



San Lucas

Union School District

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.

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Goals and Actions

Goal

Goal #	Description
1	1) San Lucas School will provide a safe, secure, and well-maintained school environment for students with highly qualified certificated staff who are appropriately credentialed and have sufficient instructional materials.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT)	FIT has maintained a rating of Good or higher.	FIT on 10/8/21 and 1/31/22 maintained ratings of Good or higher.	FIT on 8-9-22 and 1-30-23 maintained ratings of Good or higher.	FIT completed on 1-18-24. Overall rating was Good. There was a note that there is a water leak on the north end of the main building. The roof is over 30 years old. We need to start thinking about replacing the current roof.	FIT has maintained a rating of Good or higher.
Keenan site inspections	Keenan site inspection has received passing marks consistently.	Keenan site inspection on 12/7/2021 received 2 recommendations, which have both been addressed.	Keenan site inspection from 2-22-23 found no findings.	Keenan inspection on 11/30/2023 recommended one change to furniture, which the district addressed in April, 2024. .	Keenan site inspection has received passing marks consistently.
Williams Uniform Complaint reports	There are 0 Williams Uniform Complaints.	There are 0 Williams Uniform Complaints.	There are 0 Williams Uniform Complaints.	There are 0 Williams Uniform Complaints.	There are 0 Williams Uniform Complaints.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Certificated staff reports	Certificated staff reports express concerns with school fence, appearance of front yard, and a need for better window coverings.	New fence, new plants, and new windows have all better added. Will continue to pursue improving landscape.	New plant area in front of the portable structures has been added. 2 murals installed on campus.	As noted, New fence, new plants and new windows have all been added. Passage of school bond for track and site improvement project is in process	Certificated staff reports will no longer have stated concerns of 20/21 because they will have been addressed.
Student and parent feedback	No tool in place for parents to give feedback on facility.	Online surveys shared on Facebook, and paper surveys provided to families at open house.	Paper surveys provided to families at open house, with a free gift (San Lucas logo cup) given to families who completed surveys. Held several principal student meetings for students to offer verbal feedback. Expanded school climate survey to include all of grades 3-8.	No online surveys were sent out but the school hosted a student and community meeting held on October 17, 2023 to review facility plans for a new track and outdoor landscaping. Paper surveys collected from families during October 31 carnival. Overall input is very positive and enthusiastic for new track and field.	An on line tool will exist for parents to submit feedback to school regarding facility concerns.
School Accountability Report Card (SARC)	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed	83% of teachers appropriately assigned and fully credentialed until January 6, 2024. As of that date, 100% of teachers appropriately	100% of teachers appropriately assigned and fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				assigned and credentialed	
School Climate Survey	63% of students feel motivated to learn, 88% students felt school staff cared about them, 94% of students were happy to be in school	In a survey answered by 53% of the students, 82% feel the school is meeting Goal 1.	School climate survey expanded the number of students believe surveyed from Gr 3 and 6 only to include all of 4th-8th grade. Some notable responses: 70% believe school rules are fair, 77% believe they do interesting things at school, 77% believe staff make an effort to know them, 77% say staff will intervene when informed of bullying, and 77% feel safe at school. However, only 45% said they are happy at school "most" or "all" of the time, with another 51% stating they are happy at school "some" of the time. 48% believe fellow students are motivated to learn. On a positive note, 81% believe school staff cares about them.	75% believe school rules are fair, 80% believe they do interesting things at school, 80% believe staff make an effort to know them, 80% say staff will intervene when informed of bullying, and 80% feel safe at school. However, only 50% said they are happy at school "most" or "all" of the time, with another 55% stating they are happy at school "some" of the time. 50% believe fellow students are motivated to learn. On a positive note, 85% believe school staff cares about them.	80% of students feel motivated to learn, 95% students felt school staff cared about them, 95% of students were happy to be in school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School intruder drills	School conducted one professional in person PD with active shooter response 4 years ago.	This metric is being added as a result of Year 1 reflection.	Superintendent participated in countywide safe schools coalition. Professional development to be scheduled for staff in 23/24 year.	Professional development an intruder drills has been scheduled for August 1, 2024. School has new lockdown buttons and security system installed.	School will conduct in person professional PD for active shooter response every other school year.
Standards-aligned materials	Gr 6-8 Eureka Math, Gr K-5 SFUSD Math (both aligned to Common Core Math) English/language arts with embedded ELD – American Reading Company, TK – 8th grade (aligned) Gr K-6 Harcourt Science, Gr 7-8 Holt Science and technology (neither aligned to NGSS) Gr K-6 Houghton Mifflin Social Studies Series, Gr 7-8 Call to Freedom, Holt Publishing (neither aligned to new History standards)	Gr 6-8 Eureka Math, Gr K-5 SFUSD Math (both aligned to Common Core Math) English/language arts with embedded ELD – American Reading Company, TK – 8th grade (aligned) Gr K-6 Harcourt Science, Gr 7-8 Holt Science and technology (neither aligned to NGSS) Gr K-6 Houghton Mifflin Social Studies Series, Gr 7-8 Call to Freedom, Holt Publishing (neither aligned to new History standards)	Gr 6-8 Eureka Math, Gr K-5 SFUSD Math (both aligned to Common Core Math) English/language arts with embedded ELD – American Reading Company, TK – 8th grade (aligned) Gr K-6 Harcourt Science, Gr 7-8 Holt Science and technology (neither aligned to NGSS) Gr K-6 Houghton Mifflin Social Studies Series, Gr 7-8 Call to Freedom, Holt Publishing (neither aligned to new History standards)	Gr K-8 Curriculum Associates Ready Math Gr 2-8 English/language arts with embedded ELD – Curriculum Associates Ready Reading Gr TK-1 English/language arts with embedded ELD – Curriculum Associates Magnetic Reading Science -- Generation Genius Gr K-6 Houghton Mifflin Social Studies Series, Gr 7-8 Call to Freedom, Holt Publishing (neither aligned to new History standards)	School will maintain standards aligned ELA and Math curriculum, and adopt new curriculum in Science and History/Social Studies that is aligned with current NGSS and History/Social Studies standards

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 overall implementation of the actions in this Goal were fully implemented during the 2023-24 year.

Action 1 and 2: Fully implemented Maintaining Maintenance Staff and maintenance supplies
Our dedicated custodial staff, consisting of two members, were on site throughout the year, ensuring the maintenance of our buildings and grounds. Their commitment to providing a clean and safe learning environment, along with quality supplies for maintenance, is commendable. We are pleased to report that no challenges were encountered in the implementation of these two actions.

Action 3 and 4: Fully implemented instructional staff and instructional materials and supplies
Four instructional staff members offered additional academic support to students and built positive and compassionate relationships with them. Moreover, they provided extra materials and supplies to unduplicated students to enhance their learning experience. There were no difficulties encountered in implementing these two actions.

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 variances show material differences between Budgeted Expenditures and Estimated Actual Expenditures:

1.2 Maintenance Supplies:
Budgeted Expenditures: \$59,167
Actual Expenditures: \$110,108.77
Variance: \$50,941.77 (Exceeding Budget)
The actual expenditures for maintenance supplies exceeded the budgeted amount due to several significant projects undertaken during the year. These projects included new fence Installation to enhance security and improve the appearance of the property; planted new plants to create a more welcoming environment for students and staff; and added new windows to improve insulation and reduce long-term energy costs.

1.3 Instructional Staff:
Budgeted Expenditures: \$314,962
Actual Expenditures: \$557,908.81
Variance: \$242,946.81 (Exceeding Budget)
The variance in instructional staff expenditures was due to the hiring of additional staff members to enhance academic support for students. The budget exceeded due to four additional instructional staff members to provide increased academic support and tailored instruction for

students. The new staff members played a crucial role in nurturing positive, empathetic relationships with students, and offered extra academic assistance aimed at improving student outcomes.

1.4 Instructional Supplies:

Budgeted Expenditures: \$84,707

Actual Expenditures: \$67,620.42

Variance: \$17,086.58 (Under Budget)

The actual expenditures for instructional supplies were less than budgeted. The savings were achieved through careful management and efficient purchasing. Funds were used to purchase necessary classroom supplies to support various educational activities, including materials for projects, assignments, and other instructional needs.

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

The effectiveness of the actions in Goal #1 to achieve the desired outcomes, as measured by the above metrics, are as follows:

Action 1.1, 1.2: Maintenance staff and supplies

FIT overall rating Good. We've installed a new fence, planted new plants, and added new windows. Additionally, we're currently in the process of passing a school bond for the improvement project on the track landsite. In addition, our school hosted a student and community meeting held on October 17, 2023 to review facility plans for a new track and outdoor landscaping. Paper surveys were distributed and collected from families during the October 31 carnival. The feedback received has been overwhelmingly positive and enthusiastic about the new track and field facilities.

Action 1.3, 1.4: Instructional staff/Instructional supplies and materials

Four instructional staff members have been offering additional academic support to students, nurturing positive and empathetic relationships with them. These staff members have also been providing personalized one-on-one support tailored to individual student needs. Additionally, they have been helping with classroom activities, particularly focusing on supporting students with learning challenges or specific needs, with an emphasis on assisting our unduplicated students.

As outlined above, San Lucas' proactive efforts in providing resources to staff, students, and families have been instrumental in successfully implementing these actions. Our suspension rate has remained stable, maintaining a yellow status at 2.4%. In addition, students' survey responses indicated that 77% believe they do interesting things at school, and 77% believe staff make an effort to know them. We are committed to ongoing efforts to foster positive behavior and nurture a supportive, inclusive school environment.

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.

After analyzing the goal, metrics, and outcomes from the previous year, and considering feedback from our educational partners, we have decided to continue with Goal 1 and actions. This collaborative approach will enable our schools to create a more equitable and inclusive learning environment, where all students have the opportunity to thrive academically, socially, and emotionally. By implementing these changes to the actions, we will strengthen our approach by fostering collaboration to address the complex and interconnected factors contributing to inequity. This collaborative approach will enable our schools to create a more equitable and inclusive learning environment, where all students have the opportunity to thrive academically, socially, and emotionally.

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	2) San Lucas School will provide a solid instructional program based on the Common Core State Standards (CCSS) with particular focus on English/Language Arts, Math, and Civics while working to meet the academics needs of each individual student. Students will continue to demonstrate progress on standardized tests as demonstrated through district assessments and State standardized testing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional development activities	All certificated staff participate in at least 1 personal PD per year and successful in house professional PD.	5 out of 6 certificated staff participated in at least 1 personal PD per year and all staff were successful with in house professional PD.	4 out of 6 certificated staff participated in at least 1 personal PD per year and all staff were successful with in house professional PD. Feedback on Franklin Covey Seven Habits PD was very positive. As such, District will provide this again next year.	All staff have participated in PD -- full staff online Franklin Covey and Leader in Me; 2 staff attended a Science of Reading PD; 1 staff attended a California Kindergarten PD; 1 staff attended a Curriculum Associates and MTSS PDs; full staff attended online PD modules by ELlevation to support ELL students.	All certificated staff participate in at least 1 personal PD per year and successful in house professional PD.
School schedules	School provides an annual schedule that includes well rounded	School provided an annual schedule that included a well rounded course	School provided an annual schedule that included a well rounded course	School has provided an annual schedule that includes unique, comprehensive	School provides an annual schedule that includes well rounded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	course schedule for all grade levels.	schedule for all grade levels. This included dedicated PE and health, dedicated tutoring and intervention for all grade levels, dedicated science learning in the makerspace, free afterschool tutoring, field trips to learn about agriculture, history, and theater, sports games, and multiple assemblies and special events hosted at the school.	schedule for all grade levels. This included dedicated PE, dedicated tutoring and intervention for all grade levels, dedicated personal reading time for Gr 4-8, free afterschool tutoring, field trips to learn about agriculture, history, and theater, sports games, and multiple assemblies and special events hosted at the school. District also hosted first Expanded Learning Opportunity Program for student, which provided 30 additional 9-hour days of enrichment outside of the 180 day school year.	classrooms for multi-age learning on a rotating schedule. Courses included dedicated PE, dedicated tutoring and intervention, dedicated personal reading time, free afterschool tutoring, field trips and family outreach events, sports games, multiple assemblies, parent courses and special events hosted at the school. District is hosting second year of Expanded Learning Opportunity Program for student, and has provided 13 of 30 planned days of 9-hour enrichment days, outside of the 180 day school year.	course schedule for all grade levels.
Percentage of EL students who make progress toward English proficiency as measured by ELPAC	ELPI 2019: 27.8%	ELPI: 2022: 30%	ELPI: 2023: 32.1% 14% of students were reclassified as Fluent English Proficient 17% of ELL students improved by at least one level on the ELPAC overall score	ELPI: 2024: 75% 42.9% of ELL students improved by at least one level on the ELPAC	60% of EL students should RFEP within 3 years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP/CAA scores	District has not met goal of growth by 5% annually	District by 5.41 percentage points in Math from 18/19 to 20/21 on Statewide testing District did not meet growth goal in ELA from 18/19 to 20/21	District did not grow nor drop by any whole percentage points in Math from 20/21 to 21/22 on Statewide testing. District did not meet growth goals in ELA from 20/21 to 21/22. District started offering Accelerated Reader this year and plans to start a new ELA curriculum in 23/24.	District grew by 5.28 percentage points in Math from 21/22 to 22/23 on Statewide testing, scoring higher overall proficiency percentage levels than all but two of the 9 south Monterey county districts. District dropped by 2.78 percentage points in ELA from 21/22 to 22/23. District is not meeting LCAP goal for ELA, despite multiple efforts to address literacy including extra tutoring, Accelerated Reader program, special student incentives, and parent classes with Project Read to Me.	District is meeting goal of growth by 5% annually.
iReady scores	Less than 20% of students are testing at or above grade level, about 50% are one	In Reading, 23% of students are testing at or above grade level, 35% are one grade	In Reading, 20% of students are testing at or above grade level, 42% are one grade	In reading, 20% of students are testing at or above grade level, 42% are one grade	40% of students are testing at or above grade level, 40% are one grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	grade level behind, and 20-30% testing 2 or more grade levels behind.	level behind, and 41% are testing 2 or more grade levels behind. In Math, 14% of students are testing at or above grade level, 53% are one grade level behind, and 33% are testing 2 or more grade levels behind.	level behind, and 38% are testing 2 or more grade levels behind. In Math, 20% of students are testing at or above grade level, 47% are one grade level behind, and 33% are testing 2 or more grade levels behind.	level behind, and 38% are 2 or more grade levels behind. In Math, 20% of the students are testing at or above grade level, 42% are one grade level behind, and 33% are 2 or more grade levels behind.	behind, and 20% testing 2 or more grade levels behind.
Student and parent feedback survey	An online tool does not currently exist	Survey Monkey is used to post surveys on Facebook, but there is not a calendar or consistent schedule used for when feedback is solicited.	Survey Monkey is used to post surveys on Facebook, but there is not a calendar or consistent schedule used for when feedback is solicited. District is offering in person paper surveys again and giving prizes when completed surveys are turned in. Principal is also holding meetings with students to obtain feedback.	Survey Monkey is used to post surveys on Facebook, but there is not a calendar or consistent schedule used for when feedback is solicited. District is offering in person paper surveys again and giving prizes when completed surveys are turned in. Principal is also holding meetings with students to obtain feedback.	An online tool will exist for students and parents to provide feedback
Implementation of academic content and performance standards for all students	100% of teachers are implementing CA State Standards, as evidenced by posting of standards in	100% of teachers are implementing CA State Standards, as evidenced by posting of standards in	100% of teachers are implementing CA State Standards, as evidenced by posting of standards in	100% of teachers are implementing CA State Standards, as evidenced by posting of standards in	100% of teachers are implementing CA State Standards, as evidenced by posting of standards in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: ELA and Math standards shared with students as daily lesson objective	classrooms to identify standards to students during lessons	classrooms to identify standards to students during lessons	classrooms to identify standards to students during lessons	classrooms to identify standards to students during lessons	classrooms to identify standards to students during lessons
Annual PLC on programs to enable ELs to access the CCSS and ELD standards	100% of teachers participate in professional learning on ELD Standards	Team did not meet this goal this year.	100% of teachers participated in an in-house professional learning on best practices in ELD instruction.	100% of teachers have participated in online professional learning modules on best practices in ELD instruction via ELLevation. One teacher runs a proprietary ELD program for Level I ELL students in older grades.	100% of teachers participate in professional learning on ELD Standards
Broad course of study	Arts programs, sports program, and history/science field trips account for at least 30 instructional days/year (prior to the 2020 pandemic)	Winter program, sports, history/science activities/trips, and art lessons accounted for 21 instructional days this school year, not including Afterschool program activities. The months of January and February were impacted by high numbers of COVID cases.	ELOP offered for 30 non-school days. Two Saturday schools and one make up school day were offered in response to 3 weather-induced school closure days. On regular instructional days, school provided volleyball, track and field, history/science activities/trips and visitor presentations, mobile science lab	ELOP has been offered for 13 non-school days, with 17 more planned before June 30. Six Saturday schools on the schedule for January - March. Two built in make up days are on the calendar in the case of school closures. On regular instructional days August through January, school has	Arts programs, sports program, and history/science field trips account for at least 30 instructional days/year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			visits, graphic arts lessons, and guitar lessons. All students, including students with disabilities, English learners, students with low socioeconomic status and homeless students have access to all necessary and provided programs.	provided volleyball, agriculture, history, science, and theater activities/trips, mobile science lab visits, watercolor art lessons, and stage performance and singing lessons. All students, including students with disabilities, English learners, students with low socioeconomic status and homeless students have access to all necessary and provided programs.	
Middle school dropout rates	0	0	0	0	0
Statewide Assessments ELA	2018-19 ELA : Distance from Standard All Students: 3.7 Hispanic: -8.2 EL: -33.1 Low-income: -24.7 foster	2020-2021 ELA: 18% of students were at or above proficiency Breakdown by subgroup withheld on Dashboard due to COVID19	2021-2022 ELA : Distance from Standard All Students: 64.1 points below standard Hispanic: 69.6 points below standard EL: No level given, to maintain privacy because of small number of test-takers Low-income: 69.4 points below standard	2022-2023 ELA : Distance from Standard All Students: 70.7 points below standard Hispanic: 77.9 points below standard EL: No level given, to maintain privacy because of small number of test-takers Low-income: 78.4 points below standard	Improve by 5% annually in all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster: N/A	Foster: N/A	
Statewide assessments Math	2018-19 Math: Distance from Standard is -25.6 All Students: 3.7 Hispanic: -8.2 EL: -33.1 Low-income: -24.7 foster	2020-2021 Math: 16% of students were at or above proficiency Breakdown by subgroup withheld on Dashboard due to COVID19	2021-2022 Math: Distance from Standard All Students: 90.6 points below standard Hispanic: 101.6 points below standard EL: No level given, to maintain privacy because of small number of test-takers Low-income: 95.9 points below standard Foster: N/A	2022-2023 Math: Distance from Standard All Students: 66.2 points below standard Hispanic: 75.8 points below standard EL: No level given, to maintain privacy because of small number of test-takers Low-income: 69.8 points below standard Foster: N/A	Improve by 5% annually in all subgroups
Chronic Absenteeism Rate	3.8% - 2018/19 school year from DataQuest	Went from 12.6% to 28.4% on DataQuest. This is an area that will need to be reviewed and monitored.	Chronic absenteeism for 21/22 was 42.7%. Positive COVID tests which led to mandatory stay at home quarantines on students impacted the attendance for 21/22.	Chronic absenteeism dropped from 42.7% in 21/22 to 20.8% in 22/23.	Goal is to drop to 3%

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 overall implementation of the actions in this Goal were almost all fully implemented during the 2023-24 year, and had the following successes (except for 2.1):

Action 2.1: Not implemented

2.1: Civics training was not provided due to a lack of personnel available (which was a challenge). Instead, training on MTSS, iReady, and Ellevation was given and was successfully attended by staff.

Actions 2.2-2.4: Fully implemented

2.2: Training is provided for staff every Wednesday. A teacher offers personalized academic support from 9 a.m. to 3 p.m. On Thursdays, a counselor is available to provide SEL support, while a behavior specialist from MCOE assists homeless students. Additionally, behavioral health support is available on Thursdays after school to help students. No challenges noted.

2.3: We have taken comprehensive measures to support our sped and RSP students. A special education room has been set up, and a virtual sped teacher is available from 12-4 daily. Additionally, speech services (virtual) are provided, and a speech therapist from the HS also meets with students. We are committed to ensuring that no student is left behind. No challenges notes.

2.4: Classroom instruction is being supported by four Instructional Aides (IAs). These IAs are providing assistance to the classroom for a better learning experience. No challenges noted.

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 variances show material differences between Budgeted Expenditures and Estimated Actual Expenditures:

2.2 Intervention

Budgeted Expenditures: \$51,500

Actual Expenditures: \$12,137.76

Variance: \$39,362.24 (Under Budget)

Initially, the budget was set to cover costs for external intervention programs aimed at providing additional academic support for students. However, the actual need for these programs was lower than anticipated. This reduction in need was due to the effectiveness of existing academic support strategies and interventions, which reduced the requirement for external resources.

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

The effectiveness of the actions in Goal #2 to achieve the desired outcomes, as measured by the above metrics are as follows:

Action 2.1: Professional Development (Metric #1)

All staff (100%) participated in professional development, including online training with Franklin Covey and Leader in Me. Some staff attended sessions on Science of Reading, California Kindergarten, Curriculum Associates, and MTSS. The whole staff also completed online modules from ELLevation for EL student support.

(Metric #3) Furthermore, all teachers completed online modules focusing on best practices in English Language Development (ELD) instruction provided by ELLevation. One teacher leads a specialized ELD program for Level I EL students in older grades. Teachers actively integrate California State Standards into lessons, demonstrated by clear display in classrooms and integration into teaching materials. This resulted in a 42.9% improvement among ELL students on the ELPAC assessment. 100% of teachers are implementing CA State Standards, as evidenced by posting of standards in classrooms to identify standards to students during lessons.

Action 2.2: Intervention

The district's math proficiency increased by 5.28 percentage points from 2021-2022 to 2022-2023 on statewide testing. However, there was a 2.78 percentage point decrease in English Language Arts (ELA) proficiency during the same period. The district is not meeting LCAP goal for ELA despite implementing various literacy initiatives, such as tutoring, the Accelerated Reader program, student incentives, and parent classes with Project Read to Me. In reading, 20% of students are performing at or above grade level, 42% are one grade level behind, and 38% are two or more grade levels behind. In math, 20% of students are performing at or above grade level, 42% are one grade level behind, and 33% are two or more grade levels behind. Additionally, virtual speech services are provided, and a high school speech therapist meets with students. The district remains committed to ensuring no student is left behind.

The Extended Learning Opportunity Program (ELOP) has been offered for 13 non-school days, with an additional 17 days planned before June 30th. There are six Saturday schools scheduled from January to March. Two built in make up days are also on the calendar in the case of school closures.

On regular instructional days from August through January, the school has provided various activities and trips including volleyball, agriculture, history, science, and theater activities. Students have access to mobile science lab visits, watercolor art lessons, and stage performance and singing lessons. All students, including those with disabilities, English learners, students from low socioeconomic backgrounds, and homeless students, have access to all necessary and provided programs.

Action 2.3: Special Education Room

We have taken comprehensive measures to support our Special Education (SPED) students and Resource Specialist Program (RSP) students. A special education room has been set up, and a virtual SPED teacher is available from 12-4 to provide support. Additionally, instructional aides are available to assist these students as needed.

2.4: Instructional Aides

Classroom instruction is being supported by four Instructional Aides (IAs), representing an increase from the action to maintain three IAs. These IAs not only provide assistance within the classroom but also actively cultivate positive relationships with students. As a result, chronic absenteeism has decreased significantly from 42.7% in 2021-2022 to 20.8% in 2022-23.

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.

After analyzing the goal, metrics, and outcomes from the previous year, and considering feedback from our educational partners, we have decided to continue with Goal2, including metrics and actions. The collaborative approach will ensure all students, including EL learners, low income students, and homeless youth have equitable opportunities to optimally learn.

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	3) San Lucas School will provide a welcoming and engaging school environment soliciting support and involvement from its families and providing enrichment activities for the students to promote a well-rounded education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent attendance at parent events	75% of families attended family events prior to COVID	100% of families attended at least one event (Back to School Night, Open House Night, and/or Parent-Teacher Conference). 4 families out of the entire school attended parents club meetings this year.	Family attendance: 56% Back to School Night 77% Open House Night 89% Parent-Teacher Conferences Over 10% parents volunteered at a school event 26% attended a parents club meeting 26% attended at least one parent training course	100% of school's families have been represented at at least one of the following parents welcome events: Back to School Night Parent-Teacher Conferences Parent Breakfast and Awards Assembly Project Read to Me 3-day workshop Sun Street Center Parent Classes Loaves, Fishes, and Computers technology classes Parents Club meetings, Bingo Night, and Winter Lunch Party	Over 90% parent attendance to parent events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Winter Program Schoolwide Performance ELO-P Family outreach trips to The Ravine in July and Steinbeck Center/Western Stage in August	
School attendance	School attendance during 20/21 COVID year: 87% K-3 91% 4-5 96% 6-8 Average of 91% overall	School attendance during 21/22 COVID year: 86% K-3 94% 4-5 89% 6-8 Average of 89% overall	School attendance during 22/23 year: 93.7% K-3 94.8% 4-6 91.6% 7-8 Average of 93.4% overall	School attendance at Mid Year: 94.91% K-3 95.24% 4-6 96.81% 7-8 Average of 95.65%	Attendance average of 95% or higher for all grade levels
Low suspension/expulsion rates	2.7% suspension/0% expulsion for 20/21 year	2.7% suspension/0% expulsion for 21/22 year	2.7% suspension/0% expulsion for 22/23 year	0% expulsion for 23/24 year So far in 23/24, school has suspended 6% of 78 students	Maintain at 2.7% suspension/0% expulsion
Monthly enrichment activities scheduled for students	1 activity scheduled for the 20/21 year	14 special enrichment activities scheduled for the 21/22 year, plus 4 days of watercolor instruction, and 10 days each for winter program	14 enrichment activities occurred on school days during the 22/23 year, plus 6 days of watercolor instruction, 4 ASES Family Dinner Nights,	Enrichment activities occurring on school days thus far during the 23/24 year include plus 12 days of watercolor instruction, 3 visits from the	Hosting 1 enrichment activity/month

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		instruction and performance, and folklórico instruction/parent visits and performance	<p>6 visits from the Greenfield Community Science Workshop, 12 visits from King City Rural 4-H, and 18 lessons each in guitar and graphic arts from Sol Treasures.</p> <p>On noninstructional days, school offered a parent outreach trip to a 49ers game, 2 Saturday schools, trip to the Salinas Air Show, visits from the Greenfield Community Bike Workshop, Loaves, Fishes, & Computers, Sun Street Centers parenting class, and 30 days of ELOP which included 7 separate field trips to King City (history walking tour, history museum, city hall), San Simeon (beach, boardwalk, tidepool, marine center, Hearst Castle), Atascadero (lake, park, zoo), Morro Bay (nature center, nautical museum, state beach,</p>	<p>Greenfield Community Science Workshop, 10 days of stage performance and singing lessons for the winter program.</p> <p>On noninstructional days, school offered a parent outreach trip to The Ravine Water Park, Steinbeck Center, and Western Stage in Salinas, and a trip to the Salinas Air Show.</p> <p>13 days of a 30-day ELOP have been offered, which included nature hikes, field trips to Atascadero (lake, park, zoo), Morro Bay (nature center, nautical museum, state beach, and glass bottom boat), and Missions San Antonio and San Miguel.</p> <p>Between parents club, student ASB, and 8th grade class, these additional activities were offered: Thanksgiving lunch meal, winter party with</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and glass bottom boat). Between parents club, student ASB, and 8th grade class, these additional activities were offered: Thanksgiving lunch meal, winter party with Santa, Bingo night, end of year pool party, Beatles themed Mock Rock, Halloween Carnival, two Spirit Weeks, Valentine's Day activities, and Field Day.	Santa, Bingo night, and Halloween Carnival.	
Bus transportation	Transportation provided to students who live beyond the Main Street turn off from Coalinga Highway	Transportation provided to students who live beyond the Main Street turn off from Coalinga Highway	Transportation provided to students who live beyond the Main Street turn off from Coalinga Highway	Transportation provided to students who live beyond the Main Street turn off from Coalinga Highway	Transportation provided to students who live beyond the Main Street turn off from Coalinga Highway
Middle school drop out rates	0	0	0	0	0
Chronic Absenteeism	3.8% - 2018-19 DataQuest	Went from 12.6% to 28.4% in 20/21 on DataQuest. This is an area that will need to be reviewed and monitored.	Increased from 28.4 to 42.7% for 21/22 year. Positive COVID tests that led to mandatory quarantines impacted attendance.	Dropped from 42.7% in 21/22 year 20.8% in 2022/23 year.	Goal is to drop down to 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School will promote parental participation in programs for individuals with exceptional needs	Parental attendance data at meetings will be disaggregated by families with and without exceptional needs to ensure attendance	TBD	100% of families with students with special needs attended at least two school events. Over 50% of families with students with special needs attended and/or volunteered at parents club events.	Students with special needs are included in enrichment programs and activities including winter program performance. Families of students with special needs are actively engaged at parents club and major school events.	Attendance at parent engagement events will include families with an without exceptional needs at an equal ratio as they are enrolled at school
School will promote parental participation in programs for unduplicated pupils	A significant majority of all San Lucas events are attended by families of unduplicated pupils.	A significant majority of all San Lucas events are attended by families of unduplicated pupils.	A significant majority of all San Lucas events are attended by families of unduplicated pupils.	School has achieved 100% of parental attendance to at least one of the multiple parent activities offered this year, which includes representation of families of unduplicated pupils, which is also 100%.	A significant majority of all San Lucas events are attended by families of unduplicated pupils.
Statewide CAA	0	0/2 students scored at or above grade level expectations on the 2021/2022 CAA assessments	Results of 22/23 CAA are unknown at time of this writing	Due to only 2 students taking the CAA, score data is not entered to protect privacy.	70% of students taking the CAA will score at or above grade level expectations

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 overall implementation of the actions in Goal #3 were fully implemented during the 2023-24 year. The successes in implementation are below:

Action 3.1: After-school Program Classroom Support, Fully Implemented

The ASES program is fully operational and ready to use, with a teacher and an instructional aide available to support. No challenges noted.

Action 3.2: Parent Involvement Activities, Fully Implemented

Parent-teacher conferences, parent clubs, and trimester assemblies are happening. Parents are coming in to support students during lunch and on Fridays. No challenges noted.

Action 3.3: Student Enrichment Activities, Fully Implemented

Field trips have been organized for all park systems. Due to transportation and logistical issues, Chevron and Monterey Bay Aquarium have been replaced by alternative local field trip opportunities. No challenges noted.

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 Expenditures and Estimated Actual Expenditures.

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

The effectiveness of the actions in Goal #3 to achieve the desired outcomes, as measured by the above metrics are as follows:

Action 3.1: After-school Program Classroom Support

The after-school program offers student support, with a teacher and an instructional aide available for assistance. Half of our students currently attend the after-school program regularly.

Action 3.2: Parent Involvement Activities

Every family in the school has attended at least one parent welcome event, with 100% parental attendance at various parent activities offered this year. This includes families of unduplicated pupils, also achieving 100% representation. In addition, a parent outreach trip was provided to The Ravine Water Park, Steinbeck Center, and Western Stage in Salinas, and a trip to the Salinas Air Show. Additionally, 13 out of 30

days of an Extended Learning Opportunity Program (ELOP) have been offered. Activities included nature hikes and field trips to Atascadero, Morro Bay, and Missions San Antonio and San Miguel.

Action 3.3: Student Enrichment Activities

Enrichment activities during the 2023-2024 school year so far include 12 days of watercolor instruction, three visits from the Greenfield Community Science Workshop, and ten days of stage performance and singing lessons for the winter program.

The Parents Club, Student ASB, and the 8th-grade class also arranged other activities. Students with special needs actively participated in these enrichment programs, including the winter program performance. Their families were actively involved in the Parents Club and major school events.

These efforts led to a significant decrease in chronic absenteeism, dropping from 42.7% in the 2021-2022 school year to 20.8% in the 2022-2023 school year. Additionally, transportation was arranged for students residing beyond the Main Street turnoff from Coalinga Highway. Suspension rates did increase to 6% in 2023, which does not meet the target for 23-24. However, these enrichment activities are designed to increase engagement and decrease suspensions.

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.

After analyzing the goal, metrics, and outcomes from the previous year and considering feedback from our educational partners, we have decided to continue with Goal 3, including metrics and actions. This collaborative approach will establish various communication channels and avenues to enhance parental and familial involvement, fostering a welcoming and supportive school atmosphere where families are integral to decision-making and warmly encouraged to participate in campus activities. Our focus remains on nurturing strong partnerships with parents and the broader school community.

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	4) The school and all programs throughout the school will be administered, monitored, and reviewed by administration to maintain a functioning and smoothly operating school environment to maximize education and enrichment opportunities for the students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Submission of LCAP	LCAP is annually submitted (in lieu of LCAP for the 19/20 year, district submitted COVID19 Operational Plan, Distance Learning and Continuity Plan, and School Plan for Student Achievement, as well as wrote a Reopening Template)	LCAP will be submitted in a time manner	LCAP will be submitted in a timely manner	LCAP will be submitted in a timely manner	LCAP is annually submitted
Progress on LCAP Goals	Annual updates to LCAP indicating progress toward goals	Annual updates to LCAP are visible on this document, with evidence from surveys and activity attendance	Annual updates to LCAP are visible on this document, with evidence from surveys and activity attendance	Annual updates to LCAP are visible on this document, with evidence from surveys and activity attendance	Annual updates to LCAP indicate progress toward goals, as evidenced by stakeholder input on surveys and high attendance to scheduled activities
Fiscal solvency	Budget is submitted annually with positive certification	Budget anticipated to be submitted annually	Budget anticipated to be submitted annually	Budget anticipated to be submitted annually	Budget is submitted annually with positive certification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with positive certification	with positive certification	with positive certification	

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 overall implementation levels of actions 4.1-4.3 in this Goal were mostly implemented during the 2023-24 years.

Action 4.1 Administrator was partially implemented due to a change in personnel. However, an administrator was in place (last part of the year) to support the school through the end of the 2023-2024 school year.

Action 4.2 & 4.3 Administrative Supplies & Services were fully implemented without challenges.

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 are material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following variances:

Action 4.1- Underspent by \$33,000 due to a change in personnel.

The following variances show material differences between Budgeted Expenditures and Estimated Actual Expenditures: .

4.2 Administrative Assistant

Budgeted Expenditures:\$90,473

Actual Expenditures: \$108,186.27

Variance: \$17,713.27 (Over Budget)

The over-budget variance for Administrative Assistant expenses was primarily due to higher than expected salary costs.

4.3 Administrative supplies and services

Budgeted Expenditures: \$79,308

Actual Expenditures: \$92,177.78

Variance: \$12,869.78 (Over Budget)

The over-budget variance for Administrative Supplies and Services was due to increased prices for supplies and unplanned purchases for much needed equipment.

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

The effectiveness of the actions in Goal #4, actions 1-3 to achieve the desired outcomes, as measured by the above metrics, are as follows:

LCAP completion, submission, and fiscal solvency were successfully achieved in 23-24.

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.

After analyzing the goal, metrics, and outcomes from the previous year, and considering feedback from our educational partners, we have decided to continue with Goal 4, including metrics and actions.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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