

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
Midway Elementary School District	Al Quezada District Superintendent	alquezada@midwaytigers.com 661-768-4344

Goals and Actions

Goal

Goal #	Description
1	Accelerate learning and close achievement gaps in order to become prepared for high school as measured by student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement % Met/Exceeded Statewide Assessments - English Language Arts	2019 CAASPP ELA: 55% of students met/exceeded standard for ELA.	2021 CAASPP ELA: 47% of students met/exceeded standard for ELA	2022 CAASPP ELA: 39% of students met/exceeded standard for ELA	2023 CAASPP ELA: 52% of students met/exceeded standard for ELA	CAASPP ELA: at least 70% of students will have met/exceeded standard.
Priority 4A Pupil Achievement % Met/Exceeded as per CAASPP Results. Statewide Assessments - Math	2019 CAASPP Math: 44% of students met/exceeded standard for Math.	2021 CAASPP Math: 23% of students met/exceeded the standard for Math	2022 CAASPP Math: 49% of students met/exceeded the standard for Math	2023 CAASPP Math: 54% of students met/exceeded the standard for Math	CAASPP Math: at least 55% of students will have met/exceeded standard.
Statewide Assessments - Science (CAST)	2019 (CAST) Science 25.93% of students met/exceeded standard for Science.	No 2020 and 2021 CAASPP Science because of viability issues due to the pandemic. 2019 (CAST) Science 25.93% of students met/exceeded the standard for Science.	2022 CAASPP Science: 29.47% of students met/exceeded the standard for science.	2023 CAASPP Science: 20% of students met/exceeded the standard for science.	(CAST) Science at least 33% of students will have met/exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards and frameworks.	NA	NA	N/A	N/A	NA
Priority 4C: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	NA	NA	N/A	N/A	NA
Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA	NA	N/A	N/A	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	(We have one English learner) 0% made progress toward English proficiency as per ELPAC. (Initial testing)	(We have one English learner) 100% made progress toward English proficiency as per ELPAC. (Initial testing and summative)	100% of EL students made progress toward English proficiency as per ELPAC.	100% of EL students made progress toward English proficiency as per ELPAC.	100% of English learners make progress toward English proficiency as per the ELPAC.
Priority 4F: The English learner reclassification rate as per local criteria/data.	(We have one English learner) 0% English learners reclassified.	(We have one English learner) 0% English learners reclassified.	0% English learners reclassified.	0% English learners reclassified.	At least 50% of English learners will be reclassified.
Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA	NA	N/A	N/A	NA
Priority 4H: % of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	NA	NA	N/A	N/A	NA
Priority 8: Pupil Outcomes % of students who meet their AR Goals	85% of students met their AR goal as of end of year 2020.	88% of students met their AR goal as of end of year 2021.	90% of students met their AR goal as of end of year 2022.	90% of students met their AR goal as of end of year 2023.	At least 95% of students will have met their AR goal by end of year 2024.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Goal one and all accompanying actions were carried out as expected, no changes were necessary and overall implementation was as expected.

(Action 1.4) Chromebooks were purchased for students and staff, and connectivity to devices and learning programs worked seamlessly. Teachers continued training on (1.3 Writing by Design) and were offered to collaborate throughout the year to ensure high instructional delivery to all students. Renaissance Accelerated Reader continued to assist as a tool for student reading comprehension and fluency (Action 1.2). We have an intervention support program from Renaissance, "Freckle," has reached all students at their level with skills-based practice in math and ELA. Increased hours for paraprofessionals were a success as this helped with additional support to teachers and students. Paraprofessionals (Action 1.1) have assisted on a daily basis providing additional support to students in ensuring that students reading and writing skills have progressed especially from the learning loss we experienced due to the COVID pandemic period.

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

The Midway School District conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2023-24 LCAP Goal 1 was \$100,400. The estimated actual expenditures for 2023-24 LCAP Goal 1 was \$75,900. This is a difference of about \$24,000. The substantive differences were in actions 1.2 due to the fact that we did not need as much supplemental reading support and Action 1.4 due to the fact that we did not need to refresh as much technology as we had planned.

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

(Action 1.1) Four classroom aides supported unduplicated students in K-8 grades. Aides focused on helping individual students and small groups for intervention support. Because of the fact that most of our classrooms are combination classrooms, our instructional aides provide vital help to students during the core subjects to ensure students are learning. CAASPP math results show results at 10 points above the standard, which increased by 8.2 points; this is close to our goal, with 53% of students meeting or exceeding the standard. CAASPP ELA results also show positive growth, with 10.5 above the standard and an overall increase of 23 points. Local data benchmarks confirm our ELA and math growth through our Accelerated Math and IXL diagnostics. Additionally, we continued the Accelerated Reader program reading intervention for all grades K-8. We purchased online IXL Learning for math, ELA, History, and Science for common Core standards support. We also have supplemental math fact timed sheets for 2-8 grades that have helped with learning foundational calculations.

(Action 1.3) The Writing by Design program was effective as the student writing process was highlighted yearly. Final drafts were entered into individual folders, and teachers and students reflected on their writing growth throughout the school year. Parents and teachers, as well as the administration, noticed that overall grades improved from the beginning of the year to the end of the year. The progression of the writing process was celebrated at the end of the year as students showcased their writing progress throughout the year at the end of the school year. Rubric Scores will be utilized at the beginning, middle, and end of the school year next year to better quantify data in year two of our program.

(Action 1.4) Chromebook computers assisted all students with access to materials, online supplemental learning programs, and online textbooks.

(Action 1.2) Renaissance Accelerated Reader program results for 2023-24 have shown an increase in students reading and taking tests by 10% compared to the 2022-23 school year. Overall comprehension test scores increased by 10% for the 2023-24 school year. Based on this analysis, the district believes goal 1 is shown to be effective in making progress. The extra support from instructional aides, access to technology, and supplemental reading programs have contributed to higher student engagement and outcomes.

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.

There are no major changes being made to this planned goal, metrics, desired outcomes, or actions for the coming school year. However, as stated above, we will focus on using writing rubrics within the Writing By Design Program to quantify learning and writing growth to celebrate the teaching and learning at Midway.

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	Students have access to standards-aligned curriculum, instruction, instructional materials and to facilities maintained in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Teachers appropriately assigned and fully credentialed for assignment as per staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per the staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.	Maintain 100% of teachers appropriately assigned and fully credentialed for assignment as per staffing report.
Priority 1B Pupil access to standards aligned materials as per school wide textbook and instructional materials log.	100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials.	Maintain 100% of students have access to standards aligned materials.
Priority 1C School facilities maintained in good repair as measured by the FIT report.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	Maintain school facilities maintained in good or better repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A Implementation of CA academic and performance standards as per CA State Standards Implementation Matrix.	Administrative walk-through observations to develop an awareness of standards implementation.	Administrative walk-through observations to develop an awareness of standards implementation.	Administrative walk-through observations to develop an awareness of standards implementation.	Administrative walk-through observations to develop an awareness of standards implementation.	Progress to "Full Awareness" as per District Standards Implementation Matrix.
Priority 2B How programs/services enable English learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per review of designated and integrated ELD implementation.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	Maintain 100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.
Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study as per review of daily schedules.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	Maintain 100% of students have access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils as per review of daily schedules.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.
Priority 7C Programs and services developed and provided to students with disabilities as per IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional supports as per IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional support as per the IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional support as per the IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional support as per the IEP review.	Maintain 100% of students with students with disabilities are participating in programs and receive services developed to provide additional supports as per IEP review.

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.

(Action 2.1) Instructional materials were successfully purchased and implemented although on a lesser scale than was originally planned. All students received state-adopted instructional materials in all forms (physical and online). Professional development was offered as needed through ongoing daily collaboration and a monthly all-staff meeting. (Action 2.4) Educational field trips were successfully carried out as planned.

The following actions were carried out as planned:

2.3 Certificated PD was carried out as planned in that we held weekly professional learning instead of monthly professional learning opportunities.

2.5 Smaller class sizes of 16 students to 1 teacher ratio were maintained as planned.

2.6 Asphalt was resurfaced for schoolwide safety.

2.7 Our English Learner was supported with EL materials and an instructional aide to support them as needed.

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

The Midway School District conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2023-24 LCAP Goal 2 was \$274,500. The estimated actual expenditures for 2022-2023 LCAP Goal 2 was \$188,838. This is a difference of about \$85,662. The substantive differences were in Action 1 because we did not need as many instructional materials (Action 2.1) as we had planned and in Action 2.4 due to the fact that we did not attend as many field trips as we had planned. Additionally, we had a substantial difference in action 2.6 because we did not have the anticipated need to improve/maintain school facilities this past school year.

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

(Action 2.1 and 2.6) All instructional materials were available and utilized for all students as per textbook inventories. Our Williams act FIT report denotes that our facilities are in "Exemplary" status.

(Action 2.3) Professional Development has been effective in raising our CAASPP ELA and Math scores. We used our weekly Inservice days to analyze our local data benchmarks and adjust accordingly to student learning. We also used this time to contact/meet with parents to discuss student learning.

(Actions 2.4 and 2.5) Smaller class size has been effective as per increases in local data (ELA and Math) and the implementation of our new writing program. Additionally, we've had only one suspension this year, and administrative walkthroughs note additional one-to-one time between students and staff are helping to create a positive learning environment. Student discipline referrals decreased by 20% over last year. Parents and students tell the superintendent that they are happier than last year as per student surveys. As per conversational feedback, educational field trips were also noted as having positively influenced engagement and learning this school year.

(Action 2.7) English Learners were provided with additional resources such as visual aides and realia. Our ELs are growing as 100% of them made growth as per the ELPAC.

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.

No changes to planned goals, metrics, or desired outcomes and actions for the coming year.

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	Provide and maintain a safe, positive school climate that engages all stakeholders every day as measured by increased attendance, decreased chronic absenteeism and efforts to engage stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A Efforts to seek parent input in decision making for district and school sites.	100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	100% of parents of students received invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	100% of parents of students received invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	100% of parents of students received invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	Maintain 100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.
Priority 3B How district promotes participation of parents for unduplicated pupils.	100% of Parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	100% of Parents of unduplicated students were invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	100% of Parents of unduplicated students were invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	100% of Parents of unduplicated students were invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	Maintain 100% of Parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders/emails/electronic text messaging.
Priority 3C How district promotes participation of parents of students with disabilities.	100% of parents of students with disabilities receive additional reminders and and notifications of their student's PT	100% of parents of students with disabilities received additional reminders and and notifications of their student's PT	100% of parents of students with disabilities received additional reminders and and notifications of their student's PT	100% of parents of students with disabilities received additional reminders and and notifications of their student's PT	Maintain 100% of parents of students with disabilities receive additional reminders and and notifications of their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)
Priority 5A School attendance rates as per local data.	96% student attendance rate.	92% Student attendance rate.	93% Student attendance rate.	93% Student attendance rate.	Maintain at least 96% student attendance rate.
Priority 5B Chronic absenteeism rates as per CA School Dashboard	12% of All Students were Chronically Absent.	31% were chronically absent	20% were chronically absent	21% were chronically absent.	Reduce to 6% All Students Chronically Absent.
Priority 5C: Middle school dropout rates as per DataQuest.	0%	0%	0%	0%	Maintain 0%
Priority 5D: High school dropout rates as per DataQuest.	NA	NA	NA	N/A	N/A
Priority 5E: High school graduation rates as per CA School Dashboard.	NA	NA	NA	NA	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A: Pupil suspension rates as per CA School Dashboard.	6% Suspension rate	1.4% suspension rate	0% suspension rate	0% suspension rate	at or below 3%
Priority 6B: Pupil expulsion rates as per DataQuest.	0%	0%	0%	0%	Maintain 0%
Priority 6C: Other local measures of sense of safety and school connectedness as per local data.	Baseline 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	100% of parents of students with disabilities received additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	100% of parents of students with disabilities received additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	100% of parents of students with disabilities received additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	90% where students will feel safe with a positive school environment.

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.

(Action 3.1) We continued to use School Messenger and the school website was maintained and utilized by parents. Surveys were distributed via the website and parents continued to take our surveys and engage in our website as parent communication, engagement, connectivity to school events, and student achievement improved from the previous school year as per administrator observation and school office sign in sheets.

(Action 3.2) We feel that the Tiger Way and related engagement opportunities offered helped build a strong school cultural connectedness and celebrated student achievements (attendance, positive interactions, quarterly grades, citizenship, fulfilling their full potential). This program also encouraged parents to volunteer with the many positive on-campus events and educational field trips scheduled throughout the school year. There were no substantive differences in planned actions and actual implementation of these actions.

(Action 3.3) SARB was not implemented. The superintendent reached out in a positive way to parents and families that were at risk of attendance issues. The positive approach seemed to build relationships as per the feeling of the superintendent.

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

The Midway School District conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2023-24 LCAP Goal was \$7,000. The estimated actual expenditures for 2023-24 LCAP Goal 3 was \$3,100. This is a difference of \$3,800. The substantive difference was in action 3.1 due to the fact that we utilized a different source of funding for our parent communication and involvement. In fact, this action was implemented as planned with less funding.

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

(Action 3.1). We noted a 30% increase in parent volunteers as per sign in sheets over last year. We advertised volunteer opportunities on the website, and we sent out texts and emails regarding times and locations of our parent involvement opportunities. 82% of parent surveys stated that they strongly agree or agree as it relates to parent experiences, positive school climate, and positive parent outreach. Our students are benefiting from having high parent participation with regards with available events on campus.

(Action 3.2) The school-wide recognition and positive culture-building TIGER program continued to be effective for all students and staff. The district was able to offer 100% in-person educational field trips (as rewards - see action 2.4) and student achievement recognition events. This program helps promotes connectedness, student recognition, anti-bullying behavior, and academic excellence. Additionally, we had one suspension, and our discipline referrals were reduced by 10% in large part due to the positive behavior supports the Tiger Program promoted. Parent surveys also reinforce the effectiveness of this action (above in Action 3.1).

(Action 3.3) Was not implemented and was retired. We are promoting building strong relationships with our families and SARB has not shown to be effective in terms of research and our experience.

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.

We will retire Action 3.3 and put additional funds into Action 3.2. Due to our expenses this year, we will reduce funding on Action 3.1 to \$2,000 and put the remaining \$1,00 into Action 3.2. No other changes are being made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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