



# 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
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# Goals and Actions

## Goal

Goal #	Description
1	Students will be provided with CCSS based curriculum in ELA that supports their needs and prepares them to communicate in a global economy. (Priority 1B, 2A&B, 4A,E&F, 7A,B&C, 8)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1B: Yearly passing of Resolution #00046-20 Sufficiency of Instructional Materials	Passed August 2020	Passed August 2021	Passed August 2022	Passed August 2023	Passed every year
State 2A: Alignment of LEA report cards to CCSS	Aligned August 2020	Aligned August 2021	Aligned August 2022	Aligned August 2022	Aligned each year
State 2B, 4E&F: English Learner Growth on ELPAC - % improved on raw score or Reclassified	50% in 2018-2019 (1 of 2 students)	100% improved in 2020-2021	NA	NA	100%
State 4A: % of students completing the SBAC ELA	100% of eligible students in May 2021	100% of eligible students in May 2022	92% of eligible students in May 2023	100% of eligible students in May 2024	100%
State 7A,B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021	100% of students participated in all courses in 2021-2022	100% of students participated in all courses in 2022-2023	100% of students are participating in all courses in 2023-2024	100%
State 8: Growth on SBAC ELA improved raw score	63% in 2018-2019	89% in 2020-2021	100% in 2021-2022	67% in 2022-2023	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local: % of Students with a score of 3 or grade of C for reading and writing in trimester 2	79% in 2020-2021	79% in 2021-2022	79% in 2022-2023	100% in 2023-2024	90%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	0.6% in 2020-2021	-18% in 2021-2022	-57% in 2022-2023	110% in 2023-2024	Within 10% each year

## Goal Analysis

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

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

All actions were carried out as planned.

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.

Action 1.1 and 1.4 saw a reduction in costs due to fewer student consumables, library books, new texts, and other supplies being purchased and an under estimation of the cost of Primary Writing and reading Program materials.

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

Outcomes for this year are positive and indicate current actions should be continued. Anecdotal and observational data continue to indicate that the primary literacy program (SIPPS) has had a positive effect on reading scores for students in Kindergarten through 3rd grade. The Writing program continues to provide a positive growth in writing skills observed in independent writing and increased writing volume.

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.

With the positive effects of these actions on our ELA program we will continue implementing the primary writing program into the new 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
2	Students will participate in Standards aligned Mathematics curriculum that provides them with mastery of the skills needed to have choice in their future careers. (Priority 1B, 2A, 4A, 7A,B&C, 8)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1B: Yearly passing of Resolution #00046-20 Sufficiency of Instructional Materials	Passed August 2020	Passed August 2021	Passed August 2022	Passed August 2023	Passed every year
State 2A: Alignment of Math report cards to CCSS	Aligned August 2020	Aligned August 2021	Aligned August 2022	Aligned August 2023	Aligned each year
State 4A: % of students completing the SBAC Math	100% of eligible students in May 2021	100% of eligible students in May 2022	92% of eligible students in May 2023	100% of eligible students in May 2024	100%
State 7A,B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021	100% of students participated in all courses in 2021-2022	100% of students participated in all courses in 2022-2023	100% of students are participating in all courses in 2023-2024	100%
State 8: Growth on SBAC Math improved raw score	75% in 2018-2019	78% in 2020-2021	83% in 2021-2022	33% in 2022-2023	90%
Local: % of Students with a score of 3 or grade of C for Math in trimester 2	96% in 2020-2021	92% in 2021-2022	100% in 2022-2023	100% in 2023-2024	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-45% in 2020-2021	-16% in 2021-2022	-73% in 2022-2023	-10% in 2023-2024	Within 10% each year

## Goal Analysis

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

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

All actions were carried out as planned.

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.

Material differences were within an expected variance.

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

Anecdotal and observational data indicates that the implementation of the new math strategies has been incredibly successful. Many students indicated on surveys that Math is now their favorite subject and that they feel confident when they perform math tasks which indicates that they are able to "keep their picture." Improved student grades also indicate that the this implementation has been successful. Students mastery of addition, subtraction, multiplication, and division facts has improved as well as the over all moral of staff and students during math instruction.

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.

With the positive effects of these actions on our Math program we will continue into the new 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
3	Students will be provided with a social/emotional environment that supports their needs and prepares them to be a caring and productive citizen in our community. (Priority 5 A,B&C, 6A,B&C, 7A,B&C)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 5A: School attendance rates	93.75% in 2020-2021	95% in 2021-2022	88% in 2022-2023	97% in 2023-2024	97%
State 5B: Chronic absenteeism students	4% (1 student) in 2020-2021	11% (2 students) in 2021-2022	29% (4 students) in 2022-2023	0% (0 students) in 2023-2024	<5% each year
State 5C: Middle school drop outs	0 students in 2020-2021	0 students in 2021-2022	0 students in 2022-2023	0 students in 2023-2024	0 Drop outs in any year
State 6A: Pupil suspension days	4% (1 student) in 2020-2021	6% (1 student) in 2021-2022	0 days in 2022-2023	0 days in 2023-2024	<5% each year
State 6B: Pupil expulsions	0 students in 2020-2021	0 students in 2021-2022	0 students in 2022-2023	0 students in 2023-2024	0 expulsions in any year
State 6C: Pupil survey on social emotional health	New metric to be used in 2021-2022	82% positivity rate in 2021-2022	81% positivity rate in 2022-2023	91% positivity rate in 2023-2024	90% positivity rate
State 6C: Parent survey on pupil social emotional health	New metric to be used in 2021-2022	98% positivity rate in 2021-2022	98% positivity rate in 2022-2023	97% positivity rate in 2023-2024	90% positivity rate
State 6C: Staff survey on pupil social emotional health	New metric to be used in 2021-2022	83% positivity rate in 2021-2022	96% positivity rate in 2022-2023	89% positivity rate in 2023-2024	90% positivity rate



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 7A,B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021	100% of students participated in all courses in 2021-2022	100% of students participated in all courses in 2022-2023	100% of students are participating in all courses in 2023-2024	100%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-63% in 2020-2021	-100% in 2021-2022	105% in 2022-2023	36% in 2023-2024	Within 10% each year

## Goal Analysis

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

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

All actions were carried out as planned.

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

3.1 and 3.4 were over budget due to the increased experiences in supplies to support the social emotional program.

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

Actions taken maintained suspensions at 0 and increased attendance dramatically. Attendance will continue to be reviewed and improvements made.

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.

With the positive effects of these actions we will continue them into the new LCAP.

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**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	Students will participate in the arts and humanities, a broad variety of activities that prepare them for a life in a diverse world and enriches their school experience. (Priority 5 A,B&C, 6A,B&C, 7A,B&C, 8)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 5A: School attendance rates	93.75% in 2020-2021	95% in 2021-2022	88% in 2022-2023	97% in 2023-2024	97%
State 5B: Chronic absenteeism students	1 student in 2020-2021	2 students in 2021-2022	29% (4 students) in 2022-2023	0% (0 students) in 2023-2024	0 students chronically absent
State 5C: Middle school drop outs	0 students in 2020-2021	0 students in 2021-2022	0 students in 2022-2023	0 students in 2023-2024	0 Drop outs in any year
State 6A: Pupil suspension days	4 days across one student in 2020-2021	1 day across one student in 2021-2022	0 days in 2022-2023	0 days in 2023-2024	1 day of total suspensions across all students
State 6B: Pupil expulsions	0 students in 2020-2021	0 students in 2021-2022	0 students in 2022-2023	0 students in 2023-2024	0 expulsions in any year
State 6C: Pupil survey on school culture and services	82% in 2020-2021	86% in 2021-2022	79% in 2022-2023	85% positivity rate in 2023-2024	95%
State 6C: Parent survey on school culture and services	94% in 2020-2021	95% in 2021-2022	97% in 2022-2023	99% positivity rate in 2023-2024	100%
State 6C: Staff survey on school culture and services	New metric to be used in 2021-2022	98% in 2021-2022	98% in 2022-2023	94% positivity rate in 2023-2024	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 7A,B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021	100% of students participated in all courses in 2021-2022	100% of students participated in all courses in 2022-2023	100% of students are participating in all courses in 2022-2023	100%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-63% in 2020-2021	-15% in 2021-2022	-19% in 2022-2023	-8% in 2023-2024	Within 10% each year

## Goal Analysis

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

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

All actions were carried out as planned.

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.

Material differences were within an expected variance.

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

Survey data indicated that all stakeholders found all actions contributed to the success of our broad course of study.

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.

Results from the surveys continue to show a focus to improve Art, History, and Science instruction would benefit this goal, so additional funds will continue to be allocated to these programs. Action 4.5 will continue to address the implementation of the Extended Learning Opportunities Program. Funding is focused primarily on staffing to support the added hours each day and the additional 30 days required by

the program. Consumables, equipment, and services to support the programs will be included for the following activities: summer and after school Science, additional equipment for physical education during ELOP, performing arts and inventive play equipment, art supplies, support of the Spring Trip and Fall Camping, summer field trips, new technology equipment to support the ELOP, external storage for ELOP sports equipment, and incidentals not anticipated during planning but needed for implementation. See ELOP Plan at [idschool.org](https://idschool.org) for further details.

**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	Our families will be deeply involved in our District by participating in multiple activities including (but not limited to) working in the classroom, helping with activities, and off campus experiences. Communication between home and school will be frequent and conducted in multiple ways so as to keep all stakeholders informed and working as a team. (Priority 3 A,B&C)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 3A: Number of communication attempts including paper notices and automated calls	New metric to be used in 2021-2022	32 communication attempts in 2021-2022	49 communication attempts in 2022-2023	29 communication attempts in 2023-2024	30 contacts each year
State 3B: Parent volunteer hours	New metric to be used in 2021-2022	203 hours in 2021-2022	207 hours in 2022-2023	425 hours so far in 2023-2024	1000 hours each year
State 3C: IEP Participation	100% in 2020-2021	100% in 2021-2022	100% in 2022-2023	100% in 2023-2024	100%
Local: Participation at in person meetings	New metric to be used in 2021-2022	100% participation in 2021-2022	100% participation in 2022-2023	100% participation in 2023-2024	75%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-46% in 2020-2021	27% in 2021-2022	37% in 2022-2023	2% in 2023-2024	Within 10% each year

### Goal Analysis

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

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

All actions were carried out as planned.

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.

Material differences were within an expected variance.

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

Parents indicated in interviews and surveys that they felt informed and engaged during the school year. They attended all meetings and participated actively in the education program at the school.

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

With the positive effects of these actions we will continue them into the new 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
6	Our facility will be maintained in a way that promotes a safe and enriching environment for students, staff, and community. (Priority 1C)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1C: Facility Maintenance	Fair Rating on the 2020-2021 FIT	Poor Rating on the 2021-2022 FIT	Poor Rating on the 2022-2023 FIT	Fair Rating on the 2023-2024 FIT	Good rating
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	85% in 2020-2021	-3% in 2021-2022	19% in 2022-2023	3% in 2023-2024	Within 10% each year

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.
All actions were carried out as planned.
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.
Material differences were within an expected variance.



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

The school facility was maintained in a way that promotes a safe and enriching environment for students, staff, and community.

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.

With the positive effects of these actions we will continue them into the new LCAP. See Facilities Maintenance Plan at [idschool.org](https://idschool.org) for further details.

**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
7	Our administration will attract high quality staff that will be supported with training and assistance to provide students with the education they need. (Priority 1A)

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1A: Appropriate Assignment/Credentia l	100% in 2020-2021	100% in 2021-2022	100% in 2022-2023	100% in 2023-2024	100% each year
Local: Staff satisfaction survey	New metric to be used in 2021-2022	91% satisfaction in 2021-2022	94% satisfaction in 2022-2023	85% satisfaction in 2023-2024	100%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	New metric to be used in 2021-2022	2% in 2021-2022	-2% in 2022-2023	-4% in 2023-2024	Within 10% each year

### Goal Analysis

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

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

All actions were carried out as planned.

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.

Material differences were within an expected variance.

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

This goal continues to be successful. Staff retention continued at 100% this year and is a clear indicator of the success of this goal.

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.

With the positive effects of these actions on our staffing we will continue into the new 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.**

# 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.

California Department of Education  
November 2023