



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	Engage students with relevant, rigorous and standards-aligned instruction, supports and materials across all subjects: <ul style="list-style-type: none"> • English Language Arts • English Language Development • Science and Engineering (NGSS) • Mathematics • Social Studies • Physical Education • Visual and Performing Arts

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All pupils in the school district have sufficient access to the standards-aligned instructional materials, as measured through the annual Williams audit (State Priority 1)	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%	2023-2024: 100%	100%
Overall Implementation of State Standards will be identified by the percentage of scores identified as Level 3 or higher on the Local	2020-2021: 55%	2021-2022: 52%	2022-2023: 52%	2023-2024: 56%	75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Self Reflection Tool (State Priority 2)					
Pupil Achievement: English Language Arts (ELA) for all students, district wide measured by CAASPP data (State Priority 4)	2019-2020: 0 No Data Available as CAASPP testing did not occur due to the impact of COVID-19	2020-2021: 0 In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.	2021-2022: All Students - 98.4 points below standard, as measured by CAASPP and reported on the 2022 CA Dashboard	2022-2023: All Students - 107.1 points below standard, as measured by CAASPP and reported on the 2023 CA Dashboard	55 points below standard (Yellow)
Pupil Achievement: ELA - Percentage of students meeting or exceeded grade level expectations on the district local assessment	2020-2021: 14% Measured by “F&P” for students in grades K-5	2021-2022: Grade K - 38% Grade 1 - 14% Grade 2 - 16% Grade 3 - 27% Grade 4 - 31% Grade 5 - 31% Average: 26% Measured by “F&P” for students in grades K-5	2022-2023: Grade K - 34% Grade 1 - 20% Grade 2 - 17% Grade 3 - 20% Grade 4 - 18% Grade 5 - 13% Measured by iReady Assessments	2023-2024: Grade 2 - 15% Grade 3 - 17% Grade 4 - 8% Grade 5 - 6% Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year <hr/> Grade K - 18% Grade 1 - 24%	35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Measured by the DIBELS and Lectura Middle of Year Assessment using the middle of the year grade level benchmark.	
Pupil Achievement: ELA - Average years growth on the district local assessment for students in grades 1-5, from beginning to end of year	2020-2021: 0.66 years Measured by “F&P” for students in grades K-5	2021-2022: 1.3 years Measured by “F&P” for students in grades K-5	2022-2023: 1.1 years Measured by iReady	2023-2024: 1.2 years Measured by iReady using the growth from beginning to middle of year assessments for grades 2-5.	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Percentage of students meeting or exceeding grade level expectations on the district local assessment	2020-2021: 48% Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: Grade 6 - 34% Grade 7 - 45% Grade 8 - 58% Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: Grade 6 - 12% Grade 7 - 12% Grade 8 - 22% Measured by iReady	2023-2024: Grade 6 - 11% Grade 7 - 16% Grade 8 - 13% Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year	70%
Pupil Achievement: ELA - Average years growth on the district	2020-2021: 1.4 years	2021-2022: 1.4 years	2022-2023: 1.7 years	2023-2024: 1.9 years	1 - 1.5 years of average growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
local assessment for students in grades 6-8, from beginning to end of year	Measured by “Let's Go Learn” for students in grades 6-8	Measured by “Let's Go Learn” for students in grades 6-8	Measured by iReady	Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students in elementary school	2020-2021: 0.75 years Measured by “F&P” for students in grades K-5	2021-2022: 0.9 years Measured by “F&P” for students in grades K-5	2022-2023: 0.8 years Measured by iReady for students in grades K-5	2023-2024: 1.5 years Measured by iReady using the growth from beginning to middle of year assessments for grades 2-5.	1 - 1.5 years of average growth each year
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students in middle school	2020-2021: 0.68 years Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: 1.5 years Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: 1.5 years Measured by iReady for students in grades 6-8	2023-2024: 2.1 years Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations on the district local assessment	2020-2021: 5% Measured by Savvas end of year assessment for students in grades K-5	2021-2022: Grade K - 63% Grade 1 - 33% Grade 2 - 16% Grade 3 - 1% Grade 4 - 3% Grade 5 - 5% Measured by Savvas end of year	2022-2023: Grade K - 16% Grade 1 - 6% Grade 2 - 9% Grade 3 - 5% Grade 4 - 15% Grade 5 - 9% Measured by iReady	2023-2024: Grade 2 - 5% Grade 3 - 4% Grade 4 - 6% Grade 5 - 6% Grades 2-8 were measured by the iReady Middle of Year Assessment using the scaled score	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		assessment for students in grades K-5		<p>thresholds for grade level expectation at the end of the year</p> <hr/> <p>Grade K - 24% Grade 1 - 35% Classroom based assessments were used for Grades K-1 and were not collected at a district level. Report card mastery levels of 4 or higher were used to demonstrate pupil achievement for this metric.</p>	
Pupil Achievement: Mathematics - Percentage of students meeting or exceeding grade level expectations on the district local assessment	<p>2020-2021: 2%</p> <p>Measured by “Let's Go Learn” for students in grades 6-8</p>	<p>2021-2022: Grade 6 - 0% Grade 7 - 6% Grade 8 - 0%</p> <p>Measured by “Let's Go Learn” for students in grades 6-8</p>	<p>2022-2023: Grade 6 - 11% Grade 7 - 6% Grade 8 - 15%</p> <p>Measured by iReady</p>	<p>2023-2024: Grade 6 - 5% Grade 7 - 7% Grade 8 - 8%</p> <p>Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year</p>	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement:</p> <p>Mathematics for all students, district wide measured by CAASPP data (State Priority 4)</p>	<p>2019-2020: 0</p> <p>No Data Available as CAASPP testing did not occur due to the impact of COVID-19</p>	<p>2020-2021: 0</p> <p>In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.</p>	<p>2021-2022:</p> <p>All Students - 127.7 points below standard, as measured by CAASPP and reported on the 2022 CA Dashboard</p>	<p>2022-2023:</p> <p>All Students - 138.7 points below standard, as measured by CAASPP and reported on the 2023 CA Dashboard</p>	<p>79 pts below standard (Yellow)</p>
<p>Pupil Achievement:</p> <p>Science - Percentage of students meeting or exceeding grade level expectations on the CAST</p>	<p>2019-2020: 0</p> <p>No Data Available as CAST testing did not occur due to the impact of COVID-19</p>	<p>2020-2021: 0</p> <p>In 2020-2021 CAST was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.</p>	<p>2021-2022:</p> <p>On the Spring 2022 CAST, 4% of all students who took the assessment, met or exceeded grade level on CAST</p>	<p>2022-2023:</p> <p>On the Spring 2023 CAST, 5% of all students who took the assessment, met or exceeded grade level on CAST</p>	<p>42% meet or exceed grade level standard</p>
<p>Pupil Achievement:</p> <p>English Learner Progress Indicator - Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the</p>	<p>2019-2020: 0</p> <p>No Data Available as ELPAC testing was disrupted by COVID-19</p>	<p>2020-2021: 0</p> <p>State law has suspended the 2021 Dashboard, so EL Progress data according to the method used by the CA Dashboard is not available.</p>	<p>2021-2022:</p> <p>49.4% of English Learner students are "making progress towards English Proficiency", as assessed by the ELPAC and reported on the 2022 CA Dashboard</p>	<p>2022-2023:</p> <p>45.1% of English Learner students are "making progress towards English Proficiency", as assessed by the ELPAC and reported on the 2023 CA Dashboard</p>	<p>80% making progress</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC and reported on the CA Dashboard (State Priority 4)					
Pupil Achievement: Reclassification Rate as a percentage	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	66% of Students who scored Overall Level 4 on the 2021 Summative ELPAC 5% of Students who Completed the 2021 Summative ELPAC 4% of all English Learners at Ravenswood	84% of Students who scored Overall Level 4 on the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022. 7% of Students who Completed the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022. 6% of all English Learners at Ravenswood were reclassified during the 2022-23 school year. This does not include 8th graders who graduated in Spring 2022.	90% of Students who scored Overall Level 4 on the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023. 8% of Students who Completed the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023. 7% of all English Learners at Ravenswood were reclassified during the 2023-24 school year. This does not include 8th graders who graduated in Spring 2023.	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: Percentage of English Learners who increase at least 1 ELPI level	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	2020-2021: 0 State law has suspended the 2021 Dashboard, so EL Progress data according to the method used by the CA Dashboard is not available.	2021-2022: 48.6% of English Learners increased at least 1 ELPI Level, according to the CA Dashboard	2022-2023: 44.2% of English Learners increased at least 1 ELPI Level, according to the CA Dashboard	70% progress at least 1 ELPI level
Course Access: 100% of students have access to a “broad course of study” as measured by the master schedule (State Priority 7)	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%	2023-2024: 100%	100%
Pupil Outcomes: Physical Education, for students in grades 5 and 7 as measured by the PFT (State Priority 8)	2019-2020: 0 No data is available as testing was disrupted due to the impact of COVID-19	2020-2021: 0 No data is available as testing was disrupted due to the impact of COVID-19	2021-2022: Due to changes to the 2021-22 PFT administration, only participation rate results are required to be reported. 5th grade - 87% 7th grade - 98%	2022-2023: Only participation rate results are required to be reported. 5th grade - 96% 7th grade - 98%	5th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards 7th Grade - 40% meeting the healthy fitness zone in 5+ of 6 standards

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 were no substantive differences between the actions that were planned, and the actual implementation of these actions, aside from actions with ongoing vacancies.

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.

Material differences for actions 1.4, 1.6, 1.11, 1.15, 1.17, and 1.30 are generally reflective of the budgeted amount based on average salary for this type of role, rather than based on the specific salary of an individual. There were also some vacancies that were budgeted for but not expended. Action 1.2 was initially budgeted to compensate for staff hours outside of contract hours, however this was able to be implemented through existing contract hours for staff and therefore the budgeted amount was higher than the actual expenditure. Action 1.16 was budgeted to include professional development opportunities related to Arts integration, however these were actually held within contract hours for teachers and therefore the actual expenditure amounts were less than expected. Action 1.26 was opt-in, however it was initially budgeted to allow for all applicable staff to participate - in actuality, only a smaller number of staff actually chose to opt-in and the actual expenditures reflects this cost.

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

A number of actions were impacted by vacancies that were unable to be filled.

There were no actions that are considered ineffective, though many are identified as having significant areas for growth.

There are some actions identified as "Very Effective", these are -

1.4 - Specifically at the middle school

1.14 - Full implementation of our new adopted curriculum has proven to be successful, demonstrated by improved student outcomes on local assessments.

1.15 - Our VAPA team provides many opportunities for students to demonstrate their enjoyment and successes in this area.

1.18 - Probably one of most effective actions this year, with Universal Tier 2 Time consistently implemented across schools, and student outcomes demonstrating growth on local assessments.

1.19, 1.20 - The coaching model, and Instructional Leadership Teams provide a strong foundation for professional development and growth across all staff.

1.23 - As referenced in Goal 9, COST works very well and has provided for more holistic student support.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned. Goal 1 will still focus on improving student academic achievement.

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	Provide safe, joyful and productive learning environments with the proper social-emotional and behavior supports

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Deficiencies Identified using the School Facilities Inspection Tool (FIT) (State Priority 1)	2020-2021: (September 2020) 51	2021-2022: (September 2021) 61	2022-2023: (September 2022) 66 This varied widely by school site, with the most identified deficiencies occurring at CCRMS, which is undergoing major construction and renovation at the moment.	2023-24: (September 2023) 44 Most identified deficiencies occurred at CCRMS, which was still undergoing major construction and renovation.	Less than 20 Identified Deficiencies
Attendance Rate as a percentage (all students) (State Priority 5)	2020-2021: 91%	2021-2022: 87.52%	2022-23: 90%	2023-24 as of April 2024: 90%	96%
Pupil Engagement: Middle school dropout rates (State Priority 5)	2020-2021: 0%	2021-2022: 0%	2022-23: 0%	2023-24: 0%	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Pupil suspension rates (State Priority 6)	2020-2021: 0%	2021-2022: 3.04%	2022-23: 4%	2023-24: 2% as shared at the MoY Vital Signs Presentation	2.2% (Green)
School Climate: Pupil expulsion rates (State Priority 6)	2020-2021: 0%	2021-2022: 0%	2022-23: 0%	2023-24: 0%	0%
School Climate: Panorama Survey of pupils on the sense of safety and school connectedness (particularly supportive relationships with adults at school) (State Priority 6)	2020-2021: 89%	2021-2022: 0 Surveys were unable to be fully completed during 2021-2022 due to the ongoing impacts of the COVID-19 pandemic.	2022-23: As reported from the Spring Survey for 3rd-8th grade students - 85% of students have a trusted adult at school	2023-24: As reported from the MoY Vital Signs Survey for 3rd-8th grade students - 83% of students have a trusted adult at school	95%
Completion of Universal Screeners such as “SRSS-IE”	2020-2021: 0 Not able to complete due to the impact of COVID-19	2021-22 Fall: SRSS-IE screening was not conducted. 2021-22 Winter: An average of 55% of teachers completed the SRSS-IE screening. 2021-22 Spring: An average of 80% of teachers completed the SRSS-IE screening.	2022-2023 Fall: SRSS-IE screening was not fully completed. 2022-2023 Winter: An average of 94.25% of teachers completed the SRSS-IE screening 2022-2023 Spring: SRSS-IE screening was not yet fully completed	2023-24: Fall SRSS-IE screening An average of 70% of teachers completed the SRSS-IE screening Completion of the SRSS-IE screening varies significantly by school site with Fall 2023-24 percentages of: BH: 86% LRRM: 100%	100% completion of universal screener 3 times a year by teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Completion varies by school site, with Spring completion percentages of: BH: 90% LRRM: 100% CO: 42% CCRMS: 95%	Completion varies slightly by school site, with Winter completion percentages of: BH: 94% LRRM: 100% CO: 83% CCRMS: 100%	CO: 75% CCRMS: 37%	

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 were no substantive differences between the actions that were planned, and the 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.

Material differences for actions 2.4 and 2.15 are reflective of the budgeted amount being based on the average salary, rather than specific to an individual. For actions 2.15 and 2.13 there were also some vacancies that were budgeted for but not expended.

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

All actions are considered moderately effective, as they have demonstrated some successes, but there are still areas of growth to improve on. In general, these actions do not directly address individual metrics.

Specifically, 2.1 has been useful in maintaining cross-site communication and sharing resources on improving school culture, while 2.16 continues to facilitate two-way communication with families. Actions 2.2, 2.14 have supported site leadership in decision making around student suspensions, and to facilitate inclusive classrooms. Actions 2.8, 2.18 are integral to student access and safety. With an emphasis on student social-emotional learning and development, supporting mental health needs, and building connectedness between students outside

of the classroom, Actions 2.4, 2.5, 2.15 are considered effective based on feedback from our educational partners. Similarly, some schools place more emphasis than others for actions 2.7, 2.9, 2.13, but survey results indicate general positivity towards these activities. Action 2.11 has had mixed feedback regarding its implementation, however it is important for us to continue to iterate on the best ways to develop more equitable environments.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned. Goal 2 will still have some focus on Student Social-Emotional Development, but under the broader categories of belonging and engagement.

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	Recruit and retain highly effective and diverse team members

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total Teacher Misassignment Rate as a percentage (State Priority 1)	2019-2020: 5%	2020-21: 6%	2021-22: 6%	2022-23: 6%	0%
Misassignment Rate as a percentage for Teachers of English Learners (State Priority 1)	2019-2020: 2%	2020-21: 4%	2021-22: 2%	2022-23: 2%	0%
Teacher Vacancy Rate as a percentage (State Priority 1)	2019-2020: 1%	2020-21: 0%	2021-22: 2%	2022-23: 2%	0%
Percentage of staff that are retained across each of the categories of Teacher Experience (in years)	2020-2021: 1-3 yrs = 60% 4-6 yrs = 93% 7-9 yrs = 87% 10+ yrs = 84%	2021-22: 1-3 yrs = 75% 4-6 yrs = 75% 7-9 yrs = 71% 10+ yrs = 77%	2022-23: 1-3 yrs = 70% 4-6 yrs = 80% 7-9 yrs = 75% 10+ yrs = 80%	2023-24: 1-3 yrs = 70% 4-6 yrs = 80% 7-9 yrs = 85% 10+ yrs = 80%	1-3 yrs = 75% 4-6 yrs = 98% 7-9 yrs = 95% 10+ yrs = 90%
Percentage of staff within each Credential Category	2020-2021: Emergency Permits: 2%	2021-22: Emergency Permits: 2.5%	2022-23: Emergency Permits: 7%	2023-24: Emergency Permits: 7%	Emergency Permits: 0% Intern Credentials: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Intern Credentials: 9% Preliminary Credentials: 13% Clear Credentials: 76%	Intern Credentials: 12% Preliminary Credentials: 14.5% Clear Credentials: 71%	Intern Credentials: 3% Preliminary Credentials: 15% Clear Credentials: 73%	Intern Credentials: 7% Preliminary Credentials: 11% Clear Credentials: 75%	Preliminary Credentials: 5% Clear Credentials: 90%

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 were no substantive differences between the actions that were planned, and the 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.

There were no material differences between budgeted and actual expenditures.

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

There are some actions identified as "Moderately Effective", these are -
 3.1, 3.2, 3.3, 3.4, 3.12 - These are all related to recruitment of high quality teachers. We want to continue to improve our relationships with these partners. Even with these partnerships it has been challenging to recruit candidates with the appropriate qualifications. Our marketing plan has had both successful and unsuccessful campaigns.
 3.5, 3.7 - We are continually iterating on and redefining our electronic evaluation processes, in collaboration with the support of our educational partners. We are still working on more effective ways to recognize staff excellence in a way that brings people closer together in celebration.

There are some actions identified as "Very Effective", these are -

3.11, 3.13, 3.14, 3.15 - The changes and increases we have been able to provide with regard to compensation have been well-received by staff. The induction program has continued to provide value for supporting newer teachers. Our recent emphasis on better understanding the staff experience through a variety of data collection methods is very useful, especially when planning for the future.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

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	Partner with families and the community to support the whole child

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Families completing district wide surveys. (State Priority 3)	2020-2021: 13% of families completed the Fall 2020 survey	2021-2022: 10% of families completed the Fall 2021 Survey	2022-2023: 10% of families completed the Fall 2022 Survey	2023-2024: 6% of families participated in the Ravenswood Promise Surveys	28% Increase participation by 5% each year
% of Families completing the California Healthy Kids Survey (State Priority 6)	2020-2021: 4% of families completed the survey	2021-2022: 2% of families completed the survey	2022-2023: Approximately 5% of families completed the survey.	2023-2024: Not reported due to alternate local surveys being administered instead	19% Increase participation by 5% each year
Regular Participation in SSC/ELAC meetings (State Priority 3)	2020-2021: 50% Average attendance rate of parent members	2021-2022: 75% Average attendance rate of parent members	2022-2023: Approximately 55% of parent members regularly attend this year's SSC/ELAC meetings (this varied significantly by school site).	2023-2024: Approximately 55% of parent members regularly attend this year's SSC/ELAC meetings (this varied significantly by school site).	80% Increase attendance rates of parent members
Family Involvement and Participation on	2020-2021: 0	2021-2022: Due to the ongoing impacts of the	2022-2023: This committee was not established at a	2023-2024: Not applicable	Have at least 4 families on the committee, regularly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate and Culture Committee (State Priority 3)	No Data Available as this is a new committee	pandemic, this committee was not formally established with regular meetings.	districtwide level, instead the focus was on supporting each school to more comprehensively engaging families, and improve school culture and climate.		attending meetings, and involved in actions.

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 were no substantive differences between the actions that were planned, and the 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.

Material differences for actions 4.3 and 4.6 are reflective of the budgeted amount being based on the average salary, rather than specific to an individual. For action 4.6 there was also a need to provide additional support in this area, resulting in actual expenditures that were higher than budgeted.

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

There are some actions identified as "Moderately Effective", these are - 4.1, 4.2, 4.7 - Family engagement at workshops and events varied by school site or specific activity. The district-developed partnership evaluation tool was piloted and found to be useful for schools and departments to use as a starting point for continuous improvement conversations with partners, however the top-down approach of enforced and systematic evaluation was considered to be overly restrictive.

There are some actions identified as "Very Effective", these are -

4.3, 4.6, 4.8 - Feedback from families and educational partners has identified that they value the support from and communication provided by outreach coordinators, and mental health providers and resources. It is also extremely important to support vulnerable students by providing consistent transportation.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

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	By June 2024, Ravenswood students with an IEP will increase their reading levels on local assessments to meet their reading goals as identified on their IEP

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students as a percentage who have Partially Met their Individualized Goal (demonstrating growth)	2020-2021: 0 No Data Available as systems and processes are not established yet (see action 1)	2021-2022: 35%	2022-2023: 20%	2023-2024: 17%	10%
Students as a percentage who have Fully Met or Exceeded their Individualized Goal (demonstrating growth)	2020-2021: 0 No Data Available as systems and processes are not established yet (see action 1)	2021-2022: 65%	2022-2023: 80%	2022-2023: 83%	90%

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 were no substantive differences between the actions that were planned, and the 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.

Material differences for actions 5.1 and 5.3 are reflective of the budgeted amount being based on the average salary, rather than specific to an individual. For action 5.2, more of the activity was able to take place during existing contract hours than initially anticipated.

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

There are some actions identified as "Moderately Effective", these are -
5.2, 5.3 - regular and ongoing assessments and professional development are considered to be effective, as reflected in student outcomes, but there is always room for improvement.

There was one action identified as "Very Effective", it is-
5.1 - the systematic use of the tracking system has made it easy for everyone involved to have an "at-a-glance" understanding of student progress.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

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
6	[Not Continued from 23-24 onwards] By June 2023, Ravenswood middle school students will demonstrate growth in two key Common Core Standards for Mathematical Practices: SMP 1 (making sense of problems and persevering in solving them), and SMP 3 (constructing viable arguments and critiquing the reasoning of others).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students at or above grade level on the local assessment	2020-2021: 2% As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: Grade 6 - 0% Grade 7 - 6% Grade 8 - 0% As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: Grade 6 - 11% Grade 7 - 6% Grade 8 - 15% As measured by iReady for grades 6-8	2023-2024: Grade 6 - 4% Grade 7 - 6% Grade 8 - 6% Measured by iReady Middle of Year Assessment using the scaled score thresholds for grade level expectation at the end of the year	30%
% of students growing one or more years on the local assessment	2020-2021: 2% As measured by Let's Go Learn ADAM for 6-	2021-2022: 21% As measured by Let's Go Learn ADAM for 6-	2022-2023: 65% As measured by iReady for grades 6-8	2023-2024: 57% years Measured by iReady using the growth from beginning to middle of	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th, and DOMA for 8th grade	7th, and DOMA for 8th grade		year assessments for grades 6-8.	
Average years growth for SWD	2020-2021: 0.51 years As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: 0.79 years As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: 1.6 years As measured by iReady for grades 6-8	2023-2024: 0.97 years Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	1.5 years growth
Average years growth for EL students	2020-2021: 0.45 years As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2021-2022: 0.63 years As measured by Let's Go Learn ADAM for 6-7th, and DOMA for 8th grade	2022-2023: 1.6 years As measured by iReady for grades 6-8	2023-2024: 1.3 years Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	1.5 years growth

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.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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
7	By June 2024, 95% of our students who are English Learners at Level 4 on the ELPAC will be reclassified

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL students who scored Level 4 in the previously administered ELPAC	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	9% of all EL Students who completed the 2021 Summative ELPAC, scored an Overall Level 4	9.12% (79/866) of all EL Students who completed the 2022 Summative ELPAC, scored an Overall Level 4	9.83% (83/844) of all EL Students who completed the 2023 Summative ELPAC, scored an Overall Level 4	50% of EL students who scored ELPI Level 4
Percentage of EL students who maintained Level 4 in two successive ELPAC tests without being reclassified	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	Percentage of EL students who maintained a Level 4 from 2020 to 2021 without being reclassified: 0%	Percentage of EL students who maintained a Level 4 from Spring 2021 to Spring 2022 without being reclassified in the 2022-23 school year: 0%	Percentage of EL students who maintained a Level 4 from Spring 2022 to Spring 2023 without being reclassified in the 2023-24 school year: 0%	0% of EL students who maintain Level 4 without being reclassified
Percentage of ELs who were reclassified after scoring ELPI Level 4 in the previous year.	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	Percentage of students who scored Overall Level 4 on the 2021 Summative ELPAC and were reclassified: 66.7%	84% of Students who scored Overall Level 4 on the 2022 Summative ELPAC were reclassified during the 2022-23 school year. This does not include 8th	90% of Students who scored Overall Level 4 on the 2023 Summative ELPAC were reclassified during the 2023-24 school year. This does not include 8th	95% of EL students who scored Level 4 will reclassify

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			graders who graduated in Spring 2022.	graders who graduated in Spring 2023.	
Percentage of students who scored Level 4 on ELPAC who are meeting the "Basic Skills" metric, which is one of the criterion for reclassification	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	59% of students who scored Level 4 on the 2021 Summative ELPAC, were also at least "approaching grade level" in the 2021 local EOY Reading Assessment	71% (46/65) students who scored Level 4 on the 2022 Summative ELPAC were also at least "One Grade Level Below" in the 2022-23 i-Ready Reading Diagnostic	94% of students who scored Level 4 on the 2023 Summative ELPAC also met the "basic skills" requirement for reclassification	65%
Percentage of students who scored Level 4 on ELPAC who meet the criteria for receiving a grade of "C or 3" on their Trimester 3 Report Card	2019-2020: 0 No Data Available as ELPAC testing was disrupted by COVID-19	71% of students who scored Level 4 on the 2021 Summative ELPAC, also received a grade of at least "C" or "3" on their 20-21 Trimester 3 Report Card	100% (64/64) of students who scored Level 4 on the 2022 Summative ELPAC, also received a grade of at least "C" or "3" on their 21-22 Trimester 3 Report Card	100% of students who scored Level 4 on the 2023 Summative ELPAC, also received a grade of at least "C" or "3" on their 22-23 Report Cards or received a Teacher Recommendation the meets the criterion for reclassification	75%

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 were no substantive differences between the actions that were planned, and the 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.

There were no material differences between budgeted and actual expenditures.

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

There are some actions identified as "Moderately Effective", these are -
7.3, 7.4 - implemented with more consistency at some schools, which is reflected in student outcomes, and we definitely see room for improvement.

There was one action identified as "Very Effective", it is -
7.1 - significantly reduced bottlenecks in our systems and processes, and provided clear communication of expectations for everyone involved.

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 new three-year LCAP beginning from the 2024-25 school year will include some aspects of the effective actions, however our new LCAP is structured very differently based on feedback from our community. Our Strategic Plan is currently being updated, with significant community engagement, and we believe that the LCAP and Strategic Plan should be very closely aligned.

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
8	[Not Continued from 22-23 onwards] For the school year 2021-2022, chronic absenteeism will decrease by 10 percentage points

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance as a percentage Average for all students, across the whole year	2020-2021: 91%	2021-2022: 87.5%	2022-2023: 90%	2023-2024 year to date: 90%	96%
% of students who are chronically absent Whole year	2020-2021: 36%	2021-2022: 12.4%	2022-2023: 40%	2023-2024 as of April 2024: 41%	Decrease by 10 percentage points in 21-22, with a further 8% decrease per year for the following years
% of students who are chronically absent Trimester 1 - AA students	2020-2021: 42%	2021-2022 T1: 60%	2022-2023 T1: 42%	2023-2024 T1: 38%	Decline by 9% per year
% of students who are chronically absent Through to (at the end of) Trimester 2 - AA students	2020-2021: 39%	2021-2022 T2: 54.2%	2022-2023 T1 and T2: 46%	2023-2024 T1 and T2: 42%	Decline by 9% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who are chronically absent Whole year average - AA students	2020-2021: 10%	2021-2022: 57.7%	2022-2023: 46%	2023-2024 as of April 2024: 42%	Decline by 9% per year
% of students who are chronically absent Trimester 1 - SWD	2020-2021: 44%	2021-2022 T1: 55%	2022-2023 T1: 45%	2023-2024 T1: 49%	Decline by 10% per year
% of students who are chronically absent Through to (at the end of) Trimester 2 - SWD	2020-2021: 40%	2021-2022 T2: 53%	2022-2023 T1 and T2: 47%	2023-2024 T1 and T2: 40%	Decline by 10% per year
% of students who are chronically absent Whole Year Average - SWD	2020-2021: 19%	2021-2022: 60%	2022-2023: 44%	2023-2024 as of April 2024: 45%	Decline by 4% per year
% of students Chronically Absent as reported on the CA Dashboard	2019-2020: 0 No Data Available due to the impact of COVID-19	2020-2021: 0 State law has suspended the 2021 Dashboard, so Chronic Absenteeism data according to the method used by the CA Dashboard is not available.	2021-2022: 51.7% of students are identified as Chronically Absent, as reported on the 2022 CA Dashboard. This was expected, as a result of the ongoing impacts of the COVID-19 pandemic.	2022-2023: 43.4% of students are identified as Chronically Absent, as reported on the 2023 CA Dashboard.	9% (Green)

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.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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.

Not Applicable - this goal was discontinued prior to 2023-24 implementation.

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
9	Ravenswood will improve student achievement in ELA and Mathematics (as measured by “Distance from grade level standard” on the CAASPP), and decrease Chronic Absenteeism (as reported on the CA Dashboard), through improving the sense of belonging amongst African American Students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate as a percentage (AA students)	2020-2021: 87.2%	2021-2022: 84.7%	2022-2023: 88%	2023-2024 as April 2024: 88%	96%
Of our chronically absent students, what proportion are identified as AA students? The proportion should be representative of our percentage of AA students enrolled at the district.	AA Student Enrollment at Ravenswood in 2020-2021: 6.5% Proportion of chronically absent students who are identified as "African American": ~10%	AA Student Enrollment at Ravenswood in 2021-2022: 6.6% Proportion of chronically absent students who are identified as "African American": 9.98% This demonstrates disproportionality.	AA Student Enrollment at Ravenswood in 2022-2023: 6% Proportion of chronically absent students who are identified as "African American": 7% This demonstrates only slight disproportionality, which is an improvement on previous years.	AA Student Enrollment at Ravenswood in 2023-2024: 5.3% Proportion of chronically absent students who are identified as "African American": 5.9% This demonstrates only slight disproportionality, which is a significant improvement on previous years,	Proportionality

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				showing a continuing trend of improvement.	
Chronic Absenteeism of AA students as reported through the CA Dashboard	2018-2019: 20.7% (164 students) 2019-2020: 0 This metric was not reported on the CA Dashboard	2020-2021: 0 This metric was not reported on the CA Dashboard	2021-2022: 60.6% of Black / African American students are identified as Chronically Absent, as reported on the 2022 CA Dashboard. This was expected, as a result of the ongoing impacts of the COVID-19 Pandemic.	2022-2023: 52.1% of Black / African American students are identified as Chronically Absent, as reported on the 2023 CA Dashboard.	10%
California Healthy Kids Survey - Percentage of students who identify having Supportive Adult and Peer Relationships	Surveys were unable to be fully completed during 2020-2021 due to the ongoing impacts of the COVID-19 pandemic.	2021-2022: Approximately 56% of students identify as having caring adults in school	2022-2023: Approximately 71% of all students identify as having caring adults in school	2023-2024: Not reported due to alternate local surveys being administered instead, where it was identified that approximately 71% of all students feel that they have supportive relationships with adults at school.	95%
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students, as measured by the district local assessment	2020-2021: 0.75 years Measured by “F&P” for students in grades 1-5	2021-2022: 0.9 years Measured by “F&P” for students in grades 1-5	2022-2023: 0.8 years Measured by iReady	2023-2024: 1.5 years Measured by iReady using the growth from beginning to middle of year assessments for grades 2-5.	1 - 1.5 years of average growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: ELA - Average years growth of Reading Levels of African American Students, as measured by the district local assessment	2020-2021: 0.68 years Measured by “Let's Go Learn” for students in grades 6-8	2021-2022: 1.5 years Measured by “Let's Go Learn” for students in grades 6-8	2022-2023: 1.5 years Measured by iReady	2023-2024: 2.1 years Measured by iReady using the growth from beginning to middle of year assessments for grades 6-8.	1 - 1.5 years of average growth each year
Pupil Achievement: Mathematics for AA Students, district wide measured by CAASPP data	2018-2019: 85.6 points below standard 2019-2020: 0 No Data Available as CAASPP testing did not occur due to the impact of COVID-19	2020-2021: 0 In 2020-2021 CAASPP was not the most viable option in our local context, and was not administered. Additionally, the 2021 Dashboard was suspended and this data is not available.	2021-2022: 133.7 points below standard	2022-2023: 167.4 points below standard	Improve the distance from standard by 50 points

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 were no substantive differences between the actions that were planned, and the 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.

There were no material differences between budgeted and actual expenditures.

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

There are some actions identified as "Moderately Effective", these are -
9.1, 9.2, 9.3 - though these were not intended to improve the performance specific metrics associated with this goal, the feedback from our educational partners has been positive.

There are some actions identified as "Very Effective", these are -
9.5, 9.6, 9.7 - these were primarily implemented through "Coordination of Services Team" (COST), which has shown effectiveness through the positive impacts demonstrated at the individual student level.
Action 9.4 was a one-time change that is considered effective because it has allowed us to streamline school services.

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

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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