



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 |
|-------------------------------------|---|--|
| Yuba City Charter School | Herbert W. Cooley Superintendent/Principal | h.cooley@yubacitycharter.com 530-822-9667 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Yuba City Charter School will provide an engaging and challenging academic program for all students comprised of a broad course of study and ensure all students receive the support necessary to achieve academic success. Priorities: 1, 2, 4, 5, 7, 8 |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|-------------------------|---|----------------------------------|
| Priority 1A: Basic Services Percentage of properly credentialed teachers Source: Local data and/or SARC | 2022/23 is the Baseline year. 2022/23 Local Data 100% | | 2022/23 Local Data 100% | 23-24 Local Data 78% fully credentialed | 2023/24 Local Data Maintain 100% |
| Priority 1B: Basic Services Percentage of students with access to standards-aligned instructional materials Source: Local data and/or SARC | 2022/23 is the Baseline year. 2022/23 Local Data 100% | | 2022/23 Local Data 100% | 23/24 Local Data 100% to date | 2023/24 Local Data Maintain 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|--|--|--|
| <p>Priority 2A Implementation of State Standards Progress (1-5) in implementing academic standards for all students including English learners. Source: Local Indicator Survey and/or CA Dashboard</p> | <p>Our baseline is Spring 2023</p> <p>Spring 2023 Local Indicator Survey CTE: 5 Health Ed: 4 PE: 5 VAPA: 5 World Language: 5</p> | | <p>Spring 2023 Local Indicator Survey</p> <p>CTE: 5 Health Ed: 4 PE: 5 VAPA: 5 World Language: 5</p> | <p>Spring 2024 Local Indicator Survey</p> <p>CTE: 5 Health Ed: 4 PE: 5 VAPA: 5 World Language: 5</p> | <p>Spring 2024 Local Indicator Survey</p> <p>CTE: 5 Health Ed: 5 PE: 5 VAPA: 5 World Language: 5</p> |
| <p>Priority 2B Implementation of State Standards Percentage of English learners scoring Standard Met in ELA on state assessment. Source: CAASPP Data</p> | <p>Our baseline is Spring 2022</p> <p>ELA 12.51% Math 9.38%</p> | | <p>Spring 2022</p> <p>ELA 12.51% Math 9.38%</p> | <p>Spring 2023</p> <p>ELA 8.0% Math 14.0%</p> | <p>Spring 2023</p> <p>ELA 18% Math 15%</p> |
| <p>Priority 4A: Pupil Achievement</p> <p>Distance from Standard Met on CAASPP</p> | <p>Our baseline is Fall 2022</p> <p>ELA 28.1 below- All 38.2 below- Low-Income 59.1 below- EL 153.7 below- SpEd</p> | | <p>Fall 2022</p> <p>ELA 28.1 below- All 38.2 below- Low-Income 59.1 below- EL 153.7 below- SpEd</p> | <p>Fall 2023</p> <p>ELA 41.1 below- All 48.9 below- Low-Income 66.1 below- EL 57.6 below- Hispanic</p> | <p>Fall 2023</p> <p>ELA 20 below- All 22 below- Low-Income 50 below- EL 125 below- SpEd</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|--|--|
| Source: CA School Dashboard | Math 89.3 below- All 95.8 below- Low-Income 95.6 below- EL 194.9 below- SpEd | | Math 89.3 below- All 95.8 below- Low-Income 95.6 below- EL 194.9 below- SpEd | Math 90.6 below- All 99.5 below- Low-Income 97 below- EL 108.6 below- Hispanic | Math 80 below- All 85 below- Low-Income 90 below- EL 160 below- SpEd |
| Priority 4A: Pupil Achievement Percentage of students meeting and exceeding on CAASPP Summative Assessment | Spring 2019 ELA 18% All (Remove) 32.43% All 27.78% Low-Income | Spring 2021 ELA 32.43% All (Remove) 27.64% All 25% Low-Income 0% EL | Spring 2022 ELA 44% All 39.35% Low-Income 12.51% EL | Fall 2023 ELA 31.5 % All 28.45% Low-Income 8% EL | Spring 2024 ELA 45% All 42% Low-Income 15% EL Updated 2023 48% All |
| Source: CAASPP Data | Math 12% All (Remove) 16.43% All 13.71% Low-Income | Math 16.43% All (Remove) 14.63% All 13% Low-Income 9.52% EL | Math 19.33% All 16.39% Low-Income 9.38% EL | Math 19.17% All 14.63% Low-Income 14% EL | Math 25% All 20% Low-Income 12% EL |
| Priority 4B: Pupil Achievement Percentage of pupils who have successfully completed courses that satisfy UC and CSU entrance | The 2022 Dashboard is our baseline. 11.8% All 15.4% Low-Income | | 2022 Dashboard 11.8% All 15.4% Low-Income | 2023 Dashboard 36.8% All 31.3% Low-Income | 2023 Dashboard 15% All 20% Low-Income |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|---|---|---|
| requirements (A-G coursework) Source: Local Data and/or CA School Dashboard | | | | | |
| Priority 4E: Pupil Achievement Percentage of EL students making progress toward English proficiency as measured by ELPAC Source: CA School Dashboard | Fall 2022 is our baseline year 38.6% making progress towards English language proficiency | | Fall 2022 38.6% making progress towards English language proficiency | Fall 2023 23.3% making progress towards English language proficiency | Fall 2023 42% making progress towards English language proficiency |
| Priority 4F: Pupil Achievement EL Reclassification Rate Source: Local Data | 2022/23 is our baseline year 6.74% | | 2022/23 6.74% | 2023-24 .01% | 2023/24 10% |
| Priority 4G: Pupil Achievement Percentage of students who pass AP | 2022/23 is our baseline year 2022 Dashboard | | 2022 Dashboard 0% | 2023 Dashboard 0% | 2023 Dashboard 10% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--------------------------------------|---|--|--|
| <p>exam with score of 3 or higher</p> <p>Source: Local Data and/or CA School Dashboard</p> | 0% | | | | |
| <p>Priority 4H: Pupil Achievement</p> <p>Participation and demonstration of college preparedness (e.g, EAP)</p> <p>Source: CAASPP DATA</p> | <p>2022 is our baseline year</p> <p>64% ELA 12% Math</p> | | <p>Spring 2022 64% ELA 12% Math</p> | <p>2022-23 HS CAASPP</p> <p>50% ELA 5.56% Math</p> | <p>Spring 2023</p> <p>70% ELA 18% Math</p> |
| <p>Priority 5E: Pupil Engagement High School Graduation Rate</p> <p>Source: Local data, CALPADS, and/or CA School Dashboard</p> | <p>2019 Dashboard 90.5% Grad Rate (Remove) 100%</p> | <p>Fall 2022 Dashboard 94.1%</p> | <p>EOY Local Data 2023 100% Graduation Rate</p> | <p>EOY Local Data 2024 100% Graduation Rate</p> | <p>EOY Local Data 2024 Maintain 100%</p> |
| <p>Priority 7A: Course Access Broad Course of Study</p> | <p>2022/23 is our baseline 100%</p> | | <p>2022/23 100%</p> | <p>2023/24 100%</p> | <p>2023/24 Maintain 100%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|--|---|--|
| Percentage of students having access to a broad course of study in all required subject areas Source: Master Schedule | | | | | |
| Priority 8: Pupil Outcomes Percentage of students scoring Standard Met on the local assessment Source: NWEA data | Our baseline is Spring 2023 Math – 19% Reading – 26% | | Spring 2023 Math – 19% Reading – 26% | Spring 2024 NWEA 25.9% ELA 21.7% Math | Spring 2024 Math – 23% Reading – 30% |

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.

Fully credentialed teachers were difficult to find across the state. All teachers at YCCS had a credential, were an intern, or were actively enrolled in an education program working toward their credential. YCCS will continue to mentor their teachers and work directly with each teacher to make sure that they are properly credentialed. ELL student fell below the expected outcomes on their CAASPP scores in ELA. Professional development is planned in the 2024-25 school year for all teachers and Paraprofessionals in ELD. An ELD teacher/Coordinator has been hired for the 24-25 school year. The professional development scheduled for ELD is expected to improve ELA scores on the CAASPP for all students including the socio-economically disadvantaged students. The new ELD teacher/coordinator is expected to improve the reclassification rates of our students.

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

- 1.1 Fewer dollars were spent on certificated staff because a qualified ELD teacher/coordinator was not found and the position was left open.
- 1.3 Math curriculum was not purchased as anticipated because the new State standards were not approved in time to order new curriculum.

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

A new ELD teacher/coordinator has been hired to improve progress for ELL students. Professional Development has been targeted for ELD instruction for staff. This Professional Development is expected to improve performance for all subgroups.

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.

Professional development will be more focused on our English Language Learners. This subgroup continues to grow at our school. The results from targeted professional development are expected to improve instruction for all students, as ELD instructional practices improve instructional practices for all students.

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 | In addition to a rigorous academic program, all students will have access to a Career Technical Education program and will graduate with all of the skills necessary to succeed in the 21st century and as citizens of high integrity who are self-motivated, industrious, and critical thinkers. Priority: 4 |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|---|---|---------------------------------------|
| Priority 4C: Pupil Achievement Percentage of pupils who have successfully completed career technical education sequences or programs of study that align with state board-approved CTE standards and frameworks Source: CA School Dashboard | 2022 is our baseline 23.5% All 23.1% Low-Income | | 2022 23.5% All 23.1% Low-Income | 2023 42.1% All 37.5% Low-Income | 2023 30% All 30% Low-Income |
| Priority 4D: Pupil Achievement | 2022 is our baseline | | 2022 11.8% All | 2023 21.1% All | 2023 14% All |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------------------------|----------------|------------------|------------------|-----------------------------|
| Percentage of pupils who have successfully completed A-G and career technical programs of study Source: CA School Dashboard | 11.8% All 15.4% Low-Income | | 15.4% Low-Income | 18.8% Low-Income | 17% Low-Income |

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.

There are no substantive differences.

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.

There was a substantive increase of actual expenditures to actual expenditures. A new CTE pathway was created in 2022-23. This created facility expenses as well as material expenses during 2023-24 to completely fund the program. There was also continued funding to improve and expand our current CTE pathways. Funds were also spent to have certifications for the new Culinary Arts pathway.

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

Actions were extremely effective in improving the CTE goal.

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

The school will continue to support CTE and expand its program pathway offerings in the 2024-25 school year with the introduction of a Visual and Commercial Arts pathway.

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 | Families, students, and the school will work together in a mutually supportive and respectful partnership to maintain a safe, engaging learning environment that is welcoming to families and supports the social-emotional well-being of all students. Priorities: 1, 3, 5, 6 |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|-----------------------|-----------------------------------|-----------------------------|
| Priority 1C: Basic Services Level to which facilities are maintained and in good repair. Source: FIT Report | 202/23 is the Baseline year. November 2022 Good | | November 2022 Good | November 2023 Good | November 2023 Good |
| Priority 3A: Parent Involvement Percentage of parents who say they are encouraged to attend and participate in decision-making for the school. Source: Local Survey | 2022/23 is our baseline 25% | | Spring 2023 25% | Spring 2024 76% Strongly agree | Spring 2024 40% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|--|-----------------------------------|--|
| Priority 3B/C: Parent Involvement Percentage of parents who say the school promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs Source: Local Survey | 2022/23 in our baseline We do not have this information and will add it to our survey in 2024 | | Spring 2023 We do not have this information and will add it to our survey in 2024 | Spring 2024 76% Strongly agree | Spring 2023 We do not have this information and will add it to our survey in 2024 |
| Priority 5A: Pupil Engagement School P2 Attendance Rate Source: Local SIS | 2022/23 is our baseline year P2 2023 99.52% | | P2 2023 99.52% | P2 2024 99% | P2 2024 Maintain over 99% |
| Priority 5B: Pupil Engagement Chronic Absenteeism Rate Source: Local SIS, CALPADS, and/or CA School Dashboard | 2022/23 is our baseline year Fall 2022 Dashboard 0% | | Fall 2022 Dashboard 0% | Fall 2023 Dashboard 0.5% | Fall 2023 Dashboard Maintain 0% |
| Priority 5C/D: Pupil Engagement Middle and High School Dropout Rate | 2022/23 is our baseline Fall 2022 Dashboard | | Fall 2022 Dashboard 0% | Fall 2023 Dashboard 0% | Fall 2023 Dashboard Maintain 0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|---|--|
| Source: Source: Local SIS, CALPADS, and/or CA School Dashboard | 0% | | | | |
| <p>Priority 6A/C: School Climate Pupil Suspension and Expulsion Rate</p> <p>Source: CALPADS, DataQuest, and/or CA School Dashboard</p> | <p>2019 Dashboard Suspension Rate</p> <p>1.1% All Student 2% EL 1.4% Hispanic 1.2% Low-Income 0% SpEd</p> <p>Expulsion Rate 0%</p> | <p>2020/21 DataQuest Suspension Rate</p> <p>0% All Students 0% EL 0% Hispanic 0% Low Income 0% SpEd</p> <p>Expulsion Rate 0%</p> | <p>2022 Dashboard Suspension Rate</p> <p>0.7% All students 1.3% EL 1.2% Hispanic 0.9% Low-Income 2.4% SpEd</p> <p>Expulsion Rate 0% 2021-22 school year data</p> | <p>2023 Dashboard Suspension Rate</p> <p>4.5% All Students 4.1% EL 3.5% Hispanic 4.5% Low-Income</p> <p>Expulsion Rate 0.4%</p> | <p>2023 Dashboard Suspension Rate</p> <p>0.4% All Students .5% EL .5% Hispanic 0% Low-Income 1% SpEd</p> <p>Expulsion Rate Maintain 0%</p> |
| <p>Priority 6C: School Climate Percentage of parents, students, and staff who feel the school is safe. Percentage of parents and students who feel connected to the school.</p> <p>Source: Local Survey</p> | <p>2022/23 is our baseline year</p> <p>School Safety Students: 65.5% Often/Always Parents: no results Staff: no results</p> <p>School Connectedness Students 48.8% Often/Always</p> | | <p>Spring 2023 School Safety Students: 65.5% Often/Always Parents: no results Staff: no results</p> <p>School Connectedness Students 48.8% Often/Always Parents: No results</p> | <p>Data collected in Spring of 2024</p> <p>School Safety Students: 70.1 Often/Always Parents: 88.4 Staff: no results</p> <p>School Connectedness Students 50.2 Often/Always</p> | <p>Spring 2024 School Safety Students: 75% Often/Always Parents: 80% Staff: 80%</p> <p>School Connectedness Students 60% Often/Always Parents: 75%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---------------------|----------------|----------------|-----------------------------|-----------------------------|
| | Parents: No results | | | Parents: 76% Strongly Agree | |

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.

Our suspension and expulsion rate increased from our baseline year. We will continue to incorporate and promote Capturing Kids' Hearts program. We will have a new Vice Principal for the 2024-25 school year in charge of discipline. We will work on communication between parents, staff and administration to make sure that behavior plans are created as appropriate, and that they are implemented by students, parents, staff and administration. Chronic absenteeism has increased slightly. Administration will work with parents to make sure they are aware of absences and work with our School Resource Officer to reach out to guardians of students with excessive absences.

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

3.2 Student support services Actual spent was lower than budgeted. This is due to the inability to find a qualified 2nd Special Education teacher. A paraprofessional was hired instead to support students. Also, Opportunity staff to help support students in meeting the CSU/UC A-G requirements were budgeted under a grant instead of the LCAP as anticipated.

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

Although the Suspension and Expulsion rates have increased, they are much lower than the state and surrounding schools. YCCS will target this area as a need for improvement, however our Capturing Kids' Hearts remains effective for our students, staff, parents and community.

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

A new Vice Principal will focus on Capturing Kids' Hearts and communication between students, parents and staff.

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 | |

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.

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