 to 23: +4.5% Despite increases in Chronic Absenteeism, the state average is nearly four times that of SPU. (Source: https://dq.cde.ca.gov/dataquest/)	
Attendance Rate (ADA)	2017/18 - 96.62% 2018/19 - 97.41%	Attendance Rate (ADA)	Attendance Rate (ADA) 2021/22 - 94.17%	Attendance Rate (ADA) 2022/23 - 96.12%	Increase/Maintain attendance rates at 96% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019/20 - 95.75%, through P2 due to COVID closure 2020/21 - ADA percentage not reported	2021/22 (as of 4/7/22): 95.90% (Source: P2 Query)	(Final P2) 2022/23 ADA 95.23 % (Final P2)		
Middle School Dropout Rate	2020/21 School Year 0%	0%	0%	0%	Maintain
CHKS - Anti-Bullying Climate	2021 CHKS 81% 5th Grade Students "Agree" or "Strongly Agree" 60% 7th Grade Students "Agree" or "Strongly Agree"	Anti-Bully Climate at School 80% 5th Grade Students "Agree" or "Strongly Agree" 40% 7th Grade Students "Agree" or "Strongly Agree" Source: 2022 CHKS While 5th grade scores remained relatively stable, 7th grade scores (already low at 60%) dropped another 20%. When analyzing results, factors contributing to the decline reflected a belief that students do not consistently speak out in support of other	Anti-Bully Climate at School 77% 5th Grade Students "Agree" or "Strongly Agree" (-3%) 38% 7th Grade Students "Agree" or "Strongly Agree" (-2%) Source: 2023 CHKS	Anti-Bully Climate at School 76% 5th Grade Students "Agree" or "Strongly Agree" (-1%) 52% 7th Grade Students "Agree" or "Strongly Agree" (+14%) Source: 2024 CHKS	>80% 7th grade (increase 7%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students. It should be noted that the same 7th grade cohort also saw significant decreases in other wellness indicators (i.e., social-emotional supports, optimism scale, school connectedness) while showing increases in chronic sadness (10%) and suicidal ideations (7%).			
CA Physical Fitness Testing (PFT)	87.8% (scoring 5 or 6 on 6-point scale)	PFT results not available - PFT suspended since 2019 2022 Participation Rates: 5th Grade: 98% (46/47) 7th Grade: 100% (50/50)	2023 Results: 79% (scoring 5 or 6 on a 6-point scale) 2023 Participation Rates: 5th Grade: 100% (56/56) 7th Grade: 100% (58/58)	2024 Results: 78% (scoring 5 or 6 on 6-point scale) 2024 Participation Rates: PENDING	93% or higher (increase 2%/year)
Digital Citizenship Program	Digital Citizenship Program Beginning Development (2) Program identified, not currently implemented	No change	Partnered with SmartSocial.com to provide online safety lessons for teachers, students, parents, and administrators.	No change	Full Digital Citizenship Program Implementation (4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Program status: Beginning Development (2)		

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 successfully implemented most planned actions reflected in the LCAP, including the establishment of a Multi-Tiered System of Support (MTSS) Team and Social Emotional Arts Learning (SEAL) program. Due to challenges with COVID and related school closures, the District did not implement the Digital Citizenship Program through Common Sense Media, as planned. Rather, the District formed a partnership with SmartSocial to assist with Internet and social media safety and best practices.

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.

PENDING $$ UPDATES FROM KRISTIN!!!

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

Overall, the District's actions in Goals 2.1 and 2.2 were effective in promoting student wellness and building students of confidence and character. Due in part to the implementation of MTSS and SEAL, coupled with the addition of a full-time school psychologist and a full-time school social worker, fewer students were suspended from school and chronic absenteeism was 18 percentage points less than the state average. Although 7th-grade Anti-Bully metrics failed to meet targeted goals, they did show a 14 percentage point increase over the prior year. Actions in Goal 2.3 were not effective in improving the physical health of students. As such, PE activities will be modified to target upper body strength, the greatest weakness found in students tested. The Digitial Citizenship program described in Goal 2.4 was not fully implemented. However, there were fewer social media-driven incidents on campus, due in large part to restrictions placed on student cell phone use at school.

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.

Based on feedback from focus groups, including the Governing Board planning workshop, physical health, along with associated goals and metrics, will be added. The District will also implement at K-8th grade digital citizenship component.

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	Provide Students, Staff, and Visitors a Safe, Clean, and Well-Maintained School

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS - Safe Place for Students (% = "Agree" or "Strongly Agree")	Staff: 97% Elementary Students: 88% Middle School Students: 81% Parents: 98%	Staff: 100% Elementary Students: 86% Middle School Students: 60% Parents: 96% (Source: 2022 CHKS) While most groups maintained consistently high scores for safety, middle school student "safety" ratings dropped 21%.	Staff: 100% (no change) Elementary Students: 90% (+4%) Middle School Students: 58% (-2%) Parents: 96% (no change) (Source: 2023 CHKS) Perception of school safety remained unchanged or increased for parents, staff, and elementary school students. Middle school student "safety" ratings dropped by 2%, lagging well below desired outcomes for 2023/24.	Staff: 100% 23 to 24: No change 21 to 24: +3% Elementary Students: 96% 23 to 24: +6% 21 to 24: +8% Middle School Students: 89% 23 to 24: +31% 21 to 24: +8% Parents: 99% 23 to 24: +3% 21 to 24: +1% (Source: 2024 CHKS)	Middle School Students >90% (increase 3%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS - Facilities Upkeep	Staff: 100% Elementary Students: 96% Middle School Students: 98% Parents: 99%	Staff: 97% Elementary Students: 90% Middle School Students: 46% Parents: 99% (Source: 2022 CHKS) While staff, parents, and elementary students report high marks for facilities upkeep, middle school reported a significantly decline (-52%).	Staff: 97% (no change) Elementary Students: 85% (-5%) Middle School Students: 51% (+5%) Parents: 97% (-2%) (Source: 2023 CHKS) Staff, parents, and elementary students continue to report high marks for facilities upkeep. Although middle school scores rose by 5%, responses lag behind other groups.	Staff: 100% 23 to 24: +3% 21 to 24: No Change Elementary Students: 96% 23 to 24: No change 21 to 24: No change Middle School Students: 60% 23 to 24: +9% 21 to 24: -38% Parents: 99% 23 to 24: No change 21 to 24: No change (Source: 2024 CHKS)	Maintain >95%
Facility Inspection Tool (FIT)	Exemplary	FIT Inspection, 3/17/22 Exemplary	FIT Inspection, 4/24/23 Exemplary	FIT Inspection, 4/2/24 Exemplary	Maintain "Exemplary"

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 continues to fund and perform preventive and deferred maintenance as planned with significant improvements to the roofs and HVAC, security, and fire alarm systems. The District is still in the process of updating a 5-year deferred maintenance plan.

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.

PENDING $$ UPDATE FROM KRISTIN!!!

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

The District's actions were effective in meeting this goal. Specifically, as students returned to on-campus learning, safety at school was of paramount importance. The use of COVID funds to replace air conditioning units was a significant factor in allaying fears and promoting good health. Based on metrics, students, parents, and students all report feeling safer. Additionally, staff, parents, and elementary students report satisfaction rates of 96% or higher for facilities upkeep.

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.

Students, staff, and parents consistently report high satisfaction rates for school safety and campus upkeep. Based on feedback from focus groups and Governing Board discussions, it is likely that "safety" will be incorporated into a student wellness goal. If the goal remains, new actions will focus on playground repairs and the installation of a shade structure and solar power stations.

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	Promote Family and Community Partnerships That Enhance Student Outcomes and Opportunities

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promotion of Parent Involvement, specifically, how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.	CHKS 2021 94% Parents "Agree" or "Strongly Agree" 96% Staff "Agree" or "Strongly Agree"	CHKS 2022 92% Parents "Agree" or "Strongly Agree" 99% Staff "Agree" or "Strongly Agree" Both parent and staff provide consistently high marks for the promotion of parent involvement.	CHKS 2023 93% Parents "Agree" or "Strongly Agree" (+1%) 100% Staff "Agree" or "Strongly Agree" (+1%) Both parent and staff provide consistently high marks for the promotion of parent involvement.	97% Parents "Agree" or "Strongly Agree" 23 to 24: +4% 21 to 24: +3% 100% Staff "Agree" or "Strongly Agree" 23 to 24: No change 21 to 24: +4% (Source: 2024 CHKS)	Maintain >95%
Teacher Communication	LCAP Survey 2021 95% TK-5 Parents "Satisfied" or "Very Satisfied" 68% of 6-8 Parents "Satisfied" or "Very Satisfied"	LCAP Survey 2022 96% TK-5 Parents "Satisfied" or "Very Satisfied" 59% of 6-8 Parents "Satisfied" or "Very Satisfied"	LCAP Survey 2023 91% TK-5 Parents "Satisfied" or "Very Satisfied" 71% of 6-8 Parents "Satisfied" or "Very Satisfied"	84% TK-5 Parents "Satisfied" or "Very Satisfied" 22 to 23: -7% 21 to 23: -12% 75% of 6-8 Parents "Satisfied" or "Very Satisfied"	80% 6-8 "satisfied" or "very satisfied" (Increase 4%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		TK-5th grade parents are satisfied with teacher communication. For 6th-8th grade parents, 59% reflects a 9% decrease in teacher communication satisfaction levels, below the 80% target outcome.	TK-5th grade parents are satisfied with teacher communication. For 6th-8th grade parents, 59% reflects a 9% decrease in teacher communication satisfaction levels, below the 80% target outcome.	23 to 24: +4% 21 to 24: +16% (Source: 2024 CHKS)	
School Communication	LCAP Survey 2021 92% Parents "Satisfied" or "Very Satisfied"	LCAP Survey 2022 90% Parents "Satisfied" or "Very Satisfied" Parents remains consistently satisfied with school communication.	LCAP Survey 2023 86% Parents "Satisfied" or "Very Satisfied" (-4%) Parents remains consistently satisfied with school communication	90% Parents "Satisfied" or "Very Satisfied" 23 to 24: +4% 21 to 24: -2% (Source: LCAP Survey 2024)	Maintain 90% "satisfied" or "very satisfied"
Served as Volunteer	CHKS Survey 2021 Parent - 11%	CHKS Survey 2022 Parent - 58% With the lessening of COVID restrictions, the volunteer participation rate rose 47%.	CHKS Survey 2023 Parent - 75% (+17%) Parents continue to re-engage with school through increased volunteer work.	Parent: 74% 23 to 24: -1% 21 to 24: +63% (Source: 2024 CHKS)	71% or more (increase 20%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meaningful Student Participation	CHKS 2021 91% Staff ("Agree" or "Strongly Agree") 37% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time") 33% 7th Grade Students ("Yes, most of the time" and "Yes, all of the time")	CHKS 2022 93% Staff ("Agree" or "Strongly Agree") 43% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time") 31% 7th Grade Students ("Yes, most of the time" and "Yes, all of the time") 37% 5th & 7th Grade Students While staff continues to gives "meaningful student participation" high marks, students do not.	CHKS 2023 95% Staff (+2%) ("Agree" or "Strongly Agree") 42% 5th Grade Students (-1%) ("Yes, most of the time" and "Yes, all of the time") 32% 7th Grade Students (+1%) ("Yes, most of the time" and "Yes, all of the time") 37% 5th & 7th Grade Students (no change) While staff continues to give "meaningful student participation" high marks, students do not.	97% Staff ("Agree" or "Strongly Agree") 23 to 24: +2% 21 to 24: +6% 53% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time") 23 to 24: +11% 21 to 24: +16% 27% 7th Grade Students ("Yes, most of the time" and "Yes, all of the time") 23 to 24: -5% 21 to 24: -1% 40% 5th & 7th Grade Students 23 to 24: +3% 22 to 24: +3% (Source: 2024 CHKS)	50% or more 5th & 7th Grade Students (increase 6%/year)
School Connectedness	CHKS 2021 77% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time")	CHKS 2022 79% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time")	CHKS 2023 83% 5th Grade Students (+4%) ("Yes, most of the time" and "Yes, all of the time")	84% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time") 23 to 24: +1% 21 to 24: +7%	Increase/Maintain 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	83% 7th grade students ("Agree" or "Strongly Agree")	60% 7th grade students ("Agree" or "Strongly Agree") Student connectedness slightly increased for 5th graders. However, there was a 23% decrease for 7th graders.	51% 7th grade students (-9%) ("Agree" or "Strongly Agree") Student connectedness slightly increased for 5th graders. However, there was a 9% decrease for 7th graders.	77% 7th grade students ("Agree" or "Strongly Agree") 23 to 24: +26% 21 to 24: -6% (Source: 2024 CHKS)	
Student Enrollment	Projected School Enrollment for 2021/22 473	Current School Enrollment (as of 6/4/22) 495 The increase of 21 students from projected school enrollment meets the 20 students/year goal.	Current School Enrollment (as of 3/27/23) 489 (-6 students)	Current School Enrollment (as of 6/13/24) 530 22 to 23: +41 students 21 to 23: +57 students 12% enrollment increase from 2021 to 2024	533 (Increase 20 students/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.

There were no substantive differences between planned and actual implementation.

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 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 appear to have been effective in promoting parental partnerships as evidenced by the 97% of parents and 100% Staff who "Agree" or "Strongly Agree" that the school actively promotes parent partnerships. Volunteering rates remain high (74%) along with satisfaction ratings for school communications (90%). Additionally, enrollment increased over 12% during the 3-year LCAP cycle.

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.

In Year 3, Spanish was offered as a middle school Exploratory class for all 6th, 7th, and 8th graders. A College and Career Readiness Exploratory class incorporated AVID and Journey's Map elements.

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