

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	WESD students will participate in a rigorous differentiated curriculum and will receive high quality instruction that engages, challenges, and prepares them for future success. [Priority 1, 2, 3]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school survey	86.8% of families taking the 2020-2021 School Survey report that they are satisfied or very satisfied with indicators in the academics section.	86.72% of families taking the 2021-2022 School Survey report that they are satisfied or very satisfied with indicators in the academics section.	84.7% of families taking the 2022-2023 School Survey report that they are satisfied or very satisfied with indicators in the academics section.	The 2023-2024 annual school survey will be administered in Spring of 2024.	95% of families taking the survey will report that they are satisfied or very satisfied with indicators in the academics section the annual school survey.
2020-2021 Williams Compliance-Instructional Materials	Currently 100% Williams Compliance with instructional materials during the 2020-2021 school year	100% Williams Compliance with instructional materials during the 2021-2022 school year.	100% Williams Compliance with instructional materials during the 2022-2023 school year.	100% Williams Compliance with instructional materials during the 2023-2024 school year.	Maintain 100% Williams Compliance with instructional materials
CA Dashboard Self-Implementation Data	In ELA, our students were 100.3 points above standard on the Dashboard indicators for 2019. In Math, our students were 89.2 points above standard on the Dashboard indicators for 2019.	Due to COVID this information was not generated. The most recent Dashboard data is from 2019, which reports that in ELA, our students were 100.3 points above standard on the Dashboard indicators for 2019. In Math, our	In ELA, our students were 77.7 points above standard on the Dashboard indicators for 2022. In Math, our students were 59.8 points above standard on the Dashboard indicators for 2022.	In ELA, our students were 77.6 points above standard on the Dashboard indicators for 2023. In Math, our students were 69.3 points above standard on the Dashboard indicators for 2023.	Maintain the current points above standard for ELA and increase Math to become at least 100.3 points above standard to demonstrate student proficiency comparably in both subject areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students were 89.2 points above standard on the Dashboard indicators for 2019.			
2020-2021 Annual school survey (parent, staff, and student)	0 (no data was collected on design thinking in the past 2020-2021 school surveys)	Per the 2021-2022 annual school survey, 96.6% of families report that they are satisfied or very satisfied with the design thinking program.	55% of families taking the 2022-2023 School Survey report that their child benefits from the Design Thinking program.	The 2023-2024 annual school survey will be administered in Spring of 2024.	60% of parents, staff, and students feel that their child/they were able to accept and apply feedback to a design project during the school year, according to the design thinking questions on the annual school survey.

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 district has continued its support of professional learning for Readers and Writer’s Workshop and sent 7 staff members to their training on the new Units of Study for grades K-2. These units have been rewritten with a new emphasis on the Science of Reading and the importance of explicit and systematic instruction in phonics, phonological and phonemic awareness. Additionally, the district has invested in a robust collection of decodable readers for K-2 classrooms and attended a training on assessing students for their levels and how to run small group instruction using these Jump Rope readers. The district has also contracted with CORE Learning and have had three sessions on phonics and phonological awareness, creating a cohesive learning experience for all teachers in grades TK-4. The district has also established a “phonics committee” which is in the process of piloting and adopting a new systematic phonics and word work curriculum.

The district has also been at the forefront of administering and responding to dyslexia screeners and ensuring that our reading specialist and special education teachers are equipped with the skills and resources to administer support systems as both Tier 2 and Tier 3 interventions with students. This includes sending a teacher to the International Dyslexia Conference and the ISME Morphology Plus conference to support upper school students with reading support. Additionally, the district’s EL teacher attended the Windward Institute Reading Comprehension Conference and the CAFE Bilingual education conference to support our multilingual learners.

The district has continued to improve its Student Success Team (SST) process, including a new format that provides a more systematic way of reporting outcomes and evaluating effectiveness of interventions and supports.

Our district's middle school math program continues to offer ability-based grouping where students have the option to accelerate based on chosen level of challenge and achievement. Additionally, across all middle school math classes, teachers offer challenge set problems that students in these ability-based groups are offered opportunities to learn and apply math more deeply and authentically.

Middle School students are now provided with an elective wheel in addition to an existing robust elective program that provides students more opportunity and choice. The district is currently planning for student focus groups in grades 6-8 to give input on the new Design thinking wheel electives. Project-based learning continues across grade levels in Science and Social Studies, leading to student choice in topic and expression of understanding. Students in all three middle school grades experience 100% implementation of integrated instructional experiences that draw on design thinking protocol through the new design thinking wheel electives. Projects focus on student choice and designing for others with an emphasis on empathy for the end user. Students in grades 4 and 5 have fully implemented a grade level design project; projects for grades TK-3 are currently being planned for and will be executed by the end of the school year. Yearlong 8th grade design project has been redesigned to fit into one trimester, in a more targeted and focused design elective class. 100% of graduating students complete this project.

The School Site Council administered its 2023-2024 annual school survey, which will gather input on differentiation and other topics. The School Board and administration reviewed results in the Spring to inform future planning and programs. Feedback from the strategic plan process and community surveys regarding tapping into community knowledge and utilizing that in the classroom. As a result, Life Skills classes were created in grade 6-8, where community members were invited to present. Additionally, we are exploring the use of CHKS for Spring of 2024 to gather information around students' experiences.

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.

For our actions around Professional Development, WESD had planned for a smaller contingency of attendees to Readers and Writer's Workshop trainings based on prior years' attendance, however we had a larger interest in attending these PDs this year based on the updates to the workshop curriculum based on the Science of Reading. This accounted for the increased spending in this area. In the area of Instructional Practices, our expenditures increased significantly due to investment in phonics-based early literacy instructional resources. This includes decodable readers and training around these materials. Changes around expenditures related to Stakeholder Feedback were accounted for by an increase in staff stipends for participation in the School Site Council, where the annual survey is created, distributed, and analyzed. Finally, we spent less than planned for design thinking as there were no new expenses this year. The District will seek to expand our Design Thinking program in coming years.

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

Professional Development in Readers and Writer's Workshop was particularly beneficial as their program and training pivoted toward a greater emphasis on the Science of Reading, including more attention to phonics in the primary and intermediate grades. This led to a deeper dive into the science of reading with CORE learning and the decision to explore and implement a more systematic and explicit phonics program in grades TK-3 for the 24-25 school year. Students were also provided with differentiated instruction in phonics based on ongoing phonics assessments and the implementation of the Jump Rope Decodable Reader's Program. While the LCAP actions were originally designed to differentiate based on Fountas and Pinnell Benchmark Reading Assessments, recent professional development suggested that we needed to identify students' mastery and automaticity on expected grade-level phonics skills and provide targeted, small-group instruction based on these data. While the initial focus on reading comprehension was not necessarily ineffective, it missed a crucial component of reading that is now addressed and will continue to be emphasized in future goals. The addition of benchmark assessments and data team analyses led to more differentiation across all grade levels, particularly in mathematics. This led to an increase in CAASPP math scores from 21-22 to 22-23. While the original LCAP actions did not focus specifically on the use of benchmark assessments to drive differentiation, the addition of the CAASPP Interim Assessments and Math Annex's Mini Mira have led to more informed and effective student groupings based on these data.

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.

WESD will not be continuing this goal or these metrics as currently designed. In 2024-2025, WESD will be implementing 3 new LCAP goals that reflect alignment with our newly implemented strategic plan; this change is not due to any ineffectiveness of current goals and actions. We will continue to focus on improvement of curriculum and instruction within these goals, particularly in our new goal focusing on academic offerings.

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	Develop an ELD program that addresses the needs of the ELL students and their families. [Priority 1, 3, 4]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate (Pupil Achievement)	8% reclassification of EL students based on 2019-2020 ELPAC	18% reclassification of EL students during the 2021-2022 school year	31% reclassification of EL students during the 2022-2023 school year.	31.6% reclassification of EL students during the 2023-2024 school year.	100% reclassification of EL students prior to graduating 8th grade at WES
Grade levels with access to ELD instructional technology support	Currently 100% of 5th-8th grade EL students have access to appropriate technology supports during the 2020-2021 school year	100% of 5th-8th grade EL students have access to appropriate technology supports for the 2021-2022 school year.	100% of 5th-8th grade EL students have access to appropriate technology supports for the 2022-2023 school year.	100% of 2nd-8th grade EL students have access to appropriate technology supports for the 2022-2023 school year.	Expand technology supports for 100% of EL students in 2nd-8th grade
Family participation in DELAC meetings	8.6% of EL population currently participates in DELAC during 2020-2021	20% of EL population currently participates in DELAC during the 2021-2022 school year.	20% of EL population currently participates in DELAC during the 2022-2023 school year.	15% of EL population currently participates in DELAC during the 2022-2023 school year.	Maintain family involvement in DELAC at 20% of the EL population
All EL students have access to fully-credentialed teachers	100% of teachers are fully credentialed for their subject area during the 2020-2021 school year	100% of teachers are fully credentialed for their subject area during the 2021-2022 school year.	100% of teachers are fully credentialed for their subject area during the 2022-2023 school year.	100% of teachers are fully credentialed for their subject area during the 2023-2024 school year.	Maintain 100% of teachers being fully credentialed for their subject area

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All EL students have access to standards-based curriculum and instructional materials	100% of EL students have access to standards-based curriculum and instructional materials during the 2020-2021 school year	100% of EL students have access to standards-based curriculum and instructional materials during the 2021-2022 school year.	100% of EL students have access to standards-based curriculum and instructional materials during the 2022-2023 school year.	100% of EL students have access to standards-based curriculum and instructional materials during the 2023-2024 school year.	Maintain 100% of EL students having access to standards-based curriculum and instructional materials

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.

In Woodside Elementary School District’s goal to support English language learners and their families, we have been working to increase the accessibility of information and resources between families and the District. We have made major strides in making translation and interpretation services available for all families for meetings and documents. All District communications are translated as well. An area in progress is the translation of report cards. Another area of strength from our actions is the way in which our ELD team holds summative and initial ELPAC meetings with all families, as well as team meetings to discuss all students who are RFEP'd for progress monitoring. Additionally, orientation for parents of new EL students is held yearly.

In order to involve the community in the progress and success of our goal, WESD gathers feedback at least once a year through a formal meeting with DELAC and SSC. Additionally, we survey parents of EL students on the annual school survey. We also have many informal conversations and the administration makes themselves available to gather information about the EL program and supports. On the staff level, our ELD teacher is currently providing PD to staff members on DELAC approximately 3 times per year and is exploring next steps to take the PD to the larger staff. Additional efforts to engage EL and low income students in after school activities and other events have been made. The District has an assigned staff member after school to arrange transportation for these activities. Participation rates for this group of students have increased compared to previous years because of this.

All EL students have equitable access to CCSS aligned courses and curriculum, in addition to the supplemental English Language Development curriculum (Language Power). This newly adopted ELD curriculum, Language Power, is aligned with grade level units and standards and the ELD teacher collaborates with classroom teachers, frontloading academic vocabulary in order to enhance classroom access in discussions and content knowledge.

In collaboration with the Stanford/Sequoia research group regarding English Learners, WESD has also updated the reclassification criteria for ELs as of mid 2022-2023 and this updated criteria has been in full implementation for a year now. District partners, board members, and

teachers were notified of the changes and they continue to support the District's efforts to make the equitable outcomes of EL students a priority. This updated criteria, along with a newly generated document called the "Roadmap towards Reclassification" are the basis for which progress monitoring of EL students takes place. ELD Specialists and Special Education staff collaborate to integrate IEP goals and ELD goals for dually-identified students.

In terms of substantive differences from our original goals, WESD has reduced the ELD position from 1.0 to 0.6 because of a reduced number of EL students in order to align with District needs for EL learner support. Additionally, progress with the ILP has stalled, so teachers are not holding ILP meetings but are discussing student progress regularly with parents and at biyearly parent/teacher conference meetings. WESD has adopted the ILP template created by DELAC and ILPs were implemented in the 2022-2023 school year. This year, given that the ELD teacher position is reduced from 1.0 to 0.6, it has been challenging to maintain the level of collaboration with teachers and families around ILP goals and implementation. This will continue to be a goal for the district for next year.

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 budgeted and actual expenditures in the area of Parent Engagement and Communication were due to an increased need for translation and interpretation services. In the actions related to Individual Learning Profiles (ILPs), the increase in expenditures were accounted for by increased stipends for staff positions on the District English Learner Advisory Committee (DELAC). Finally, in the area of English Language Development Program and Delivery Model, there was a significant investment in instructional resources to support designated ELD instruction in grades K-8. This includes adoption of Language Power and training around use of these materials.

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

Many of our actions proved to be highly effective in making progress towards our goal around meeting the needs of English Language Learners and their families. As a result of our collaboration between classroom teachers and the ELD teacher, as well as through our work with the Stanford-Sequoia collaborative in which we revised our pathways to reclassification to align with the other feeder districts to Sequoia Union High School District, we made marked improvements in our reclassification rate and are now seeing rates over 30% per year, as opposed to 10% per year when this LCAP started. Additionally, we are proud of the work that we have done around increasing communication with the parent community. Actions that were particularly successful were the expansion of our translation and interpretation offerings to families of English Learners and the scheduling of summative and initial ELPAC meetings for all families, in which they have a chance to better understand their child's progress and path towards reclassification. Our efforts in this area have led to greater family participation in DELAC meetings, where we have been able to reach 20% of all families with English Learners participating. We were also

able to effectively maintain students' access to credentialed teachers, instructional materials, and technology tools through continuous monitoring of student progress and significant collaboration between ELD, general education, and special education staff. An action that did not prove effective due to lack of bandwidth to complete full implementation was the use of Individualized Learning Profiles for every English Learner. This is something we seek to implement more fully in the next school year in order to affect greater change around reclassification rates.

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.

WESD will not be continuing this goal or these metrics as currently designed. In 2024-2025, WESD will be implementing 3 new LCAP goals that reflect alignment with our newly implemented strategic plan; this change is not due to any ineffectiveness of current goals and actions. We will continue to focus on the needs of English Learners within these goals, particularly in our new goals focusing on academic offerings and community connections.

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	WESD will maintain a positive school climate that engages all students in learning and promotes student success. WESD will expand staff, student, families, and community involvement and seek feedback on how the district can better achieve its goals. [Priority 5, 6, 7, 8]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school survey	Ratings of family inclusion on the School Community section of the annual school survey (90% of 166 respondents expressed inclusion in the community for 2020-2021 annual survey)	90.6% of 53 respondents expressed inclusion in the community for 2021-2022 annual survey.	84.94% of 93 respondents expressed inclusion in the community for 2022-2023 annual survey.	94% of 84 respondents expressed inclusion in the community for 2023-2024 annual survey.	100% of families responding to the survey express feelings inclusion in the School Community section of the annual school survey
Diversity, Equity, and Inclusion (DEI) survey	Ratings of family inclusion on the DEI survey (2020-2021 DEI survey Respondents report an average of an 7.5/10, from 75 total respondents)	In the strategic planning process, it has been established that the DEI survey will be sent out on a bi-yearly basis in order the provide adequate time for reflection and implementation between survey years. The next DEI survey will be sent out in the	83.3% of 42 respondents expressed agreement that they feel included in the school community on the 2022-2023 DEI survey.	91.4% of 82 respondents expressed agreement that they feel included in the school community on the 2023-2024 DEI survey.	Respondents report an average of an 9/10 when rating family inclusion on the DEI survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022-2023 school year.			
Improving chronic absenteeism rates for all TK-8 students	8% of students are currently chronically absent according to the 2019-2020 CA School Dashboard	8.7% of students were chronically absent during the 2020-2021 school year.	17.4% of students were chronically absent during the 2021-2022 school year.	17.2% of students were chronically absent during the 2022-2023 school year.	<3.1% of students are chronically absent according to the CA School Dashboard
Access to/enrollment in a broad course of study	100% of students have access to and are enrolled in a broad course of study during the 2020-2021 school year	100% of students have access to and are enrolled in a broad course of study during the 2021-2022 school year	100% of students have access to and are enrolled in a broad course of study during the 2022-2023 school year	100% of students have access to and are enrolled in a broad course of study during the 2023-2024 school year	Maintain 100% of students having access to/enrollment in a broad course of study

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.

One of our most defined focuses this year within this goal have been our efforts to improve chronic absenteeism given our high absenteeism rating of 17.2% the California State Dashboard. In response to this, WESD has developed a clear attendance matrix with thresholds for both chronic absenteeism and truancy that trigger a system of letters being sent home. This is new this year. Additionally, the matrix outlines the point at which principals may be involved, SSTs may be held, and a SARB meeting may be called. Additionally, the District has partnered with Schoolytics to build a data dashboard, which will assist in nuanced monitoring of attendance data and allow us to gain real-time insight into our chronic absenteeism and truancy performance.

WESD purchased a bus in 2021 and this has helped significantly with supporting transportation needs of students in partner communities. Additionally, WESD contracts with Hop, Skip, Drive to provide transportation for after school sports or enrichment activities so that all students can feel included and have a chance to participate.

The new strategic plan was designed and implemented in 2022. We are currently in year 2 of implementation, which helps to guide our academic decisions and programs. At an instructional level, monthly grade-level articulation meetings to increase coherence across classrooms. CCSS continues to be fully implemented at all grade levels. In addition to Reader's Units of Study and Phonics Units of Study, WESD is piloting 2 new foundational literacy programs for grades K-2. One program will be chosen to green light for full implementation

across these grade levels next year. NGSS continues to be fully integrated in grades 5-8, with full implementation of STEMscopes curriculum at these grade levels. In the area of SEL, Advisory is provided for all 6th-8th graders, with an additional SEL class added this year for the purpose of rounding out the program and responding to issues that students face both proactively and reactively. For the purposes of intervention, a dyslexia screener continues to be implemented in K-2, in addition to a schoolwide screener (ROAR) in partnership with Stanford University, and our SST processes have been updated and reviewed to include measurables for each meeting.

WESD continues to market the Woodside School advantage in many different ways, in order to help the community understand the value of our education. Fall and Spring parent/teacher conferences continue so that parents gain insight into their students' progress and have opportunity to connect with teachers. Teachers also regularly collaborate with service providers beforehand to provide comprehensive progress input. In building a more cohesive schoolwide community, the transition from Lower School to Upper School has been highlighted in many ways, including a "Meet the Upper School" event for parents and students, shadow days for 4th and 5th grade students, and an upcoming "Welcome to Upper School" event for all current 4th graders and their families. The District has maintained an Instagram presence to highlight special events and projects in the classrooms, and we are working closely with the Foundation and PTA to develop an alumni communication network.

We value the input of all members of our community, and parents continue to play an active role on SSC/DELAC/WIDC. These venues are effective for us to gather information on the LCAP and other important school processes and functions. WIDC is now run by the PTA and they hold informal events to gather people together and build community. The staff's work has transitioned to the Whole Child Committee, which focuses on behavior, DEI, and SEL. This committee meets with the WIDC lead to gather and share feedback for open lines of communication and collaboration between staff and the school community. One highlight is partnering with WIDC on our monthly DEI calendar to ensure that all stakeholders have opportunities to participate in activities related to the theme of the month. Administration and staff members participate in PTA's yearly meetings, and the PTA is actively seeking new parent education partnerships, especially in the areas of technology and digital citizenship.

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 in budgeted and actual expenditures around our actions in the area of Enhancing the Cohesive TK-8 School Environment are demonstrated through an increase in salaries and personnel over the past year, with the addition of FTEs. In the area of Academic Support, reduced expenditures were accounted for by the fact that WESD previously adopted curricula for a multitude of areas covered in our plan, and this year we entered a maintenance phase with little further investment required beyond consumables and updated materials for students. In the actions related to Family Engagement and Outreach, WESD contracted with Living Strategy to continue with implementation of our updated strategic plan, which accounts for the increase in expenditures from what was originally budgeted.

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

Over the life of this LCAP, we have worked hard as a District to continue to maintain a positive and inclusive school environment. Much of our work in the last 2 years has been aimed at improving chronic absenteeism rates post-Covid. The SST process has proven to be an effective tool for addressing issues around absenteeism, and we will continue to use this vehicle for positive collaboration around student success. Additionally, providing increased access to transportation has been a success, as the District purchased a bus and was able to expand offerings for students in partner communities, increasing feelings of inclusion in the school community, which helps to translate to lower chronic absenteeism rates. While we have had some success in this area, there is still work to be done to lower absenteeism rates, and WESD is exploring new ways to address the issue, such as with the implementation of absenteeism and truancy letters this year. Implementation of our annual schools survey and DEI surveys have provided us with useful information about what is working well, and actions such as utilizing social media, promoting the Upper School advantage, and developing opportunities to interface with alumni have come from these opportunities for families to share out. We have also seen great continued effectiveness in terms of students receiving access to CCSS aligned instruction, NGSS, and a robust SEL program, which has allowed us to continue to ensure that 100% of students have access to a broad course of study. An action that has not proved to be effective was the use of community partnerships such as Common Ground, as this has not been offered in recent years and we are in need of a more robust parent education program, which is something that we will seek to explore in partnership with PTA for the next year.

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.

WESD will not be continuing this goal or these metrics as currently designed. In 2024-2025, WESD will be implementing 3 new LCAP goals that reflect alignment with our newly implemented strategic plan; this change is not due to any ineffectiveness of current goals and actions. We will continue to focus on positive school climate within these goals, particularly in our new goal focusing on community connections.

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