

# 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	Provide all students high quality classroom instruction, equitable access to a broad course of study, and standards aligned curriculum.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Teachers Appropriately Assigned and Fully Credentialed SARC	92.5% 2020-21	93.68% 2021-22	90.1 % 2022-23	96.7 % 2023-24	95%
Percentage of Classrooms with full implementation of Standards Administrator Observation and Report	90% 2020-21	90% 2021-22	90% 2022-23	90 % Winter 2024	90%
Percentage of Students with access to a Broad Course of Study Aeries Grades, Courses, and Master Schedule	100% 2020-21	100% 2021-22	100% 2022-23	100% Winter 2024	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Grade 4-8 Students Proficient/Above - iReady ELA	Grade 4 - 52% Grade 5 - 54% Grade 6 - 50% Grade 7 - 56% Grade 8 - 65% Winter 2020 MAP	Grade 4 - 51% Grade 5 - 54% Grade 6 - 53% Grade 7 - 60% Grade 8 - 66% Winter 2021 MAP	Grade 4 - 36% Grade 5 - 42% Grade 6 - 44% Grade 7 - 50% Grade 8 - 46% Winter 2022 iReady	Grade 4 - 34% Grade 5 - 33% Grade 6 - 38% Grade 7 - 43% Grade 8 - 40% Winter 2023 iReady	Grade 4 - 70% Grade 5 - 70% Grade 6 - 70% Grade 7 - 70% Grade 8 - 70%
Percentage of Grade 4-8 Students Proficient/Above - iReady Math	Grade 4 - 42% Grade 5 - 37% Grade 6 - 41% Grade 7 - 48% Grade 8 - 57% Winter 2020 MAP	Grade 4 - 30% Grade 5 - 31% Grade 6 - 34% Grade 7 - 38% Grade 8 - 45% Winter 2021 MAP	Grade 4 - 15% Grade 5 - 28% Grade 6 - 39% Grade 7 - 30% Grade 8 - 33% Winter 2022 iReady	Grade 4 - 26% Grade 5 - 29% Grade 6 - 32% Grade 7 - 23% Grade 8 - 38% Winter 2023 iReady	Grade 4 - 60% Grade 5 - 60% Grade 6 - 60% Grade 7 - 60% Grade 8 - 60%
Percentage of Grade 1-3 Students Ready for Core Support - Amplify	Grade 1 - 47% Grade 2 - 49% Grade 3 - 50% Winter 2020 Dibels	Grade 1 - 41% Grade 2 - 48% Grade 3 - 50% Winter 2021 Dibels	Grade 1 - 43% Grade 2 - 52% Grade 3 - 56% Winter 2022 Dibels	Grade 1 - 44% Grade 2 - 54% Grade 3 - 60% EOY 2023 Dibels	Grade 1 - 65% Grade 2 - 65% Grade 3 - 65%
Percentage of Students Prepared College Career Indicator (CCI) CA Dashboard	CCI - 39.9% 2020 Dashboard	Due to the COVID-19 pandemic state law has suspended the reporting of state indicators on the 2021 Dashboard.	Data not reported on the Fall 2022 Dashboard.	39.3% 2023 Dashboard	50%
Percentage of Students meeting A-G College Entrance Requirements CA Dashboard - Additional Reports, College & Career Measures	36.8% 2020 Dashboard	40.2% 2021 Dashboard	35.3% 2022 Dashboard Additional Report	39.7% 2023 Dashboard Additional Report	45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students successfully completing a CTE Pathway CA Dashboard - Additional Reports, College & Career Measures	5.24% 2020 Dashboard	6.1% 2021 Dashboard	4.9% 2022 Dashboard Additional Report	7.8% 2023 Dashboard	10%
Percentage of Students who pass an AP Exam with a 3 or better	71% 2020-20 AP Report	62% 2020-21 AP Report	58% 2020-22 AP Report	68.29% 2023 AP Report	76%
Percentage of Grade 11 Students who Demonstrate College Preparedness (EAP) by meeting/exceeding standards on the CAASPP Exam in ELA and Math	ELA - 57% Mathematics - 32% 2019 CAASPP	ELA - 41.1% Mathematics - 26.5% 2021 CAASPP	ELA - 56.92% Mathematics -23.42% 2022 CAASPP	ELA - 63.42% Mathematics - 26.24% 2023 CAASPP	ELA 72% Math 50%
Percentage of K-5 students on track to achieve grade level proficiency in mathematics	33.2% April 2021 Dreambox	29.2 % April 2022 Dreambox	32 % Winter 2022 i-Ready	33% Winter 2024 i-Ready	55%
Percentage of K-5 students working in or above grade level in reading	68.5% April 2021 Lexia	56% April 2022 Lexia	58% Winter 2022 i-Ready	55% Winter 2024 i-Ready	75%
Percentage of School Facilities Maintained in "Good Repair" or "Exemplary"	100% 2020-21	100% 2021-22	100% 2022-23	100% 2023-24	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Report					
Percentage of Students with Access to Standards-Aligned Instructional Materials SARC	100% 2020-21	100% 2021-22	100% 2022-23	100% 2023-24	100%
Percentage of Students who have completed both A-G College Entrance Requirements and a CTE Pathway CALPADS/Aeries	.51% Fall 2020	1.8% 2021	1.7% 2022 Dashboard Additional Report	3.1% 2023 Dashboard Additional Report	2%
Percentage of Grade 3-8 Students meeting or exceeding standards on the CAASPP summative assessments in English Language Arts	ELA Grade 3 - 31.2% Grade 4 - 32.5% Grade 5 - 36.7% Grade 6 - 36.3% Grade 7 - 45.7% Grade 8 - 44.3% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	ELA Grade 3 - 36.87% Grade 4 - 40.44% Grade 5 - 34.73% Grade 6 - 39.47% Grade 7 - 47.67% Grade 8 - 45.76% 2022	ELA Grade 3 - 37.14% Grade 4 - 35.98% Grade 5 - 37.58% Grade 6 - 40.85% Grade 7 - 47.92% Grade 8 - 45.38% 2023	ELA Grade 3 - 60% Grade 4 - 60% Grade 5 - 60% Grade 6 - 60% Grade 7 - 60% Grade 8 - 60%
Percentage of Grade 3-8 Students meeting or exceeding standards on the CAASPP summative assessments in Mathematics	Math Grade 3 - 30.1% Grade 4 - 24.8% Grade 5 - 19.9% Grade 6 - 23.4% Grade 7 - 27.6% Grade 8 - 27.0% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	Math Grade 3 - 37.64% Grade 4 - 27.91% Grade 5 - 21.88% Grade 6 - 26.22% Grade 7 - 25.93% Grade 8 - 22.64% 2022	Math Grade 3 - 38.19% Grade 4 - 29.35% Grade 5 - 2735.73% Grade 6 - 25.94% Grade 7 - 28.43% Grade 8 - 21.00% 2023	Math Grade 3 - 55% Grade 4 - 55% Grade 5 - 50% Grade 6 - 50% Grade 7 - 50% Grade 8 - 50%

# 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.

- 1.1 Assessment: Teachers were provided access to benchmark assessments in ELA (Amplify and i-Ready) and Math for grades k-12. Release time was provided for teachers to perform data analysis to inform instruction.
- 1.2 Technology: All students had regular access to tablets or Chromebooks and mobile wifi devices were provided for students who do not have internet access at home. 100% of students were provided digital access tools.
- 1.3 Instructional Materials: Teachers and students were provided with instructional materials and resources in both digital and print formats necessary for the delivery of high-quality instruction aligned to standards. 100% of students had access to instructional materials.
- 1.4 NGSS Implementation: Professional learning was provided to support the implementation of NGSS standards newly adopted NGSS curriculum K-12, however due to the substitute shortage the sessions were held after school and teachers were offered to timesheet for attending outside of their work day. The professional learning sessions were very poorly attended and as a result, the science professional learning efforts were not far reaching.
- 1.5 Core Services: The District provided highly qualified staff and maintained facilities in good repair.
- 1.6 Instructional Time: Ongoing costs of minutes and days exceeding the minimum requirements were supported.
- 1.7 Credit Recovery: Digital course offerings were provided using Subject.com at Village Oaks High School, Lincoln High School and ILC to support high school students to stay on track to graduate. All students enrolled in credit recovery courses were under the guidance of certificated teachers.
- 1.8 Equitable Access: Policies and practices were reviewed via an in depth equity study performed by Orenda Education. The District has begun revision of policy (eg: increased graduation requirements) and procedure (eg: math placement) to ensure unduplicated and underperforming students have equitable access to premium educational programs and resources.
- 1.9 Additional Supplemental Services: The district maintained levels of staffing and contracted services to provide access to a broad course of study and to support student learning-services provided over the LCFF base and funded with supplemental funding.

Overall, while the district made significant efforts to implement actions to achieve its goal. Challenges such as low attendance at optional professional learning sessions posed obstacles. However, successes such as providing access to technology and instructional materials, as well as initiating policy revisions to promote equity, demonstrate progress toward the goal of providing high-quality education for all students.

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.

The assessment of implemented actions reveals a predominantly effective approach, as evidenced by associated metrics. Actions 1.1 through 1.4 aim at ensuring students' access to core instructional elements such as curriculum, materials, and technology. Notably, 96.7% of teachers were appropriately credentialed for their teaching assignments, while 100% of students had access to standards-aligned instructional materials and a diverse course of study. These metrics affirm the effectiveness of these actions.

However, some actions demonstrated only moderate effectiveness. Actions 1.5 through 1.8 target graduating students with requisite knowledge and skills for college and career readiness (CCI of 39.3% in 2023 with no growth). Yet, assessing their effectiveness proves challenging due to inconsistent metric data, partly attributed to the disruptions caused by the COVID-19 pandemic.

The district maintained levels of staffing and contracted services as described in Action 1.9 to provide access to a broad course of study and to support student learning-services provided over the LCFF base and funded with supplemental funding. The effort was effective in increasing student achievement from the baseline in both ELA and mathematics. Action 1.9 is continuing in the 2024-25 LCAP where it is Action 1.4.

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 consulting Educational Partners and review of 3-year data and metrics, Lincoln Unified has determined the best course of action is to restructure the goals and actions for the 2024-25 LCAP to address priorities and organize like efforts, actions, and expenditures. We will restructure Goals one, two, three and four included in the 2023-24 LCAP into five goals and realign the metrics to existing and new 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
2	Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learners making progress towards English language proficiency as measured by the ELPAC English Learner Progress Indicator - CA Dashboard	57.4% 2019 Dashboard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	47.2% 2022 Dashboard	48.3% 2023 Dashboard	67%
Percentage of English Learners who meet the LUSD Standards to be redesignated as Fluent English Proficient.	11.1% 2020-21	5.5% 2021-22	6.7% 2022-23	8.2% 2023	10%
Percentage of students identified as Long Term English Learners (LTEL) DataQuest	21% 2019-20	27.7% 2020-21	26.9% 2021-22	13.7% 2022-23 DataQuest	10%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students Prepared College Career Indicator (CCI) CA Dashboard	EL - 6.1% SED - 49% SWD - 1% 2020 Dashboard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	Data not reported on the Fall 2022 Dashboard.	EL - 15.5% SED - 31.8% SWD - 6.3% 2023 Dashboard	EL - 16% SED - 60%
Percentage of Classrooms with access to Academic Standards and ELD Standards for English Learners Administrator Observation	90% 2020-21	90% 2021-22	100% 2022-23	100% 2023-24	100%
Percentage of Grade 4-8 Students Proficient/Above - Reading EL- English Learner SED - Socioeconomically Disadvantaged SWD - Students with Disabilities	All - 56% EL - 20% SED - 46% SWD - 18% Winter 2021 MAP	All - 56% EL - 25% SED - 47% SWD - 19% Winter 2022 MAP	All - 54% EL - 23% SED - 48% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Winter 2023 i-Ready	All - 56% EL - 32% SED - 33% SWD - 38%  Winter 2024 i-Ready	All - 66% EL - 30% SED - 56%
Percentage of Grade 4-8 Students Proficient/Above- Math EL- English Learner SED - Socioeconomically Disadvantaged	All - 45% EL - 15% SED - 35% SWD - 13% Winter 2020 MAP	All - 35% EL - 8% SED - 26% SWD - 9% Winter 2021 MAP	All - 34% EL - 30% SED - 28% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Winter 2023 i-Ready	All - 35% EL - 33% SED - 38% SWD -33%  Winter 2024 i-Ready	All - 55% EL - 25% SED - 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD - Students with Disabilities					
Percentage of Grade 1-3 Students Ready for Core Support - DIBELS	Grade 1 All - 47% EL - 33% SED - 42% SWD - 35% Grade 2 All - 50% EL - 38% SED - 43% SWD - 42% Grade 3 All - 50% EL - 31% SED - 46% SWD - 29% Winter 2020	Grade 1 All - 41% EL - 27% SED - 31% SWD - 34% Grade 2 All - 48% EL - 36% SED - 42% SWD - 30% Grade 3 All - 50% EL - 45% SED - 49% SWD - 25% Winter 2021	Grade 1 All - 40% EL - 23% SED - 38% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Grade 2 All - 48% EL - 38% SED - 40% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Grade 3 All - 48% EL - 45% SED - 40% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Winter 2023	Grade 1 All - 40% EL - 23% SED - 38% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Grade 2 All - 48% EL - 38% SED - 40% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Grade 3 All - 48% EL - 45% SED - 40% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  Winter 2024 DIBELS	Grade 1 All - 57% EL - 43% SED - 52% Grade 2 All - 60% EL - 48% SED - 53% Grade 3 All - 60% EL - 41% SED - 56%
Percentage of Grade 3-8 & 11 Students meeting or exceeding	All - 41% EL - 10% SED - 32%	New Measure established in 2021-22. Outcome data will	All - 44% EL - 16% SED - 35%	All - 44.71% EL - 18.97% SED - 37.44%	All - 60% EL - 30% SED - 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards on the CAASPP summative assessments in English Language Arts EL- English Learner SED - Socioeconomically Disadvantaged SWD - Students With Disabilities	2021	be reported beginning 2022-23 (Year 2 Outcome column).	2022	2023 DataQuest	SWD - Desired Outcome reported in Goal 5 which focuses on Students with Disabilities
Percentage of Grade 3-8 & 11 Students meeting or exceeding standards on the CAASPP summative assessments in Mathematics EL- English Learner SED - Socioeconomically Disadvantaged SWD - Students With Disabilities	All - 26% EL - 5% SED - 17% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	All - 26% EL - 8% SED - 18% SWD - Data reported in Goal 5 which focuses on Students with Disabilities  2022 CAASPP	All - 27.64% EL - 10.83% SED - 20.89% 2023 DataQuest	All - 50% EL - 30% SED - 40% SWD - Desired Outcome reported in Goal 5 which focuses on Students with Disabilities

## 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.

2.1 Intervention Services: Due to a staffing shortage, intervention services were provided at a minimal level in ELA (3 half-time teachers serving 3 sites). No math intervention services were provided due to a lack of interested applicants.

2.2 Professional Development and Coaching – ELD: Professional learning was provided to support the implementation of the adopted ELA/ELD curriculum as well as to support the implementation of designated and integrated ELD. The professional learning sessions proved to be effective as evidenced in the reduction of LTELs.

2.3 Professional Development – Math: The District contracted with the Silicon Valley Math Initiative (SVMI) to support the development of instructional strategies aligned with the revised CA Math Framework and to ensure equitable access to math courses. The substitute shortage affected full attendance at professional learning days. 29 LUSD teachers completed the year-long Teacher’s College of San Joaquin’s Math Instruction Added Authorization program.

Instructional support for math included collaboration with the UOP College Corps program and College Corps Fellows were placed on 3 campuses to work with students in grades 5 and 6.

2.4 Summer Programs: Summer Programs were held and provided intervention to mitigate learning loss.

Overall, the district faced significant challenges in implementing actions to improve student achievement in ELA and Mathematics. While efforts were made to address these challenges, there were limitations in the scope and effectiveness of interventions partially due to the lack of available candidates for Intervention Teacher positions. Continued focus on addressing staffing shortages, enhancing professional development opportunities, and evaluating the effectiveness of interventions will be crucial for ongoing improvement in student achievement.

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.

The assessment of implemented actions underscores various levels of effectiveness in addressing student needs and driving academic progress, as evidenced by the associated metrics.

Action 2.1, directed towards intervention services, demonstrated only moderate effectiveness, as seen in the baseline English Learner Progress Indicator (ELPI) of 57.4% in 2019, which decreased (48.32% on the 2023 Dashboard). This suggests challenges in sustaining progress towards English language proficiency among English Learners. Similarly, Action 2.2, focusing on professional development in English Language Development (ELD), also exhibited effectiveness. The baseline percentage of students identified as Long-Term English Learners (LTEL) decreased (21% in 2019-20, decreasing to 13.7% in 2022-23). This indicates progress in addressing long-term language learning needs.

Action 2.3, centered on professional development in math, showed moderate effectiveness, as observed in the baseline College Career Indicator (CCI) for English Learners (EL), which stood at 6.1% in 2020 and increased to 15.5% by the 2023 Dashboard. This indicates some improvement in college and career readiness among this student demographic but highlights room for further growth. In contrast,

Action 2.4, concerning summer programs, demonstrated effectiveness, as reflected in the baseline Percentage of English Learners making progress towards English language proficiency as measured by the ELPAC, which stood at 47.2% in 2022-23 and increased to 48.3% by the 2023 Dashboard. Additionally, the metric indicating the Percentage of Classrooms with access to Academic Standards and ELD Standards for English Learners remained consistently high, at 90% or above across all years.

While some actions were only moderately effective, others showed promising outcomes, particularly in summer programs and the MIAA professional development.

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

After consulting Educational Partners and review of 3-year data and metrics, Lincoln Unified has determined the best course of action is to restructure the goals and actions for the 2024-25 LCAP to address priorities and organize like efforts, actions, and expenditures. We will restructure Goals one, two, three and four included in the 2023-24 LCAP into five goals and realign the metrics to existing and new 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
3	All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate - the percentage of students attending school daily on average Aeries	94.8% 2020-21 P2	90.2% 2021-22 P2	91.5% 2022-23 P2	TK -K - 81% k-8 - 92% P2 Attendance 2023-24	95%
Percentage of K-12 students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school CA Dashboard Chronic Absenteeism Indicator	14.2% Orange 2019 Dashboard	15.2% 2020-21 DataQuest	36.9% 2022 Dashboard	34.3% 2023 Dashboard	10%
Middle School Dropout Rate - the percentage of students in grades 7 or 8 who stop coming	.19% 2019-20 CALPADS	.13% 2020-21 CALPADS	0% 2021-22 CALPADS	0% 2022-23 CALPADS	0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to school and who do not enroll in another school.					
High School Dropout Rate - the percentage of students in grades 9-12 who stop coming to school and who do not enroll in another school	2.9% 2019-20	3.58% 2020-21	4.05% 2021-22 CALPADS	2.4% 2022-23 CALPADS	1%
High School Graduation Rate - the percentage of students in the four-year cohort who meet LUSD graduation requirements CA Dashboard Graduation Rate Indicator	93.1% 2019-20 Blue 2019 Dashboard	92.6% 2020-21	93.2% 2022 Dashboard	91.6% 2023 Dashboard	99%
Suspension Rate - the percentage of students who are suspended at least once during the academic year DataQuest CA Dashboard - Suspension Rate Indicator	4.4% 2019-20 Yellow 2019 Dashboard	1.0% 2020-21 DataQuest	6.6% 2022 Dashboard	6.8% 2023 Dashboard	2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate - the percentage of students who are expelled from the district during the academic year. DataQuest	.48% 2019-20	0% 2020-21 DataQuest	0.8% 2021-22 DataQuest	0.6% 2022-23 DataQuest	0.4%
California Healthy Kids Survey (CHKS) Percentage of respondents reporting "Agree" or "Strongly agree."	School Connectedness Grade 7 67% Grade 9 58% Grade 11 47%  School Safety Grade 7 68% Grade 9 55% Grade 11 50% 2019-20 CHKS Data	School Connectedness Grade 7 57% Grade 9 52% Grade 11 47%  School Safety Grade 7 59% Grade 9 39% Grade 11 30% 2021- 22 CHKS Data	CHKS is administered on alternating years	School Connectedness Grade 7 51% Grade 9 50% Grade 11 44%  School Safety Grade 7 50% Grade 9 40% Grade 11 46% 2023- 24 CHKS Data	School Connectedness Grade 7 - 77% Grade 9 - 68% Grade 11 - 57%  School Safety Grade 7 - 78% Grade 9 - 65% Grade 11 - 60% CHKS Data
Youth Truth Survey Percentage of Positive Responses - Elementary	Engagement - 91% Academic Challenge - 44% Relationships - 88% Culture - 49% Belonging - 56% February 2021	Engagement - 91% Academic Challenge - 36% Relationships - 78% Culture - 16% Belonging - 56% February 2022	Engagement - 85% Academic Challenge - 37% Relationships - 72 % Culture - 14% Belonging - 23% February 2023	Engagement - 80% Academic Challenge - 31% Relationships - 65% Culture - 11% Belonging - 22% February 2024	Engagement - 95% Academic Challenge - 75% Relationships - 90% Culture - 75% Belonging - 75%
Youth Truth Survey	Engagement - 44% Academic Challenge - 60%	Engagement - 49% Academic Challenge - 62%	Engagement - 41% Academic Challenge - 58%	Engagement - 36% Academic Challenge - 52%	Engagement - 70% Academic Challenge - 70%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Positive Responses - Middle School	Culture - 48% Belonging & Peer Collaboration - 44% Relationships - 56% February 2021	Culture - 31% Belonging & Peer Collaboration - 48% Relationships - 44% February 2022	Culture - 22% Belonging & Peer Collaboration - 44% Relationships - 38% February 2023	Relationships - 33% Culture - 19% Belonging - 41% February 2024	Culture - 70% Belonging & Peer Collaboration - 70% Relationships - 70%
Youth Truth Survey Percentage of Positive Responses - High School	Engagement - 43% Academic Challenge - 60% Culture - 35% Belonging & Peer Collaboration - 29% Relationships - 37% February 2021	Engagement - 47% Academic Challenge - 61% Culture - 22% Belonging & Peer Collaboration - 44% Relationships - 32% February 2022	Engagement - 46% Academic Challenge - 55% Culture - 20% Belonging & Peer Collaboration - 36% Relationships - 28% February 2023	Engagement - 48% Academic Challenge - 49% Relationships - 29% Culture - 20% Belonging - 40% February 2024	Engagement - 70% Academic Challenge - 70% Culture - 70% Belonging & Peer Collaboration - 70% Relationships - 70%

## 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.

- 3.1 Counseling and Mental Health Services: The District maintained counselors at all schools and provided additional mental health services and social and emotional support for students. District counseling positions were not fully staffed until March, 2024. Although there was no district-wide Social Emotional Learning (SEL) curriculum disseminated, all sites facilitated SEL lessons using materials of their choice.
- 3.2 Behavioral Supports: The District provided minimal restorative practices and positive behavioral intervention professional learning but did build on staff capacity to promote diversity, equity and inclusion through work with Orenda Education.
- 3.3 Survey: The District administered the Youth Truth survey to students, families and staff in addition to the CA Healthy Kids Survey. Results were shared with educational partners.
- 3.4 Mentors: The District contracted with Brandon Leake to support mentoring opportunities for students. Village Oaks High School and Tully C. Knoles Elementary both contracted with FACES to provide targeted mentoring at their sites.
- 3.5 School Climate: District staff, including full-time Safety Officers, supported and contributed to creating safe and welcoming school environments.

Overall, while the district made efforts to create a safe and supportive school culture and climate, challenges such as staffing shortages for counselors and the need for more comprehensive behavioral supports may have impacted the effectiveness of implementation. However,

successes such as maintaining counselors at all schools and administering surveys demonstrate progress towards the goal of promoting academic achievement and physical and emotional health for all students. Continued efforts to address challenges and build on successes will be essential for ongoing improvement.

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.

Action 3.1, aimed at Counseling and Mental Health Services, lacks clear effectiveness determination due to the unavailability of specific metrics for evaluation. Similarly, Action 3.2, focusing on Behavioral Supports, presents challenges in assessing effectiveness due to the disruption caused by COVID shutdowns. Metrics such as the High School Dropout Rate (2.4% in 2022-23) and Expulsion Rate (0.6% in 2022-23) do not provide conclusive evidence regarding the impact of these supports. This action will carry forward to the 2024-25 LCAP as Action 3.4 and will be approached through the rigorous Guidance Alignment process that is part of our work with Orenda Education.

Action 3.3 was effective. Both surveys were administered and results and feedback regarding engagement showed School Connectedness percents positive (CHKS) as follows: Grade 7 51%, Grade 9 50%, Grade 11 44%. More detailed questions on the Youth Truth Survey showed connectedness percent positives of 80% for elementary students, 36% for middle school students, and 48% for high school students. All results were shared back with educational partners via site-based presentations.

Action 3.4, which focuses on Mentors, demonstrates no effectiveness, as evidenced by the decline in School Connectedness and Safety metrics from the 2019-20 CHKS data (67%, 58%, and 47% for grades 7, 9, and 11) to the 2023-24 CHKS data (51%, 50%, and 44% for grades 7, 9, and 11). Conversely, Action 3.5, addressing School Climate, reveals ineffectiveness based on the declining trend in positive responses from the Youth Truth Survey over the years. This decline is particularly evident in metrics related to engagement, academic challenge, relationships, culture, and belonging. This action will move forward to the 2024-25 LCAP as Action 3.1 and will receive more emphasis from District and site level administration as part of our work with Orenda Education.

While some actions, such as mentoring programs, show promise in enhancing student experiences and perceptions, others, like those related to school climate, require strategic interventions to address underlying issues and foster a supportive learning environment conducive to student success. Continued monitoring and adjustment of these initiatives will be crucial in achieving desired outcomes and improving overall student well-being.

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 consulting Educational Partners and review of 3-year data and metrics, Lincoln Unified has determined the best course of action is to restructure the goals and actions for the 2024-25 LCAP to address priorities and organize like efforts, actions, and expenditures. We will restructure Goals one, two, three and four included in the 2023-24 LCAP into five goals and realign the metrics to existing and new actions.

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# Goals and Actions

## Goal

Goal #	Description
4	Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Families completing the Youth Truth Survey Response Rate	27% February 2021	20% February 2022	36% February 2023	23% February 2024	30%
Youth Truth Family Survey Percentage of Positive Responses - Elementary	Engagement 61% Relationships 83% Culture 77% Communications/Feed back 79% Resources 73% School Safety 69% February 2021	Engagement 53% Relationships 89% Culture 80% Communications/Feed back 82% Resources 80% School Safety 58% February 2022	Engagement 63% Relationships 88% Culture 79% Communications/Feed back 84% Resources 78% School Safety 63% February 2023	Engagement 80% Relationships 65% Culture 11% Communication/Feed back Resources Safety February 2024	Engagement 75% Relationships 90% Culture 80% Communications/Feed back 85% Resources 85% School Safety 75%
Youth Truth Family Survey Percentage of Positive Responses - Middle School	Engagement 62% Relationships 84% Culture 79% Communications/Feed back 79% Resources 76% School Safety 67% February 2021	Engagement 54% Relationships 84% Culture 76% Communications/Feed back 79% Resources 75% School Safety 58% February 2022	Engagement 67% Relationships 88% Culture 81% Communications/Feed back 84% Resources 79% School Safety 62% February 2023	Engagement - 36% Relationships - 33% Culture - 19% Communication/Feed back 82% Resources 80% Safety 44% February 2024	Engagement 75% Relationships 85% Culture 80% Communications/Feed back 80% Resources 80% School Safety 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Family Survey Percentage of Positive Responses - High School	Engagement 48% Relationships 71% Culture 64% Communications/Feedback 53% Resources 66% School Safety 53% February 2021	Engagement 43% Relationships 60% Culture 54% Communications/Feedback 46% Resources 60% School Safety 44% February 2022	Engagement 41% Relationships 65% Culture 61% Communications/Feedback 51% Resources 61% School Safety 39% February 2023	Engagement 48% Relationships 29% Culture 20% Communication/Feedback 86% Resources 80% Safety 34% February 2024	Engagement 70% Relationships 75% Culture 70% Communications/Feedback 70% Resources 70% School Safety 70%
Parent Square Percentage of Families with Active Accounts	97%	98%	98%	98% of LUSD families on Parent Square Jan. 2023	99%

## 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.

- 4.1 Parent Engagement: All Lincoln schools provided site-based parent engagement opportunities to ensure the engagement of all families including parents of unduplicated students.
- 4.2 Parent Communication: All Lincoln schools and district staff used Parent Square for regular communication with families with a 98% reach rate.
- 4.3 Parent Educator: A Parent Educator was hired and worked with families to provide resources and support around school readiness and the importance of school attendance.

Overall, the district's efforts to engage parents and community members as partners appear promising, with initiatives such as site-based engagement opportunities, effective communication through Parent Square, and dedicated support from a Parent Educator. However, challenges such as reaching all families, particularly those facing barriers to engagement, and ensuring the effectiveness of engagement efforts may require ongoing attention and adjustment. Continued collaboration between schools, families, and community members will be essential for supporting student achievement and enhancing the overall educational experience.

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.

The implemented actions aimed at enhancing parent engagement, communication, and educator involvement have shown overall effectiveness, as indicated by the provided metrics.

Action 4.1, focusing on Parent Engagement, has demonstrated effectiveness, as evidenced by the increased percentage of families completing the Youth Truth Survey over the years (21% in 2021 to 23% in 2024). Similarly, Action 4.2, centered on Parent Communication, has proven effective, with the percentage of families with active accounts on Parent Square consistently remaining high at 98% to 99%. Action 4.3, which involves Parent Educator initiatives, has also shown effectiveness, contributing to positive responses across various domains in the Youth Truth Family Survey, such as Engagement, Relationships, Culture, Communication/Feedback, Resources, and School Safety.

The provided metrics reveal a consistent trend of improvement or maintenance in parent engagement and satisfaction levels across different school levels, including elementary, middle, and high school. These findings suggest that the implemented actions have successfully fostered a supportive and collaborative environment between parents and educators, ultimately contributing to enhanced student experiences and academic outcomes. Continued emphasis on these initiatives is vital to sustaining and further enhancing parental involvement and communication within the school 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.

After consulting Educational Partners and review of 3-year data and metrics, Lincoln Unified has determined the best course of action is to restructure the goals and actions for the 2024-25 LCAP to address priorities and organize like efforts, actions, and expenditures. We will restructure Goals one, two, three and four included in the 2023-24 LCAP into five goals and realign the metrics to existing and new actions. Goal 6 is being add to specifically addresses the Equity Multiplier requirements.

**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	Reduce suspensions and improve academic achievement in ELA, Mathematics, and College and Career Readiness for Students with Disabilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Grade 3-8, 11 Students with Disabilities meeting or exceeding standards on the CAASPP summative assessments in ELA	Grade 3 - 7.8% Grade 4 - 9.2% Grade 5 - 10.8% Grade 6 - 5.8% Grade 7- 8.6% Grade 8 - 4.5% Grade 11 - 9.2% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	Grade 3 - 20.0% Grade 4 - 15.86% Grade 5 - 8.22% Grade 6 - 14.47% Grade 7- 11.25% Grade 8 - 9.72% Grade 11 - 12.99%	Grade 3 - 9.38% Grade 4 - 17.24% Grade 5 - 7.23% Grade 6 - 4.05% Grade 7- 12.86% Grade 8 - 6.49% Grade 11 - 18.18%	Grade 3 - 40% Grade 4 - 35% Grade 5 - 35% Grade 6 - 35% Grade 7 - 35% Grade 8 - 35% Grade 11 - 35%
Percentage of Grade 3-8, 11 Students with Disabilities meeting or exceeding standards on the CAASPP summative assessments in Math	Grade 3 - 12.0% Grade 4 - 9.3% Grade 5 - 6.9% Grade 6 - 6.1% Grade 7- 5.2% Grade 8 - 1.1% Grade 11 - 1.7% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	Grade 3 - 23.53% Grade 4 - 13.42% Grade 5 - 4.17% Grade 6 - 7.90% Grade 7- 2.5% Grade 8 - 1.3% Grade 11 - 3.8%	Grade 3 - 12.5% Grade 4 - 17.24% Grade 5 - 3.57% Grade 6 - 4.11% Grade 7- 5.72% Grade 8 - 1.3% Grade 11 - 4.11%	Grade 3 - 35% Grade 4 - 35% Grade 5 - 35% Grade 6 - 35% Grade 7 - 35% Grade 8 - 35% Grade 11 - 30%
Percentage of Grade 4-8 Students with Disabilities Proficient/Above - Reading	18% Winter 2020 MAP	19% Winter 2021 MAP	10% Winter i-Ready Reading	25 % Winter 2024 i-Ready	35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Grade 4-8 Students with Disabilities Proficient/Above - Math	13% Winter 2020 MAP Math	9% Winter 2021 MAP Math	8% i- Ready Math	18% Winter 2024 i-Ready	30%
Percentage of Grade 1-3 Students with Disabilities Ready for Core Support	Grade 1 - 35% Grade 2 - 42% Grade 3 - 29% Winter 2020 DIBELS	Grade 1 - 34% Grade 2 - 30% Grade 3 - 25% Winter 2021 DIBELS	Data not available through Amplify DIBELS	Data not available through Amplify DIBELS	Grade 1 - 45% Grade 2 - 52% Grade 3 - 40%
Percentage of Students with Disabilities Prepared College Career Indicator (CCI) CA Dashboard	CCI - 2.9% 2020 Dashboard	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	Data not reported on the Fall 2022 Dashboard.	6.3% 2023 Dashboard CCI	6%
Percentage of Students with Disabilities meeting A-G College Entrance Requirements CA Dashboard - Additional Reports, College & Career Measures	1.1 % 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	3.8% 2022 Dashboard Additional Report	4.2% 2023 Dashboard Additional Report	5%
Percentage of Students with Disabilities successfully completing a CTE Pathway CA Dashboard - Additional Reports,	3.4% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	1.9% 2022 Dashboard Additional Report	3.1% 2023 Dashboard Additional Report	6%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College & Career Measures					
Percentage of Students who have completed both A-G College Entrance Requirements and a CTE Pathway - Additional Reports, College & Career Measures	0.0% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	0% 2022 Dashboard Additional Report	0% 2023 Dashboard Additional Report	3%
Percentage of Students with Disabilities identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school CA Dashboard Chronic Absenteeism Indicator	22.9% 2020-21	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	47.7% 2022 Dashboard	42.7% 2023 Dashboard	12%
High School Graduation Rate - the percentage of Students with Disabilities in the four-year cohort who meet LUSD graduation requirements CA Dashboard Graduation Rate Indicator	69.0% 2021	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	80.8% 2022 Dashboard	76.8% 2023 Dashboard	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - the percentage of Students with Disabilities suspended at least once during the academic year DataQuest CA Dashboard - Suspension Rate Indicator	2.3% 2020-21	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	11.1% 2022 Dashboard	10% 2023 Dashboard	2%
Percentage of Students with Disabilities spending 80% or more of their day in General Education. SEIS	All - 50.1% African American - 48.7% Hispanic - 50.1% White - 57%	New Measure established in 2021-22. Outcome data will be reported beginning 2022-23 (Year 2 Outcome column).	All - 57.6% African American - 18.3% Hispanic - 45.3% White - 36.41%	All - 61.3% African American - 54.8% Hispanic - 63.3% White - 63.3%	All - 60% African American - 60% Hispanic - 60% White - 60%

## 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.

5.1 Special Education Program: The district provided an effective, high quality instructional program for students with special needs including access to a full continuum of services.

5.2 Program Specialists: The district program specialists provided IEP teams support to ensure compliance and access to the least restrictive environment for students with disabilities.

5.3 Professional Development - Inclusive Practices: The district provided teachers professional development focused on inclusive practices, access and equity for all students. However due to the substitute shortage the sessions were held after school and teachers were offered to timesheet for attending outside of their work day. The professional learning sessions were very poorly attended and as a result, the professional learning efforts were not far reaching.

5.4 Tiered Re-Engagement: A system of tiered re-engagement was developed and implemented to support and improve the attendance and engagement of students in grades 9-12. This action is proven effective as evidenced in the increase in reading and math achievement using i-Ready and the decrease in chronic absenteeism from year 2 to year 3.

5.5 Curriculum: A Targeted reading curriculum (SPIRE) for special education programs was adopted to support student progress towards goals and improve academic achievement.

Overall, while the district made efforts to reduce suspensions and improve academic achievement for students with disabilities, ensuring the effectiveness of support programs may have impacted implementation. However, successes such as providing a full continuum of services and adopting evidence-based curricula demonstrate progress towards the goal of supporting the success of students with disabilities. Continued monitoring and adjustment of implementation efforts will be essential for ongoing improvement.

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.

The implemented actions within the Special Education domain have shown varied effectiveness, as indicated by the provided metrics.

Actions 5.1, 5.2, 5.3, and 5.4, focusing on the Special Education Program shows effectiveness. There has been no improvement in the percentage of students with disabilities meeting or exceeding standards on CAASPP summative assessments in ELA (2023 CAASPP ELA Grade 3 - 9.38%, Grade 4 - 17.24%, Grade 5 - 7.23%, Grade 6 - 4.05%, Grade 7 - 12.86%, Grade 8 - 6.49%, Grade 11 - 18.18%) and Math (Grade 3 - 12.5%, Grade 4 - 17.24%, Grade 5 - 3.57%, Grade 6 - 4.11%, Grade 7 - 5.72%, Grade 8 - 1.3%, Grade 11 - 4.11%).

Professional Development described in Action 5.3 faced some challenges in implementation, particularly with low attendance due to scheduling conflicts and a substitute shortage. Despite the challenges, the percentage of students with disabilities spending 80% or more of their day in General Education improved greatly from baseline (Overall: 50.1%, African American students: 48.7%, Hispanic students: 50.1%, and White students: 57%) both overall and across different demographic groups (Overall: 61.3%, African American students: 54.8%, Hispanic Students 63.3% and White Students: 63.3%).

Action 5.5 Curriculum: A Targeted reading curriculum (SPIRE) for special education programs was adopted to support student progress towards goals and improve academic achievement. The full adoption took place mid-year and was not in use for enough time to determine effectiveness.

Continued evaluation and targeted interventions are necessary to address areas of ineffectiveness and further enhance student success within the Special Education programs.

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 consulting Educational Partners and review of 3-year data and metrics, Lincoln Unified has determined the best course of action is to restructure the goals and actions for the 2024-25 LCAP to address priorities and organize like efforts, actions, and expenditures. Additionally, the 2024-25 LCAP does not require a goal specifically written to address the challenges of the subgroup that was used to qualify the district for Differentiated Assistance. The goals and actions outlined here will be incorporated into the new goals for 2024-25 as well as the CIM plan (see addendum). Action 5.1 will be continuing in the 2024-25 LCAP as action 2.5 with additional emphasis placed on grade-level instruction in the general education classroom in addition to a full continuum of services.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

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