

# 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
Ballard School District	Pam Rennick Superintendent/Principal	prennick@ballardschool.org (805) 688-4812

# Goals and Actions

## Goal

Goal #	Description
1	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	100%
1.B.1: Maintain the % of students with CA State Standards aligned core curriculum to	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	100%
1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	100%
2.A: Maintain the % implementation of CA State Standards for all students to	100% (2020-2021)	91% (2021-2022)	90% (2022-2023)	100% (2023-2024)	100%
2.B: Increase the % implementation of	70% (2020-2021)	91% (2021-2022)	100% (2022-2023)	100% (2023-2024)	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBE adopted ELD standards for all ELs to					
4.A.1: Increase the % meeting standard on CAASPP ELA to	87.7% (2019-2020)	N/A	69.6% (2021-2022)	88.71% (2022-2023)	90%
4.A.2: Increase the % meeting standard on CAASPP Math to	84.9% (2019-2020)	N/A	71.0% (2021-2022)	75.81% (2022-2023)	90%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above	N/A	N/A	N/A	N/A	N/A
4.E: Maintain the % of ELs reclassified (Reclassification Rate) above	N/A	0% (2021-2022)	83.9% (2022-2023)	N/A	N/A
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/A	N/A	N/A	N/A	N/A
8.A: Increase the % of students completing 2 formative local assessments to	80% (2020-2021)	85% (2021-2022)	85% (2022-2023)	90% (2023-2024)	90%

## 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.

No actions in this goal had substantive differences between the planned action and the actual action with the exception of 01.04 English learner (EL) support. The 2 ELs were both Reclassified as fully English proficient (RFEP'd) so there are no ELs currently requiring designated or integrated English language development (ELD). However, reclassified students still require support services and have been receiving those support services through the bilingual instructional assistant (IA) and intervention teacher as planned, to ensure their continued progress.

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.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 01.06: Expanded Learning Opportunities. Provide instructional small group support to close learning loss gaps utilizing both classroom teachers and the Intervention Teacher and instructional aides. In addition, provide expanded learning opportunities in partnership with YMCA after school as well as during summer and holiday school breaks. Planned Expenditure = \$13,500.00; Actual Estimated Expenditure = \$85,000; Difference = -\$71,500.
- 01.09: Special Education Consortium. Participate in the Santa Ynez Valley Special Education Consortium. Planned Expenditure = \$156,832; Actual Estimated Expenditure = \$207,000 ; Difference = \$50,168.

Reasons for the difference in budgeted and actual expenditures are:

- 01.06: The school purchased a van in order to transport students to the YMCA after school program. In addition, fees for the program were paid for unduplicated students.
- 01.09: The costs increased this year due to increase in shared costs for special education services, litigation and increased personnel.

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

- 1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - (Baseline '20-21' - 100%, '23-24' - 100%)
- 1.B.1 - % of students with CA State Standards aligned core curriculum - ((Baseline '20-21' - 100%, '23-24' - 100% )
- 8.A - % of students completing 2 formative local assessments - ((Baseline '20-21' - 80%, '23-24' - 85%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness.

- 01.02: Provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math) in English language arts (ELA) and Math for Transitional Kindergarten (TK) - 6th grade that provides information on student learning loss, and individual student learning needs. - The diagnostic and formative assessments give effective data to teachers that informs instruction. These assessments are given 3 times per year to show adequate progress toward goals and guide intervention strategies.
- 01.03: Provide a tiered response to intervention (RTI) program in both ELA and Math that provides appropriate instruction to address the needs of students who are in need of additional support including: early screening, progress monitoring, student development of academic goals, additional instructional supports to address academic gaps, teacher collaboration to address barriers to academic success, intervention supports and referrals to the student study team (SST), and an Intervention teacher to coordinate the RTI program. - The set intervention and RTI program has helped students in reading and math. The intervention position is helpful in supporting teachers and in providing individual support to students in need. This was the highest prioritized action by the certificated staff during the meeting with certificated staff.
- 01.04: Provide a comprehensive English language development (ELD) program for all English learners (ELs) that includes both Integrated ELD and Designated ELD. This program will be coordinated by the Intervention/Literacy Teacher and will include one Instructional Assistant who will work with the Intervention / Literacy Teacher to provide additional support to the EL population. - This action has been highly effective when needed by EL students. Currently, all EL students have been reclassified, but students who have been reclassified are still requiring support services to ensure their continued progress.
- 01.05: Ensure that all students have access to CA State Standards aligned curriculum in core subjects. - Students are making adequate progress towards state standards in all core subjects in part because of completion of this action.
- 01.06: Provide instructional small group support to close learning loss gaps utilizing both classroom teachers and the Intervention Teacher and instructional aides. In addition, provide expanded learning opportunities in partnership with YMCA after school as well as during summer and holiday school breaks. - Small group instruction is successful in helping students with math and literacy skills. The after school program and intersession break expanded learning opportunities is being utilized by families and provides enrichment and structured care.
- 01.07: Provide bilingual instructional assistant (IA) to support ELs in their ELD and other learning as well as to provide outreach to their families. - Reclassified EL students are making adequate progress in math and language arts. All ELs have been reclassified so the aide helps the R-FEP students.
- 01.08: Utilize the services of a CalPads consultant - The consultant is very effective and helps staff have access to data to use for making informed decisions regarding student achievement.
- 01.09: Participate in the Santa Ynez Valley Special Education Consortium - These services are effective in supporting our students with special needs.
- 01.10: Continue MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students. - The 7th and 8th grade services are effective.

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 remains unchanged in the 2024-25 LCAP.

No metrics in this goal were added as new or deleted in the 2024-25 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- 01.01: Develop and execute a comprehensive PD plan for teachers and paraprofessionals that focuses strengthening teacher understanding of the RLA and Math programs, but also provides training on some of the following: intervention systems (academic, social-emotional, behavioral ) Twig Science Curriculum, digital learning resources and Cultural Proficiency.

Modified to read: Principal/Superintendent will develop and execute a Professional Development (PD) plan for teachers and

paraprofessionals that focuses on strengthening teacher understanding of the ELA and Math programs and standards and also provides training on some of the following: intervention strategies and systems (academic, social-emotional, behavioral), meeting the needs of students with disabilities, project-based learning and cultural proficiency.

This change was made to include project based learning, as a priority from staff and parents, it was also modified to include an emphasis on meeting the needs of students with disabilities as was suggested in our meeting with SELPA

- 01.06: Provide instructional small group support to close learning loss gaps utilizing both classroom teachers and the Intervention Teacher and instructional aides. In addition, provide expanded learning opportunities in partnership with YMCA after school as well as during summer and holiday school breaks.

Modified to read: Provide expanded learning opportunities as before and after school enrichment opportunities, and in partnership with YMCA after school, as well as during summer and holiday school breaks.

The change was made to reflect the state's priority for expanded learning opportunities to occur explicitly outside of the school day.

**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 school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1.C: Maintain the % on the Facilities Inspection Tool overall rating above	98.9% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	90%
5.A: Maintain the School attendance rate above	98.2% (2020-2021)	94.2% (2021-2022)	94.5% (2022-2023)	94.7% (2023-2024)	96%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	3.0% (2020-2021)	3.6% (2020-2021)	11.5% (2021-2022)	8.4% (2022-2023)	2.5%
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) at	0% (2021-2022)	0% (2020-2021)	0% (2021-2022)	0% (2022-2023)	0%
6.B: Maintain the % on Expulsion rate (CA Dashboard Status) at	0% (2021-2022)	0% (2020-2021)	0% (2021-2022)	0% (2022-2023)	0%
6.C.1: Maintain the # on the District School Climate Survey overall index rating above	82.7 (2020-2021)	81.3 (2021-2022)	78.6 (2022-2023)	80% (2023-2024)	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
6.C.2: Maintain the % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents) above	97.4% (2020-2021)	94.1% (2021-2022)	96.6% (2022-2023)	98% (2023-2024)	95.0%
6.C.3: Maintain the % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents) above	86.7% (2020-2021)	83.0% (2021-2022)	82.7% (2022-2023)	97.3% (2023-2024)	85.0%

## 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.

One action in this goal had substantive differences between the planned action and the actual action.

- 02.04: Communication to all educational partners at start of school year regarding the importance of attendance. Use letters to families reporting on excessive absences and tardies. Meet with parents of students identified as chronically absent (prior year) at the beginning of the school year and meet with the parents of those students approaching 'chronically absent' during the school year. Participate with SARB as needed.

The following is the substantive difference for the action listed above.

- 02.04: The district could do a more consistent job of sending letters to report excessive absences and of meeting with parents to discuss absences. This happens only at conferences / SST.

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.

The following 3 actions had significant differences between the budgeted and the actual expenditures:

- 02.01: Continue to provide activities designed to increase student and parent engagement and connectivity with the school. These include in school activities like Character Counts with monthly recognition and student awards assemblies, field trips, enrichment classes and outside speakers. These also include after school activities like tutorial, enrichment activities, and Homework Club. Planned Expenditure = \$3,000; Actual Estimated Expenditure = \$10,000; Difference = \$7,000.
- 02.06: Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members. Planned Expenditure = \$3,000; Actual Estimated Expenditure = \$500; Difference = -\$2,500.

- 02.08: Provide special education services such as: speech/language therapy, counseling, physical/occupational therapy and orientation and mobility services to all students who qualify. Planned Expenditure = \$10,000; Actual Estimated Expenditure = \$0. Difference = -\$10,000

Reasons for the difference in budgeted and actual expenditures are:

- 02.01: More money was spent on field trips, PCPA theater, Character Counts assemblies, and other enrichment activities,
- 02.06: Costs for testing and safety concerns were significantly less due to fewer COVID cases
- 02.07: No cost because the climate surveys were administered directly by the school rather than using a consultant.
- 02.08: The total cost of providing special education services is estimated in action 01.09, but this additional cost of providing these specific services was not realized this year as students requiring speech and language services are included in the total estimated cost in 01.09 and there were no students who qualified for these other additional services.

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.C - % on the Facilities Inspection Tool overall rating - ( Baseline '20-21' - 98.9%, '23-24' - 100% )

6.E - % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) - (Baseline '20-21'- 86.7%, '23-24' - 97.3% )

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above.

- 02.01: Continue to provide activities designed to increase student and parent engagement and connectivity with the school. These include in school activities like Character Counts with monthly recognition and student awards assemblies, field trips, enrichment classes and outside speakers. These also include after school activities like tutorial, enrichment activities, and Homework Club. - This action was deemed effective. On the climate surveys, students, staff and parents, collectively 97.3% of those surveyed

- reported high connectedness with the school. As well, total participation in school-wide activities, such as parent-teacher conferences, Barn Bash, Spring Sing and Back to School Night is at 92% of all parents attending.
- 02.02: Support students who face barriers to academic achievement by: monitoring progress using an early intervention screener, coaching students in developing goals and assessing their progress, collaborating with colleagues to address barriers to success, facilitating intervention supports and referrals to the Student Study Team (SST) and continuing outreach to families. - This action was deemed effective by educational partners groups. In addition, 88.7% of students were proficient on CAASPP ELA and 75.8% were proficient on Math CAASPP.
  - 02.03: Implement social emotional supports including: superintendent and teachers contacting parents to determine school participation barriers for students, hiring a school counselor to provide education support and counseling services 1 day /week and utilizing the Second Step SEL program. - These social emotional supports have been very effective. On the student climate survey only 8% (23-24) of students reported feeling sad and 91% reported feeling that they had an adult at school that they could go to if they were feeling sad or had a problem that they wanted to discuss.
  - 02.05: Teachers regularly utilize time built into the school year calendar (non-student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction. (2 additional teacher days prior to the beginning of the school year.) - This action is effective based on the teacher feedback provided as prioritizing this collaboration time.
  - 02.06: Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members. - The staff superintendent and staff have made tremendous progress on this action. Evidence is from the parent climate survey where 100% of the parents surveyed responded that they either agree or strongly agree that the school has taken adequate measures to protect against the spread of COVID
  - 02.07: Survey parents, certificated staff, classified staff and students annually using the Climate survey or comparable survey tool. Share and discuss the results at a staff meeting and also at a PTA meeting. - The survey was given and staff and parents were shown the results. The percentage of households responding to the Parent Survey was only 15% (down from 30% in 22/23).

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 remains unchanged in the 2024-25 LCAP.

No metrics in this goal were added as new or deleted in the 2024-25 LCAP.

Actions Deleted:

02.06 - Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members. While maintaining a safe

and healthy learning and work environment is still a priority, it no longer requires a specific action with regard to COVID and the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention.  
02.08 - Special Education. This was removed as an action item in this section as it is adequately covered under goal 1, action 01.09.

**Actions Added:**

- 02.07: School Safety. We added an action for school safety as it was brought up in both the parent climate survey and the staff climate survey, in the open comment section, as well as in the meetings with educational partners, as an area of concern.
- 02.08: Technology Safety. We added an action for technology safety as it was brought up in the meetings with educational partners, as an area of concern. Parents and staff would like to have safe guards put into place to protect students with online safety.

**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 high levels of parent and community participation in and connectedness with the schools will increase.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3.A.1: Maintain the % on the District Parent Survey agreeing that district seeks parent input (Item 24) above	87% (2020-2021)	71.0% (2021-2022)	79.2% (2022-2023)	92% (2023-2024)	85%
3.A.2: Increase the % of households responding to the District Parent Survey to	29% (2020-2021)	40% (2021-2022)	31% (2022-2023)	15% (2023-2024)	30%
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for Unduplicated Students (per UDS average) above	7.9 (2020-2021)	12.0 (2021-2022)	5.3 (2022-2023)	5 (2023-2024)	7.9
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a	7.2 (2020-2021)	6.1 (2021-2022)	6.5 (2022-2023)	3 (2023-2024)	7.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school program or service for Exceptional Needs Students (per ENS average) above					

## 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.

In the previous year, Ballard School District was able to maintain high levels of parent and community participation in and connectedness with the school as we reported on the parent survey data in high levels of connectedness and a high percentage reporting that the school seeks parental input. However, the number of parents responding to the survey was lower than expected and will continue to be a focus. BSD did make an effort to increase communication with families by purchasing and using Parent Square as a district wide communication tool. During the LCAP annual update review, this was mentioned as a positive step in consistently communicating with families and increasing connectedness. No actions in this goal had substantive differences between the planned action and the actual action.

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, other than what is listed below for item 3.02, between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 03.02: There was no cost because the survey was administered directly by the school instead of using a consultant.

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

3.A.1 - % on the District Parent Survey agreeing that district seeks parent input- (Baseline - 87% '23-24' - 92%) and % on District Parent Survey agreeing that feel that the school makes a significant effort to communicate with families - (100%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above.

- 03.01: On the District Parent Survey 92% of parents agreed with the statement that the district seeks parent input.
- 03.02: Survey parents annually regarding priorities for the district, district execution on objectives, and parent perceptions of safety and the academic program. The parent surveys have been effective at providing valuable insight into parent perceptions of the district. However, the district would like to see an increase in parent participation on the survey. The district will work to encourage parents to fill out the survey in an effort to improve the percentage (Baseline-30%, '23-24' 15%)
- 03.03: In partnership with the PTA, host two evening events related to issues relevant to parenting issues. Work with the PTA's social media chair to provide information about and promote both the PTA and the district

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 remains unchanged in the 2024-25 LCAP.  
 One metric in this goal was added as new in the 2024-25 LCAP. The metric of parent participation in school wide events (parent conferences, back-to-school night, open house, fundraisers) was added as an indication of parent participation, involvement and connectedness.  
 No actions in this goal were added, changed, completed, deleted or deleted and combined in next year's 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.**

## Goals and Actions

### Goal

Goal #	Description
4	Ensure that all students receive 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
7.A: Maintain the % of students enrolled in required courses of study at	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100%(2023-2024)	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) above	4.7 (2020-2021)	6.7 (2021-2022)	2.5 (2022-2023)	5 (2023-2024)	4.7
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above	4.8 (2020-2021)	3.8 (2021-2022)	4.1 (2022-2023)	3 (2023-2024)	4.8

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Ballard School District was able to ensure that all students received a broad course of study. This will continue to be a focus moving forward. In this goal, 1 action had substantive differences between the planned action and the actual action.

- 04.05: Develop and implement, more project based activities that are aligned with CASS including STEAM units and lessons.

The following are the substantive difference for the actions listed above.

- 04.05: Project based activities are implemented, usually within the science/social studies curriculum, but not to the degree we were hoping to. It will continue to be a focus, moving forward.

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.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 04.01: Ballard will employ and/or contract with the following part time personnel as available: Technology educator, Music educator, School Garden educator, Science Teacher, Arts Outreach, and Physical Education educator. Students will also have the opportunity to participate in a variety of before and after school enrichment classes. These may include: Spanish, drama, science, technology, art, etc. Planned Expenditure = \$81,120; Actual Estimated Expenditure = \$90,440; Difference = \$9,320.
- 04.03: Purchase additional hardware and software to ensure that all students have access to a learning device that has connectivity. Ensure that technology hardware is working and well maintained. Planned Expenditure = \$20,000; Actual Estimated Expenditure = \$84,100; Difference = \$64,100.

Reasons for the difference in budgeted and actual expenditures are:

- 04.01: The costs of contracting with outside providers was more expensive than planned.
- 04.03: The additional expenditures were largely the Compuvision contract to repair the severe internet connectivity issues that the district was having. This investment has dramatically improved internet access in the district

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

7.A - % of students enrolled in required courses of study - ( Baseline - 100% '23-24' - 100% )

7.B - # of instances each unduplicated student (UDS) participates in programs or services for UDS (per UDS average) - (Baseline - 4.7 '23-24' - 5)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above.

- 04.03: Purchase additional hardware and software to ensure that all students have access to a learning device that has connectivity. Ensure that technology hardware is working and well maintained. - The action has been effective because the network has been significantly improved from the replacement of network hardware.
- 04.04: Increase TK instructional time during the year by including all students with birthdays between 9/2 and 4/2. - It has been effective. We have had a consistent number of TK students enrolled each year (average of 2).

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 remains unchanged in the 2024-25 LCAP.

No metrics in this goal were added as new or deleted in the 2024-25 LCAP.

The following are lists of actions that were added, deleted, modified, or completed in the 2024-25 LCAP.

- 04.03: Technology Access. This goal was removed as the technology access has been improved and the two phase upgrade project has been completed.
- 04.04: Increase TK instructional time during the year by including all students with birthdays between 9/2 and 2/2. - Modified, to read 04.04: Increase TK

instructional time during the year by including all students with birthdays between 9/2 and 6/2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

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