



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
Harmony Union School District & Salmon Creek School A Charter	Matthew Morgan Superintendent/Principal	mmorgan@harmonyusd.org 707-874-1205

Goals and Actions

Goal

Goal #	Description
1	EQUITY IN OPPORTUNITY AND ACCESS Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement. [Maintenance Goal]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average years of experience for certificated teaching staff [Priority 2 Implementation of State Standards]	13.33 Years	14.33	14	11.297	>13 years
Williams inventory report [Priority 1 Student Access to Instructional Materials]	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant
Technology Work ticket completion rate/latency [Priority 1 Student Access to Instructional Materials]	Median 1 week	3 days	3 days	<2 Days	Median 3 Days
Library Hours of Operation record [Priority 1 Student Access to Instructional Materials]	6.5 hours	6.5 hours	6.5 Hours	6.5 Hours	6.5 hours

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Library volume inventory report [Priority 1 Student Access to Instructional Materials]	8,612 Titles, 10,117 Volumes	8,825 Titles, 10,339 Volumes	8,853 Titles, 10,421 Volumes	9,033 Titles, 10,637 Volumes	>10,000 Titles, 11,000 Volumes, digital access
Annual FIT Survey [Priority 1 Student Access to Instructional Materials]	100% met	100% met	100% met	100% met	100% met
Average score for YouthTruth Survey Family Engagement Question: Describing the degree to which families are engaged in their school and empowered to influence decision making including families of students with exceptional needs and families of unduplicated students [Priority 3 Parent Involvement]	3.91	3.72	3.87	3.81	>3.75
Percentage of properly credentialed teachers [Priority 2 Implementation of State Standards]	93%	93%	100%	100%	>95%
Implementation of academic content standards including	100%. All students have access to CCSS including ELD	100%. All students have access to CCSS including ELD	100%. All students have access to CCSS including ELD	100%. All students have access to CCSS including ELD	(Maintain). 100% of students will have access to CCSS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL access to CA standards including ELD standards as measured by self reflection tool	standards as measured by self reflection tool	standards as measured by self reflection tool	standards as measured by self reflection tool	standards as measured by self reflection tool	including EL access to ELD standards as measured by self reflection tool

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.

Highly Qualified Staff

During the 2023-2024 school year Harmony hired 1 new fully credentialed and appropriately assigned teacher. HUSO also hired additional Paraprofessionals and support staff to expand serves for students in academic and social/emotional capacities.

Universal and ready access to equipment and materials

Harmony adopted new curriculum for Health education. Pilots of science and math curriculum were also conducted

Library Access

Library access was maintained at previous levels including recess and class group services.

School Facility Maintenance and Improvements

HUSO continued improvements focusing on main office, networking, security and mechanical improvements

Parent and Stakeholder Engagement

HUSO added staff to support communications, board minutes, weekly newsletter and quarterly periodicals

No substantive changes to planned 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.

Significant increase in Highly qualified staff costs related to enrollment growth requiring an additional class and expansion of support services 2.25m revised to 2.74m
Increase in materials costs due to curriculum adoption and new pilots 50k to 132k
Library access costs saw change due to staffing increase from 55k to 73k
School facilities increased due to additional costs in networking and security 160k to 227k
Parent and stakeholder engagement increased due to staff hire for communications 11 k to 16k

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 improved parent engagement with communications outreach, parents were the highest scoring respondents to the youth truth survey. Curriculum pilots were helpful in finalizing proposals for final adoption for the 24/25 school year. Taken together, the district was able to meet its goals in implementation. Impacts on the metrics demonstrated success in meeting such objectives. Tying the work in this area to performance related goals for students is more tenuous.

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.

Old metrics did not feel adequate at measuring impacts from the objectives in this area. Developing new metrics that more effectively measured progress in student outcomes was recommended.

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	ACADEMIC PROFICIENCY FOR ALL STUDENTS Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines. [Focus Goal]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YouthTruth Student Academic Challenge Summary Measure	3.52 (grades 6-8)	3.50 (grades 6-8) 2.58 (Grades 3-5 - 1st year of survey)	3.73 (grades 6-8) 2.27 (Grades 3-5 - 1st year of survey)	3.50 (grades 6-8), 2.25 (Grades 3-5)	>3.9
YouthTruth Family Resources Summary Measures	4.15 (grades 6-8 family)	3.83 (grades (6-8 family) 4.09 (grades 3-5 families 1st year of survey)	3.95 (grades (6-8 family) 4.01(grades 3-5 families 1st year of survey)	3.96 (Grades 6-8), 3.73 (Grades 2-5), 4.05 (Grades TK-1)	>4.25
F&P Longitudinal Proficiency Data, Percent of students at grade level	75% at grade level	78% at grade level (grades 1-3)	82% at grade level (grades 1-3)	80% at grade level (grades 1-3)	90% at grade level
CAASPP performance in ELA	Blue Performance, 40 pts above standard	Results from 2020-2021 was Blue Performance, 40 pts above standard	Results for 2022-2023 was "High" 40.2 pts above standard, maintaining performance from 21-22, The low socio-economic subgroup, showed 6.7 points below standard, A decrease in	Spring 2024 Assessments have not been held. Data Due June 2024	All groups in blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			performance from 21-22 (Color performance designation temporarily suspended due to pandemic)		
CAASPP performance in Math	Green Performance, 1.5 pts above standard, 30 pts below for low socio-economic	Results form 2020-2021 was Green Performance, 1.5 pts above standard, 30 pts below for low socio-economic,	Results for 2022-2023 was "High" 4.8 pts above standard an increase from 21-22, The low socio-economic subgroup, showed 38.4 points below standard, A decrease in performance from 21-22 (Color performance designation temporarily suspended due to pandemic)	Spring 2024 Assessments have not been held. Data Due June 2024	Eliminate gap between subgroups, all groups in blue
Suspension and Expulsion Rate	~0% Expulsion Rate, 10% Suspension Rate	~0% Expulsion Rate, 10% Suspension Rate	~0% Expulsion Rate, 0.7% Suspension Rate (significant improvement)	0% Expulsion, 0.833% Suspension Rate	0% suspension, 0% expulsion
% of English learners making progress towards English proficiency	Based on 2018-2019 data: 100% of students made progress as measured by ELPAC testing	Measurable data not significant N=1	Measurable data not significant N=1	Measurable data not significant N=2	(maintain) 0% middle school drop out rate
Reclassification rate	33% (2018-2019) N/A% (2020-2021)	None (21-22) N=1	50% (22-23) N=2	None (23/24) N=2	At least 33% of students per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students A-G	NA	NA	NA	NA	NA
% of Students in CTE Completion	NA	NA	NA	NA	NA
% of Students either A-G or CTE Completion	NA	NA	NA	NA	NA
% of Students demonstrating college preparedness	NA	NA	NA	NA	NA
% of Students passed an AP exam	NA	NA	NA	NA	NA
High School Graduation Rate	NA	NA	NA	NA	NA
High School Dropout Rate	NA	NA	NA	NA	NA
Middle School Dropout Rate	0%	0%	0%	0%	0%

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.

Curriculum Articulation; Staff met to deepen articulation of curriculum through the grades. PBL developed a working document, progress was made on reading, leading to professional development objectives for 24/25. Curriculum pilot for middle grades math and science were also completed. Articulation with Lower grades science is important next step.
 Academic Coaching Teams MTSS Tier 1: Team continued ACT development in reading and added a math pilot for 2nd grade which yielded positive results and will inform ACT expansion next year for Math integration

Targeted Intervention MTSS Tier 2: Targeted interventions continued provided services for students with identified gaps, some services were provided in group push in support in upper grades, providing an opportunity to explore more efficient models of support in the upper grades.

After School Tutoring: Continued with additional staff providing services to both homework club students as well as after school care student previously not served.

MTSS Student Resource Team: Expanded staff and expanded services to include therapy services through contract with county.

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.

Curriculum Articulation Increased due to increased staffing 80k to 84k

Academic Coaching Teams MTSS Tier 1 slight reduction due to change in staffing allocation 153k to 150k

Targeted Intervention MTSS Tier 2 increased due to change in staffing 52k to 68k

After School Tutoring slight increase due to staffing changes 21k to 24k

MTSS Student Resource Team increase due to added services for students (counseling supports) 155k to 178k

No significant changes in program

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

Of all areas of the LCAP, the targeted instructional supports in the ACT Tier 1 and Targeted Interventions Tier 2 yielded the most consistent positive results in raising student literacy scores in the lower grades. The work of the MTSS team to provide additional support services to students did not yield increases in measures related to student belonging/connectedness, but it is challenging to discern trends when 30% of the population was new in 23/24.

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

Improved data collection for longitudinal analysis of well being, reading, writing and math were all noted as important for future goal monitoring metrics. This requires adoption of new materials/data tools to support the collection and analysis of data.

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	EXPANSIVE LIBERAL ARTS EDUCATION Provide a diverse, practical, inspiring, and balanced educational experience for lifelong personal fulfillment, curiosity, empowerment and leadership in their community [Broad Goal]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	Music >1 session per week 1-8, Art = 0 sessions	Music Session 2+ per week for grades 3-8, Art increased to ~1 per grade for 21-22.	Music Session expanded to 2+ per week for grades K-8, Art discontinued for 22-23 as stand alone class, activities now embedded in self contained coursework	Music per week, TK:0, K:2, 1st-8th:3	Music >2 sessions per week 1-8 Art >1 session per week K-5
Youth Truth Student Engagement Summary Measure Median	3.34 (grades 6-8)	3.32 (grades 6-8) 2.82 (grades 3-5 1st year of survey)	3.57 (grades 6-8) 2.74 (grades 3-5 2nd year of survey) (3.29 average)	3.32 (grades 6-8) 2.71 (grades 3-5 2nd year of survey) (3.00 composite)	>3.75
Percent of IEP students schedules that include general education enrichment courses	100%	100%	100%	100%	100%
Concert and Drama production performances per grade per year	<1	4 drama performances, 3 music productions 21/22	6 drama performances, 2 music productions 22/23	Drama pending, Music 3 public performances (2 parades, 1 concert)	>2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(average for each grade)					
Students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	100%. All students, including students with exceptional needs and unduplicated students have access to and are enrolled in a broad course of study as measured by self reflection tool	(Maintain) 100%. All students, including students with exceptional needs and unduplicated students will have access to and are enrolled in a broad course of study as measured by self reflection tool

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.

Place Based Learning Program: This program saw significant change from early proposal in 2022-2023. For 2023-2024 staff continued work on PBL articulation, but the enrichment class for middle school was not provided for 2023-2024.

Music & Arts Program: Music continued grades K-8. Art saw significant change in 2022-2023. For 2024-2025 art instruction was provided by the general education teacher during interdisciplinary thematic units.

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.

Place Based Learning Program: 12,000 to 13,233 no significant change
 Music & Arts Program: 103k to 113k. due to increased staffing (drama)

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

The model outlined in year 1 of the LCAP was abandoned after year 1 due to both staffing and programmatic priorities shifting. General education certificated teaching staff in particular preferred an interdisciplinary implementation of art instruction in the self contained classrooms. The PBL enrichment class for middle school similarly did not meet its mark with student engagement or outcome and the program was consolidated in other interdisciplinary activities in the science and social science program for middle school. Drama was retooled for 2324 improving delivery.

Outcomes for student engagement did not yield positive increases however. Other metrics of access and performances was met.

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.

Better design and planning of enrichment program, particularly for middle school is warranted. Additional metrics to capture student outcome were also recommended.

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	WELL-BEING OF STUDENTS AND COMMUNITY Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution. [Focus Goal]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Student Engagement Summary Measure (median score)	3.34 (Grades 6-8)	3.32 (Grades 6-8) 2.82 Z(Grades 3-5 1st year of survey)	3.57 (grades 6-8) 2.74 (grades 3-5 2nd year of survey) (3.29 average)	3.32 (grades 6-8) 2.71 (grades 3-5) (3.00 average)	>3.5
Youth Truth Survey Student Culture Summary Measure (median score)	3.58 (Grades 6-8)	3.27 (Grades 6-8) 2.36 (Grades 3-5 1st year of survey)	3.62 (Grades 6-8) 2.37 (Grades 3-5 2nd year of survey)	3.3 (Grades 6-8) 2.37 (Grades 3-5)	>3.75
Youth Truth Survey Student Belonging and Peer Collaboration Summary Measure (median score)	3.91 (Grades 6-8)	3.56 (Grades 6-8) 2.67 (Grades 3-5 1st year of survey)	3.74 (Grades 6-8) 2.44 (Grades 3-5 2nd year of survey)	3.64 (Grades 6-8) 2.38 (Grades 3-5)	>3.95
Youth Truth Survey Student Relationships Summary Measure (median score)	3.68 (Grades 6-8)	3.49 (Grades 6-8) 2.72 (Grades 3-5 1st year of survey)	3.82 (Grades 6-8) 2.50 (Grades 3-5 2nd year of survey)	3.52 (Grades 6-8) 2.50 (Grades 3-5)	>3.75
Food Service Menus	50% of produce is from garden., >75% of	50% of produce is from garden., >75% of	50% of produce is from garden., >75% of	50% of produce is from garden., >75% of	50% of produce is provided from garden, >75% of menu items

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	menu items are locally produced in facility	menu items are locally produced in facility	menu items are locally produced in facility	menu items are locally produced in facility	are locally produced in facility
Suspension/Expulsion rate data	3% Suspension rate, 0.5% expulsion rate	1.5% Suspension rate, 0% expulsion rate	0.7% Suspension rate, 0% expulsion rate	0.87% Suspension rate, 0% expulsion rate	0% suspension rate, 0% expulsion rate
MTSS Data	10% of student population in need of MTSS Tier 2 supportt (IEP=Tier 3)	8% of student population in need of MTSS Tier 2 supportt (IEP=Tier 3)	7.5% of student population in need of MTSS Tier 2 supportt (IEP=Tier 3)	6% of student population in need of MTSS Tier 2 support (IEP=Tier 3)	5% of student population in need of SEL Tier 2 support
Youth Truth Survey Family Engagement Summary Measure (median score)	3.91	3.68 (Grades 6-8) 3.88 (Grades 3-5 1st year of survey)	3.88 (Grades 6-8) 3.85 (Grades 3-5)	3.9 (Grades 6-8) 3.68 (Grades 2-5), 3.92 (Grades TK-1)	>4.15
Youth Truth Survey Family Relationships Summary Measure (median score)	4.48	4.34 (Grades 6-8) 4.53 (Grades 3-5 1st year of survey)	4.5 (Grades 6-8) 4.5 (Grades 3-5)	4.52 (Grades 6-8) 4.35 (Grades 2-5), 4.59 (Grades TK-1)	>4.52
Youth Truth Survey Family Culture Summary Measure (median score)	4.45	4.18 (Grades 6-8) 4.43 (Grades 3-5 1st year of survey)	4.40 (Grades 6-8) 4.34 (Grades 3-5)	4.29 (Grades 6-8) 4.09 (Grades 2-5), 4.29 (Grades TK-1)	>4.5
Youth Truth Survey Family Communications Summary Measure (median score)	4.19	3.76 (Grades 6-8) 4.11 (Grades 3-5 1st year of survey)	3.98 (Grades 6-8) 3.94 (Grades 3-5)	3.71 (Grades 6-8) 3.64 (Grades 2-5), 4 (Grades TK-1)	>4.25
Youth Truth Survey Family School Safety Summary Measure (median score)	4.14	3.73 (Grades 6-8) 4.14 (Grades 3-5 1st year of survey)	3.98 (Grades 6-8) 4.03 (Grades 3-5)	3.94 (Grades 6-8) 3.46 (Grades 2-5), 3.94 (Grades TK-1)	>4.25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Data	94% Attendance Rate	91.5% Attendance Rate	91% Attendance Rate	93.04% Attendance Rate	97%
Chronic Absenteeism Data	3%	3%	3.5%	3.36%	1%

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.

School-wide SEL Program: The TOSA provided a new sensory room for 2023-2024 and was joined by a dedicated paraprofessional to support students in emotional/behavioral crisis. In addition, staff implementation of Second Step continued with staff reporting appreciation for ease of implementation. No substantive changes outside of the additional provision of therapy services as extension of SEL supports.

Extracurricular Activities: Changes to the Drama program were new in 2023-2024 and substantive. Increasing costs of the program but providing a more professional experience for students and families

Community Engagement Program: The district increased services in 2023-2024 to include newsletter and quarterly periodicals for parents. Parenting class for spring term were unfortunately cancelled due to third party provider availability.

Farm to Kitchen Program: No significant changes. The program continued provision of classes and meal service relying on the organic garden. Some staffing changes occurred, but services were uninterrupted.

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.

Schoolwide SEL Program Increased 200k to 228k due to increases staffing and associated costs
 Extracurricular Activities Increased 22k to 55k due to increased staffing and associated costs
 Community Engagement Program 20k to 19k no material difference
 Farm to Kitchen Program 155k to 215k due to increases in staffing and materials costs.

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

The SEL program changes improved teacher and MTSS engagement with students on SEL issues, however measures of SEL progress through Youth Truth Surveys were unable to capture improvement. 2 primary issues impact this analysis, notably lower grades where much of the second step instruction was occurring do not participate in the survey, in addition, for grades that did participate, the change in population was such that year over year comparisons for growth are hard to validated. Extracurricular engagement by students was improved, particularly with the reintroduction of club activities at lunch and after school sports. Participation rates were up. For Community engagement, the year began with successes, but the spring saw hiccups with the loss of a third party provider for parent education. Farm to Kitchen was strong and continued to be positively noted in youth truth metrics.

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.

Improved ability to conduct analysis of youth truth data given the challenge of large percentage enrollment changes year over year are necessary for future use of this metric.

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
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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