

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
All students will have access to and meet or exceed Mathematics, English language arts/literacy and Next Generation Science Standards.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP results ELA (4A)	2018-19 CAASPP results ELA (4A) 75.56% of students met or exceeded standard	In 20-21, testing results varied due to COVID-19 and Distance Learning. Only 25 students out of 47 eligible actually took the test. The 20-21 results for grades 3-8 that completed the CAASPP testing that met or exceeded standard was 56% for ELA according to CDE/Dataquest.	2022-2023 CAASPP results ELA (4A) 65.31% of students met or exceeded standard.	51.06% Met or exceeded the standard on 22-23 CAASPP IXL data: Overall for 6-8 students have gained an average of 193 points in ELA. Grades 3-5 students have grown an average of 83 points in ELA. Grades K-2 students have grown an average of 95 point in ELA.	CAASPP results ELA (4A) will increase the percentage of students that meet/exceed standard to 80% or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP results Math (4A)	2018-19 CAASPP results Math(4A) 57.77% of students met or exceeded standard	In 20-21, testing results varied due to COVID-19 and Distance Learning. Only 26 students out of 47 eligible actually took the test. The 20-21 results for grades 3-8 that completed the CAASPP testing that met or exceeded standard was 31% for Math according to CDE/Dataquest.	2022-2023 CAASPP results Math(4A) 59.8% of students met or exceeded standard	50% Met or exceeded the standard on 22-23 CAASPP IXL data: Overall for 6-8 students have gained average of 173 points in math. Grades 3-5 have grown an average of 67 points in math. . Grades K-2 have grown an average of 130 points in Math.	CAASPP results Math (4A) will increase the percentage of students that meet/exceed standard to 80% or greater.
Survey results show that every student has Standards-aligned texts in math, ELA & Science (1B)	In 20-21 all students have standards-aligned texts.	Inventory was taken In September 2021 and 100% of our students have standards aligned textbooks/materials as noted in the 2021 SARC.	100% of our students have standards aligned textbooks/materials.	100% of our students have standards aligned textbooks/materials.	Maintain that all students have standards-aligned texts
According to CDE credentialing database, teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching (1A)	In 20-21 all teachers are appropriately credentialed.	In 21-22 all teachers are appropriately credentialed as documented in the 2021 SARC.	Data not available	23-24 all teachers are appropriately credentialed	Maintain that all teachers are appropriately credentialed
According to course enrollment data, students have access to a broad course of study (7A) like art, drama, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C).	In 20-21 all students have access to and will take broad course of study	In 21-22 all students had access to a broad course of study including art, drama, music, Spanish and advanced math as documented on each individual student report card.	In 22-23 all students had access to a broad course of study including art, drama, music, Spanish and advanced math as documented on each individual student report card.	In 23-24 all students had access to a broad course of study including art, drama, music, and advanced math as documented on each individual student report card.	Maintain access to a broad course of study for all students.
Examination of student work in portfolios, oral presentations, whole	In 20-21 all students engage in meaningful learning and are able to	In 21-22 all students engage in meaningful learning and are able to	In 22-23 all students engage in meaningful learning and are able to	In 23-24 all students engage in meaningful learning and are able to	Maintain that all students are engaged in meaningful learning and are able to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
school dramatic presentations, science projects (8A)	showcase learning in meaningful ways.as measured by rubrics, reports cards, projects and presentations.	showcase learning in meaningful ways.as measured by rubrics, reports cards, projects and presentations.	showcase learning in meaningful ways as measured by rubrics, reports cards, projects and presentations	showcase learning in meaningful ways as measured by rubrics, reports cards, projects and presentations	showcase learning in meaningful ways.as measured by rubrics, reports cards, projects and presentations.
Implementation of Academic Standards Local Indicator Data Source: CA Dashboard (2A)	20-21 2 A. Implementation of academic content and performance standards as reported on the Dashboard	21-22 2 A. Implementation of academic content and performance standards as reported on the Dashboard	22-23 2 A. Implementation of academic content and performance standards as reported on the Dashboard	23-24 Standard has been met of the Implementation of academic content and performance standards as reported on the Dashboard	Maintain implementation of academic content and performance standards as reported on the Dashboard.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Math Paraprofessional support Hire math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first	Yes	Fully Implemented			\$8,000.00	\$4164.00
1.2	Curriculum Adoption Evaluate programs for curricular gaps that would benefit from increased curriculum materials.	No	Fully Implemented			\$3,990.00	\$3,990.00
1.3	Professional Development Continue professional development in curriculum & instruction.	No	Fully Implemented			\$2,900.00	\$2,900.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	Intervention Support Continue to employ early intervention tutor with primary attention given to SED students first.	Yes	Fully Implemented			\$11,709.00	\$11709.00
1.5	Science Alignment purchase and align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum.	No	Fully Implemented			\$1,500.00	\$1,500.00

Goal 2

Goal Description

Provide a safe environment for our students rooted in equity and inclusion, where all people feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance rate (5A)	In 19-20 the ADA is 67.58 (93.8%)	In 20-21 the ADA is 68.29 (94.8%)	In year 21-22 the ADA is 66.90 (96.95%)	22-23 Chronic absenteeism increased by 11% to 18% current ADA is 65 with 69 enrolled students	ADA is at 95% or greater.
Safety Survey (6C)	This is a new survey that is in progress and the first data outcomes will be in 21-22.	In 20-21, the students in grades 3-8 completed the safety and class climate surveys in the Choose Love curriculum.	In 22-23, the students in grades 3-8 completed the safety and class climate surveys in the Choose Love curriculum.	CHKS data	Complete safety survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Annual Williams Act: School Facility Rating. (Priority (1C)	All school facilities are maintained in good repair.	All school facilities are maintained in good repair.	All school facilities are maintained in good repair.	Williams reports are current and in good standing our School facilities rating is good based on the latest FIT inspection tool approved by the board at the January 24 Board meeting.	Maintain 0 incidents on the Safety Inspection Reports (1C).
Middle school drop out rate (5C)	In 19-20 there are zero middle school drop outs.	In 20-21 there are zero middle school drop outs.	In 22-23 there are zero middle school drop outs.	In 22-23 and 23-24 there are zero middle school drop outs	Maintain zero middle school dropouts.
chronic absenteeism (5B)	In 19-20 there are .1% of the students chronically absent.	In 20-21 there are .04% of the students are chronically absent.	In 22-23 there are 6.6 % of the students are chronically absent.	22-23 Chronic absenteeism increased by 11% to 18% current ADA is 65 with 69 enrolled students	Maintain .1% or less of the students that are chronically absent.
suspension rates (6A)	In 19-20 there are zero suspensions.	In 20-21, there are zero suspensions.	In 22-23 0.6% suspensions	22-23 1.5 % of students were suspended an increase of 1.5%, in 23-24 we have no suspensions	Maintain zero student suspensions.
expulsion rates (6B)	In 19-20 there are zero expulsions.	In 20-21, there are zero expulsions.	In 22-23, there are zero expulsions.	22-23 and in 23-24 we had no expulsions	Maintain zero student expulsions.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Attendance Review and compare attendance data to determine impact of increased communication and messaging about importance of good attendance. Reach out directly to identified at-risk families.	No	Partially Implemented	ADA has come back up to 94.2%	We have begun doing weekly attendance awards	\$0.00	\$0.00
2.2	Communication related to Attendance Communicate attendance, including tardies and the number of	No	Partially Implemented	We now have a tracking system for this data and will begin reporting it monthly		\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Independent Studies requested, and recommendations to support parents in improving attendance and to provide support as needed for students with excessive absences.						
2.3	Professional Development Professional Development in Universal Design for Learning as a tool for equitable instructional outcomes	No	Planned	A focus on School Culture and Climate, informational writing and mathematical reasoning have been selected as a focus based on student need and data and has become the priority and focus of the board and the staff this school year- We still plan to UDL but have more immediate needs.		\$2,900.00	
2.4	Facilities Safety Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.	No	Planned	We still do not have a work order system in place		\$0.00	\$0.00
2.5	SEL, Pro-social development Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.	No	Partially Implemented	Shifted focus to PBIS	Tiered Behavior, behavior definitions, complete, next steps are a behavior flow chart referral,	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts) and data systems	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision making, collect feedback, support mutual goals and to be transparent. The needs, circumstances and conditions of socioeconomically disadvantaged students is such that they face additional stresses, the school seeks to alleviate in order to support academic achievement and emotional wellness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent survey, 3A	In 2020, initial parent survey responses indicated parents felt math and ELA curriculum was appropriate and students were supported emotionally	In 21-22, parent surveys were sent out for input and we received 50% report that the math and ELA curriculum was appropriate and students were supported emotionally. Parents and students gave input on students class materials, staff support and after school enrichment/intervention.	In 22-23, parent surveys were sent out for input and we received 50% report that the math and ELA curriculum was appropriate and students were supported emotionally. Parents and students gave input on students class materials, staff support and after school enrichment/intervention.	We are currently developing the survey to be sent out in early March.	At least 75% of parents report in surveys indicated parents felt math and ELA curriculum was appropriate and students were supported emotionally
Number of online parent sign ups including parents of unduplicated students and students with exceptional needs, 3A, 3B, 3C	In 20-21 launch the use of classroom and school online sign ups to monitor participation in class and school events.	In 21-22, We had 60% of parent volunteers with the use of sign up genius for online access, increased help with recess support, participation in class and on field trips. Classroom teachers provided weekly communication through class newsletters and the principal provided school-wide notifications through	In 22-23, We had 30% of parent volunteers with the use of sign up genius for online access, increased help with recess support, participation in class and on field trips. Classroom teachers provided weekly communication through class newsletters and the principal provided school-wide notifications through	We continue to have parent volunteers using the sign up genius. This is mostly monitored by the classroom room parents.	To increase our baseline by 10% Continue to monitor and collect data for parent engagement and communication through online tools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		online newsletters and emails.	online newsletters and emails.		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Parent Outreach Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters).	No	Planned	Need to develop a volunteer handbook.		\$0.00	\$0.00
3.2	Parent meetings Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students' success. (3B, 3C)	No	Partially Implemented			\$0.00	\$0.00
3.3	parent events at school Plan and execute at least two parent information nights to support and educate parents of all students. Gather feedback from parents of students as to how we can better support their children. 3A	No	Fully Implemented	Parent Engagement at Board meetings and events has been high, we have formed an LCAP Committee and a School design committee		\$0.00	\$0.00

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures