

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	Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 % of properly credentialed and assigned teachers as measured by Williams Survey	1.1 71% properly credentialed teachers	1.1 100% properly credentialed teachers	1.1 75% properly credentialed teachers	1.1 75% properly credentialed teachers	1.1- 100% properly credentialed teachers
1.2-% of Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey
1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3 - Facilities Inspection Tool (FIT) ratings as measured by Williams Survey: Thomas E Mathews - Good Harry P B Carden - Poor	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey
1.4- California State Standard implementation as measured with local observation tool	1.4- No data available of California State Standard implementation with observation tool	1.4- Site administration performed standard implementation observation walk	1.4- Baseline is still being established for Year 2	1.4 - Site administration performed informal standard implementation	1.4- TBD based on year 1 outcomes of California State Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		throughs without a formal local observation tool	Site administration performed informal standard implementation observation walk throughs without a formal local observation tool	observation walk throughs with a local observation tool to measure occurrence of State standards posted in classrooms Harry PB Carden 50% of observations Thomas E Mathews 70% of observations	implementation with observation tool
1.5 % of Local benchmark assessment proficiency	1.5 Baseline for Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 72% at grade level proficiency Math 61% at grade level proficiency Thomas E. Mathews Reading 63% at grade level proficiency Math 66% at grade level proficiency	1.5 Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 13% at grade level proficiency Math 9% at grade level proficiency Thomas E. Mathews Reading 4% at grade level proficiency Math 5% at grade level proficiency	1.5 Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 11% at grade level proficiency Math 8% at grade level proficiency Thomas E. Mathews Reading 7% at grade level proficiency Math 20% at grade level proficiency	1.5 Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 11% at grade level proficiency Math 17% at grade level proficiency Thomas E. Mathews Reading 0% at grade level proficiency Math 32% at grade level proficiency	1.5 Increase 5% from each baseline for Local benchmark assessment proficiency Renaissance math and reading
1.6- % Met Standard or above on California Assessment of Student Performance and Progress	1.6- 2018-19 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP)	1.6- 2021-22 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP)	1.6- 2022-23 no data was reported due to small size of students tested on California Assessment of Student Performance	1.6- 2023-24 no data was reported due to small size of students tested on California Assessment of Student Performance	1.6- 5 % Met Standard or above on California Assessment of Student Performance and Progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CAASPP) in English Language Arts	in English Language Arts	in English Language Art	and Progress (CAASPP) in English Language Art	and Progress (CAASPP) in English Language Art	(CAASPP) in English Language Arts
1.7- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2018-19 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2021-22 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2022-23 no data was reported due to small size of students tested on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2023-24 no data was reported due to small size of students tested on California Assessment of Student Performance and Progress (CAASPP)	1.7- 5 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics
1.8- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- 2018-19 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- 2021-22 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- 2022-23 no data was reported due to small size of students tested California Assessment of Student Performance and Progress (CAASPP) in Next Generation	1.8- 2023-24 no data was reported due to small size of students tested California Assessment of Student Performance and Progress (CAASPP) in Next Generation	1.8-5% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards
1.10-% of students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10 - 100% of English Learner students receive English Language Development (ELD) course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)
1.11-% of Individual Education Plan (IEP) goals successfully completed	1.11-63% of Individual Education Plan (IEP) goals successfully completed	1.11-80% of Individual Education Plan (IEP) goals successfully completed	1.11-80% of Individual Education Plan (IEP) goals successfully	1.11-80% of Individual Education Plan (IEP) goals successfully	1.11-75% of Individual Education Plan (IEP) goals successfully completed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.12-% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule at Harry P.B Carden CTE was not offered at Thomas E Mathews 100% of students have successfully completed a CTE course.	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule at Harry P.B Carden and Thomas E Mathews 100% of students have successfully completed a CTE course.	1.12 - 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule at Harry P. B. Carden and Thomas E Mathews 100% of students are enrolled in a CTE course	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule
1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction
1.14- AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students
1.15- A-G Course access for WASC accredited schools	1.15- Set baseline A-G Course access for WASC accredited schools	1.15- 100% of students had A-G Course access for WASC accredited schools	1.15- 100% of students had A-G Course access for WASC accredited schools	1.15- 100% of students had A-G Course access for WASC accredited schools	1.15- A-G Course access for WASC accredited schools TBD by 2021-22 data
1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

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 analysis of the actions/services to achieve Goal 1 during 2023-24 determined the following actions/services were carried out and demonstrated an increase in student engagement, and/or access to instruction and curriculum as measured by attendance and qualitative teacher and staff feedback. the following actions were successes:

- 1.1 Professional Development in Positive Behavior Intervention and Supports (PBIS), Trauma Informed Practices (TIPs), and Crisis Prevention and Intervention, was provided to support a multi- tiered system of support implementation to support the significant social emotional and behavioral needs of the students.
- 1.2 Instructional Intervention Teacher position was maintained to provide academic, social emotional and behavior supports to students.
- 1.4 Renaissance Learning was utilized to provide on-going and regular local assessment data in reading and mathematics.
- 1.5 Technology work plan was updated and implemented to continue to provide technology access for teachers and students.
- 1.6 Provided Career Technical Education courses and career readiness skills to students.
- 1.7 Prevention Assistant provided college readiness workshops, supported students who were enrolled in college courses, and mentored students to increase engagement and improve academic and behavioral outcomes.
- 1.9 Food Services Assistant position was maintained.

The following actions were challenges:

- 1.3 A new curriculum was not piloted as new Principal and new Curriculum & Instruction Director determined that the best course of action was to work with staff to develop a scope and sequence with the current board adopted curriculum.
- 1.8 Supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students was not piloted as focus was on developing scope and sequence in all core content areas in preparation for WASC visit in spring of 2025

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.

1.3 A new curriculum was not piloted as new Principal and new Curriculum & Instruction Director determined that the best course of action was to work with staff to develop a scope and sequence with the current board adopted curriculum.
1.8 Supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students was not piloted as focus was on developing scope and sequence in all core content areas in preparation for WASC visit in spring of 2025

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

The actions and services for Goal 1 are effective based on the development of scope and sequence for each academic content area of the board adopted curriculum, implementing an informal classroom observation tool, and resolving connectivity issues to ensure access to curriculum.
Goal 1 actions continue to be necessary to support the intervention and support processes that provide additional targeted staff to provide individualized learning plans and encourage students to positively engage in an appropriate instructional program.

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.

Goal 1 was updated to reflect feedback from educational partners and focus on desired student outcomes. Changes will also be made to the Goal 1 metrics to ensure that data collected is relevant to student goals.

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	Goal 2: Foster respectful, collaborative, and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Attendance rates	2.1 85.5% Attendance rate	2.1 65% Attendance rate	2.1 66% Attendance rate	2.1 66% Attendance rate Thomas E Mathews	2.1- 95.5% Attendance rate
2.2 Truancy/chronic absenteeism rates	2.2 58% Truancy/chronic absenteeism rates	2.2 77% Truancy/chronic absenteeism rates	2.2 75% Truancy/chronic absenteeism rates	2.2 72% Truancy/chronic absenteeism rates	2.2- 12% Truancy/chronic absenteeism rates
2.3 Discipline referral rates for disruption including suspension	2.3 10% discipline referral rates for disruption	2.3 9% discipline referral rates for disruption	2.3 12% discipline referral rates for disruption	2.3 1.5 % discipline referral rates for disruption	2.3- 8% Discipline referral rates for disruption
2.4 Discipline referral rates for major incidents including suspension	2.4 52% Discipline referral rates for major incidents including suspensions	2.4 49% Discipline referral rates for major incidents including suspensions	2.4 30% Discipline referral rates for major incidents including suspensions	2.4 63% Discipline referral rates for major incidents including suspensions	2.4- 35% Discipline referral rates for major incidents
2.5 PBIS implementation	2.5 Baseline PBIS data will be established in Year 1	2.5 PBIS TFI Score 80% Implementation	2.5 PBIS TFI was not conducted	PBIS TFI score is 83%	2.5- 95% PBIS implementation
2.6 Connectedness factors on CHKS	2.6 Baseline CHKS data will be established in Year 1	2.6 Baseline CHKS Connectedness factor data is 46%	2.6 CHKS data has not been reported at this time	Mid-year data is not available	2.6- 75% Connectedness factors on CHKS
2.7 Middle School High School	2.7 Middle School High School	2.7 Middle School High School	2.7 Middle School High School	2.7 Middle School High School	2.7- N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	
2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8- N/A
2.9 Parent survey participation rate	2.9 72% Parent Survey participation rate	2.9 72% Parent Survey participation rate	2.9 Parent Survey was not conducted	50% Parent survey participation	2.9- 90% Parent Survey response rate
2.10 Parent participation in school activities rate	2.10 Baseline for parent participation in school activities will be established in Year 1	2.10 Parent participation in school activities rate data is not available. 100% of parents participated in Individual Learning Plan meetings	2.10 Parent participation activities were not measured 0% is reported due to the metric not being measured with fidelity	100% of TEM parents participated in Individual Learning Plan meetings	2.10- 100% of parents will participate in Individual Learning Plan meetings

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 analysis of the actions/services to achieve Goal 2 during 2023-24 determined the following actions/services were carried out and demonstrated an increase in fostering respectful, collaborative, and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful:

2.1 Student activities were conducted to increase student school connectedness.

2.2 Parent engagement activities were held to improve home to school connectedness.

2.3 Provided PBIS training, coaching and mentoring to all staff to foster a positive learning environment. The TFI monitoring instrument resulted in 83% fidelity implementation score. (80% is required)

2.4 Behavior Specialist provided necessary direct services and consultation, training for staff to provide supports and interventions to address student needs

- 2.5 Assistant Principal position was not filled due to decreasing enrollment and budget constraints.
- 2.6 Provided Restorative Practices training and coaching to increase positive behavior outcomes for students by increasing connectedness to school community.
- 2.7 Provided Parent Project Facilitator training to increase number of Parent Project class offerings.
- 2.8 Provided an on-site Probation Officer to provide necessary supports and services to probation referred students, and students on formal probation.
- 2.9 Provided a SARB Coordinator to provide cohesive support and services to SARB referred youth. 2.10 Student Resource Officer to provide increased safe school environment.
- 2.11 Youth Advocacy Director provides coordination of services and linkages to county wide agencies.

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 material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services:
- 2.6 Restorative Practices training was conducted for 2 out of the 4 planned days. Additional training days and Trainer of Trainers training will be conducted in 2024-25 fiscal year.
 - 2.7 Parent Project workshops were held in June 2023, after the 23-24 LCAP development but prior to the closing of the 2022-23 fiscal year.

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

The actions and services for Goal 2 are effective based on the reduction in behavior incidents for disruption, an increase in attendance rates, and the increased number of students being reinstated to their district of residence. Goal 2 actions continue to be necessary to support the comprehensive multi-tiered system of support to provide wrap around services such as counseling, social emotional skills, and behavior support. Positive Behavior Intervention and Support processes provide additional targeted staff to provide a safe school environment, counselors and mentors to provide behavior strategies and encourage students to positively engage in the school environment which reduced the number of both minor and major discipline referrals. Parent engagement activities for parents to learn about how the school is supporting their student's academic, behavioral and social emotional needs. These actions will support by reducing suspensions, behavior referrals, emotional outbursts as measured by PBIS/SWIS discipline data, suspension rates, and SEL assessments.

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.

Goal 2 was updated to reflect feedback from educational partners and focus on desired student outcomes. Changes will also be made to the Goal 2 metrics to ensure that data collected is relevant to student goals.

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	Goal 3: Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Expelled Youth having educational services coordinated through Yuba County process	0 is the baseline for 2021-22 not yet measured	100% of Expelled youth having services coordinated	100% of Expelled youth having services coordinated	100% of Expelled youth have services coordinated	100% of Expelled youth having services coordinated

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.

Goal 3 was fully implemented

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.

None

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

Goal 3 was effective to ensure that 100% of all expelled youth received coordinated services

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.

None

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	Goal 4: Continue collaboration with Foster Youth Services Executive Council (members include; Yuba County Juvenile Judge, Yuba County Adult and Child Protective Services, Yuba County Office of Education, Yuba County Probation, Local School Districts, Yuba County Council, Local Foster Family Agencies and Yuba College, Foster Kinship Care Education) to provide input and insight on the Foster Youth Services Coordinating Program and increase educational outcomes for Foster Youth enrolled in Yuba County schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 - Number of services provided to support Foster Youth county wide	4.1 - this is a new metric no baseline for number of services provided to support Foster Youth county wide	4.1 No data reported	4.1 100 services were provided in 2021-22 400 services were provided in 2022-23	4.1 685 services 182 unique students	4.1 Increase the number of services provided based on year 2 data

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 analysis of Goal 4 indicates that actions and services were carried out as planned. Staff positions were restructured in the 2022-23 school year.

Analysis of the metrics to measure the number of services provided for 2021-22 (100 services provided) to 2022-23 (400 services provided); showing a significant increase in the services being provided to the foster youth in Yuba County.

In 2023-24, with the addition of staffing the FYSCP has provided increased services to students and families. With the two Education Caseworkers (ECW) one was able to provide services to students at the elementary and the second was able to provide services to high school students. Our collaboration with child welfare services allowed us to co-locate while evaluating educational services and providing educational options through consultation.

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.

Differences between the budgeted expenditures and the estimated actual expenditures were due to changes in staff classification and FTE allocation changes.

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

Goal 4 services were effective based on an analysis of the number of services provided to support Fostr Youth

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.

None

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