



Three Rivers Charter School

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
Three Rivers Charter School	Kimberly Morgan School Director	director@trcschool.org (707) 964-1128

Goals and Actions

Goal

Goal #	Description
1	Increase student and family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average number of families attending quarterly Parent Teacher Network Meeting (PTN) to increase by 3% annually compared to School Year (SY) 19/20 baseline.	Average number of families represented at PTN meetings in school year SY 19-20 is 7 families out of 70 families = 10%	Average for the first three of four meetings which were held remote on Zoom was seven families represented out of 67 families which is 10%. Our final meeting switched from Zoom to in person and 18 families were represented which is 27%.	Average number of families represented at our four PTN meetings is 17 of 61 families which is 28%.	First two of four PTN Meetings in Fall of 2023 well attended averaging 15 of 61 families which is 24%. Last two in Spring 2024 averaged only 8% for an average for the year of 16%.	19% or more of families are represented at PTN meetings.
Number of electives and extra curricular options offered to increase by at least one offering annually.	At the outset of SY19-20 before the pandemic, 9 elective and extracurricular options were offered to students.	13 Extracurricular options were offered this year.	20 Extracurricular options were offered this year as Friday electives and sessions during and after school.	19 Electives & Extracurriculars offered this year.	13 or more elective and extracurricular options offered to students.
Events for students and families including academic theme nights, technology	No events were held in SY 20-21.	No events were held this year.	TRCS held a Family STEAM Night, Science and Art Fair	Family STEAM Night, Winter Holiday Cultural Potluck & Family Dance, TRCS	Three events are held during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
training and other support and informational events to increase.			and a Music Concert/Variety Show.	Science Fair, Variety Show & Music Concert and Year End Awards BBQ all occurred this year	
TIDES After School Program continues to be offered and utilized by families. Steady enrollment in the program maintained.	At the outset of SY19-20 before the pandemic, 15% students were enrolled in the After School Program.	26 of 85 students are enrolled in the TIDES Program which is 31%.	32 of 83 students are enrolled in the TIDES Program which is 39%. Program expanded to include Friday afternoons (early release day).	TIDES Program expanded with ELO-P funding. 66 students enrolled in TIDES out of 80 total at TRCS which is 83%.	15% or more of students at TRCS are enrolled in the After School Program.
Increase attendance at Homework Club by 3% annually compared to SY 19-20 baseline.	At the outset of SY19-20 before the pandemic, 5% of students attended homework club regularly.	An average of 10-15 students attend Homework Club daily which is 12-18% of TRCS students.	An average of 10 students attend Homework Club daily which is 8.3% of TRCS students.	Homework and academic support is now offered through TIDES (83% of students enrolled)	17% or more of students attend Homework Club.
After School Sports Program implemented and attended by 15% of students with attendance maintained or increased annually.	No After School Sports Program existed before SY 21-22.	After School Sports Program fully implemented. 49 students participate in one or more of the four sports sessions offered which is 58% of TRCS students.	After School Sports Program fully implemented. 47 students participate in one or more of the four sports sessions offered which is 57% of TRCS students.	Wrestling offered in Fall 2023. Six students attended after school and wrestling unit was integrated into grade 1-2 class PE due to popularity (19 students). Total 25 of 80 students participated= 31%. Tumbling offered in Winter with 20 of 76	After School Sports Program continues to be offered with 15% or more of students attending annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>students enrolled = 26%.</p> <p>Volleyball offered in Spring 2024 with 23 of 76 students attending = 30%.</p> <p>Softball offered in Spring of 2024 with 16 of 76 attending = 22%.</p>	
Chronic Absenteeism Rate (Priority 5.b.)	<p>Chronic Absenteeism Rate for SY 18-19: 21.2% (104 students) This is a 12.6% increase from SY17-18.</p> <p>SY 19-20: No data available due to COVID-19</p>	<p>Chronic Absenteeism Rate for SY 21-22: 16.9% according to the CA Dashboard. (86 students enrolled)</p> <p>Absences include students out for Covid related reasons who did not participate independent study that was offered.</p>	Chronic Absenteeism Rate for SY 22-23: 27.9% Chronically Absent	Current Chronic Absenteeism Rate at time of writing is 21.8% for SY 23-24.	TRCS Chronic Absenteeism rate will decline 1% annually as compared to SY 18-19 data.
School Attendance Rate (Priority 5.a.)	School Attendance Rate for SY 18-19: 94.29%	School attendance rate for SY 21-22: 94.22%	School attendance rate for SY 22-23 at the time of writing the LCAP: 93%	Current rate at time of writing is 92.36%	School attendance rate will remain at or above 94%.

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.

All five actions were implemented as planned and overall were successful in achieving our goal of increasing student and family engagement. The implementation of Parent Square, increased elective options for students and expanded after school program were highlights.

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

For action 1.2, we spent less than planned on elective extra curricular opportunities than planned because we were able to carry out the action with volunteers from the school community and less monetary resources than planned. For action 1.3, we were able to assist parents with helping their children with tech and academics through school community events and communication with parents and teachers that did not cost the expected amount. Our After School Recreational Sports Program was integrated into the TIDES After School Program this year and although we purchased additional equipment, the need was not as great as anticipated for purchasing.

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 was to increase participation of Socioeconomically Disadvantaged (SED) and English Learner (EL) families in the school community. The SED group includes 65% of our families. The average number of families attending Parent Teacher Network (PTN) meetings reached the desired outcome for the 23-24 school year for our two meetings in the fall and fell short of the goal at the two spring meetings. The February meeting fell after a winter storm that knocked out power on the Mendocino Coast and we had low attendance at the meeting that was held a couple days after electricity returned. Anecdotal evidence collected around our April meeting demonstrated that families had other conflicting events such as their students' baseball games to attend that night. We learned that holding PTN Meetings in conjunction with Back to School Night or a kid's Movie Night are effective in getting adults to attend. In addition to offering pizza and childcare, meetings are better attended when billed as big exciting family events.

Action 2 was to increase our extracurricular options which we did each year and reached the desired outcome for 23-24. Students engaged in a variety of extracurriculars spanning a variety of interests such as School Newspaper, Gardening, Crochet, Sports and Improv Comedy. This action was very effective in engaging the students.

Action 3 also related to family engagement and we successfully held several family events that engaged all our families. Events included our Family STEAM Night, Winter Holiday Cultural Potluck & Family Dance, TRCS Science Fair, Variety Show & Music Concert and Year End Awards BBQ. Events were well attended by all student groups including SED and EL families. The action was very effective in engaging families together with their students and building our school community. Survey feedback showed that families appreciate the events.

Action 4, to continue our After School Program, was extremely effective with 83% of students signed up! The program, called TIDES (Three Rivers Interactive Daily Enrichment and Support) engaged a majority of the students and supported families daily by offering engaging, high

interest activities with a focus on Social Emotional Learning (SEL) and Science, Technology, Engineering, Art and Math (STEAM) for all grade levels. Previously Homework Club was separate and this was integrated into TIDES as we expanded the program in 23-24 with Expanded Learning Opportunities (ELO-P) funds.

Action 5 was the continued offering of our After School Sports Program which was very effective in engaging students with up to 31% of students participating. This exceeded our 23-24 goal by 15%. Students participated in Wrestling, Tumbling, Volleyball and Softball in the 23-24 school year as healthy engaging after school activities at school.

Chronic absenteeism rates and school attendance rates did not quite meet the desired outcome for 23-24 but were close. The desired outcome of these actions was to decrease chronic absenteeism to at least 1% less than pre pandemic (18-19) levels. In this current 23-24 year, the chronic absenteeism was nearly the same (21.2% in 18-19 vs. 21.8% this year). This is a 6.1% improvement from the previous 22-23 year however. School Attendance rate is currently 92.6% which is just shy of our 94% goal.

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

In reflecting on our prior practice and successes, we will maintain this goal of increasing student and family engagement and make revisions in the following areas:

- We will maintain the action of increasing engagement of SED and EL families and focus the strategy on offering meetings in conjunction with events for the whole family such as Back to School Night and Movie Nights. Food and childcare will continue to be offered during the meetings.
- In an effort to continue to improve Chronic Absenteeism and School Attendance Rate, we will implement a positive attendance program and messaging campaign to further address chronic absenteeism. We see that additional actions are needed in this area.

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	Increase Student Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>TRCS English Language Arts (ELA) CAASPP scores (Priority 4.a.)</p> <p>*Due to COVID-19, CAASPP testing was suspended for the SY 19-20 and CAASPP testing was optional for the SY 20-21. Thus we are using SY 18-19 data as a baseline.</p>	<p>TRCS 18-19 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (83 students), ELA scores are 2.1 points above standard. This is a 11.3 point increase from 17-18.</p> <p>Socioeconomically Disadvantaged (SED) group scores are 4.3 points below standard which is a 16.3 point increase from SY 17-18.</p> <p>*Other student groups do not contain enough students to be</p>	<p>TRCS 21-22 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (61 students), ELA scores are .8 points below standard. This is a 2.9 point decrease from SY18-19 (before the Covid 19 Pandemic).</p> <p>Socioeconomically Disadvantaged (SED) group scores are 1.3 points below standard which is a 3 point increase from SY18-19.</p> <p>*Other student groups do not contain enough students to be</p>	<p>TRCS 22-23 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (62 students), ELA scores are 11.5 points below standard. This is a 9.4 point decrease from SY18-19 (before the Covid 19 Pandemic).</p> <p>Socioeconomically Disadvantaged (SED) group scores are 12.4 points below standard which is a 8.1 point increase from SY18-19.</p> <p>*Other student groups do not contain enough students to be</p>	<p>CAASPP to be taken in May 2024.</p>	<p>Maintain scores above standard for all students. Increase SED group scores by at least 3 points annually.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reported on the CA School Dashboard.	reported on the CA School Dashboard.	reported on the CA School Dashboard.		
<p>TRCS Math CAASPP scores (Priority 4.a.)</p> <p>*Due to COVID-19, CAASPP testing was suspended for the SY 19-20 and CAASPP testing was optional for the SY 20-21. Thus we are using SY 18-19 data as a baseline.</p>	<p>TRCS 18-19 Math CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (83 students), Math scores are 15.6 points below standard. This is a 16.1 point increase from 17-18.</p> <p>Socioeconomically Disadvantaged (SED) group scores are 28.1 points below standard which is a 18.5 point increase from SY 17-18.</p> <p>*Other student groups do not contain enough students to be reported on the CA School Dashboard.</p>	<p>TRCS 21-22 MATH CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (61 students), MATH scores are 34 points below standard. This is a 18.4 point decrease from SY18-19 (before the Covid 19 Pandemic).</p> <p>Socioeconomically Disadvantaged (SED) group scores are 31 points below standard which is a 2.9 point decrease from SY18-19.</p> <p>*Other student groups do not contain enough students to be reported on the CA School Dashboard.</p>	<p>TRCS 22-23 MATH CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (61 students), ELA scores are 31.7 points below standard. This is a 16.1 point decrease from SY18-19 (before the Covid 19 Pandemic).</p> <p>Socioeconomically Disadvantaged (SED) group scores are 42 points below standard which is a 13.9 point decrease from SY18-19.</p> <p>*Other student groups do not contain enough students to be reported on the CA School Dashboard.</p>	CAASPP to be taken in May 2024.	Increase scores in all student groups by at least 3 points annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Performance Assessment for California (ELPAC) Scores (Priority 4.e.)	Number of EL Students in SY 20-21: 6 students 83% of EL students made progress towards English language proficiency	Number of EL Students in SY 21-22: 3 students. All three students, 100%, made progress toward English language proficiency.	Number of EL Students in SY 22-23: 2 students. One of two students, 50%, made progress toward English language proficiency.	Number of EL Students in SY 23-24: 2 students and one undetermined. ELPAC administered in February 2024 and awaiting scores at time of writing LCAP.	Percent of EL students making progress towards language proficiency to be maintained or increased annually.
English Learner Reclassification (Priority 4.f.)	Percent of English Learners Reclassified: 19-20: 0% 20-21: 33% reclassified	One of three students was reclassified in SY 21-22 which is 33%.	The two EL students were not reclassified this year.	ELPAC administered in February 2024.	Reclassification of EL students percentage to be maintained or increased annually.

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.

Actions were carried out as planned. We supported EL students in the classroom and continued to provide Reading Intervention for students who needed extra support. We had no Foster and Homeless student needing support. Technology was upgraded including student computers. We provided standards aligned curriculum to all students and teachers utilized an array of supplemental curriculum and assessment tools. We increased our focus on STEAM (science, technology, engineering, art, math) with a Family STEAM Night and in our after school program. Increased focus on STEAM in the classrooms was an area that could be more robust and we'll continue this action moving forward. Professional development offerings for teachers and staff is an area that we will continue to focus on and more opportunities could have been provided. We retained our highly qualified staff. Our new Meal Program was a huge success in its second year and we continued to evolve the lunch offerings with student and family input.

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.

We did not incur the expected cost for services for Foster and Homeless Youth as we had low numbers of this student group. There were less expenses than planned for focussing on STEAM as much of this action was carried out in the after school program which was a separate action. Upgrading technology cost more than planned as we had to replace more student computers than expected. Lastly, we spent more funds on staff than planned as we saw a need for increased hours for classified support staff to meet the need of students as we recover from the pandemic learning loss.

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

Overall, actions towards this goal support learning recovery after the pandemic. Our actions to support EL students, students needing additional reading support and Foster & Homeless Youth were effective in meeting the needs of the students. Upgrading the technology in the classrooms allowed us to utilize current platforms and online learning resources on the student devices. Providing standards aligned curriculum was crucial to teaching the Common Core Standards. The STEAM focus was effective in the after school program and at the Family STEAM Night event in engaging students and building the skills needed for future success. More focus on the STEAM in the classrooms is needed to be most effective. Supplemental curriculum and assessment tools were effective, specifically the North West Evaluation Association's Measures of Academic Progress (NWEA MAP) test that helps us measure progress. The Aleks math platform was not as effective as planned as it was not utilized as much as we planned by teachers. Other platforms were explored and found to be effective, however. The professional development offered was fairly effective and teachers and staff would like to see more moving forward. We retained our certificated and classified staff which was necessary to carry out the goal and certainly effective. The Meal Program was effective in providing free breakfast and lunch daily for students to ensure the proper nutrition that is foundational for academic success.

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.

Changes will be made as followed based on reflection on prior practice:

Our Reading Intervention Program is an important action toward the goal increasing student achievement. We will add a metric that measures the effectiveness of the program.

We utilize the NWEA MAP test as a benchmark assessment tool at the school. Students take the assessment in Math, Language Arts and Science multiple times a year to measure progress. Data collected through the MAP testing drives instruction and informs our educational partners on student progress. We will add an additional metric that will track the MAP scores over time and measure student 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
3	Maintain a positive school climate and culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/guardian satisfaction data from Surveys	SY 18-19 responses in Parent Survey indicate 87% of parents taking the survey are satisfied with TRCS.	Spring Family Survey results indicate 97% of families are satisfied with TRCS. On a scale of 1-4 with 4 being the highest rating, 86% gave a 4 rating and 11% gave a 3 rating.	Spring Family Survey results indicate 100% of families are satisfied with TRCS. On a scale of 1-4 with 4 being the highest rating, 84% gave a 4 rating and 16% gave a 3 rating.	Winter Survey results indicate 100% of families are satisfied with TRCS. On a scale of 1-4 with 4 being the highest rating, 85% gave a 4 rating and 15% gave a 3 rating.	Parent satisfaction to increase by 1% or more each year as indicated on School Climate Survey.
Discipline Data - Number of discipline referrals to School Director annually by staff.	New tracking system implemented in SY 21-22. Begin tracking student referrals to the School Director for discipline issues.	New tracking system created, piloted this year and is being revised to be more effective in SY 2022-23.	New behavior tracking system implemented and 32 referrals to the School Director were made for discipline issues.	Behavior tracking system being used more widely in SY 23-24 with 65 referrals documented at time of writing. This will be baseline for newly implemented referral system.	Number of referrals to decrease by 1% annually beginning in SY 22-23.
Student Suspension Rate (Priority 6.a.)	Student Suspension Rate from SY 18-19 is 2.7%.	Suspension Rate for SY 2021-22 is 2.4% which is two of 85 students.	Student Suspension rate for SY 2022-23 is 0% (zero).	There have been 4 suspension incidents so far in SY 23-24.	Suspension rate to remain below 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rate (Priority 6.b.)	Student Expulsion rate for SY 2018-19 is 0% (zero).	Student Expulsion rate for SY 2021-22 is 0% (zero).	Student Expulsion rate for SY 2022-23 is 0% (zero).	No expulsions so far in SY 23-24.	Expulsion rate to remain at zero.

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.

Overall, actions were implemented as planned. We continued to maintain and improve the facility, and carry out our PBIS (Positive Behavior Intervention & Supports) and MTSS (Multi Tiered Systems of Support) Programs. As a staff we continued learning about and implementing Restorative Practices.

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.

Slightly less than planned was expended on the MTSS Program as most expenditures toward this action were staffing which is included in another action.

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 toward the goal were effective. Maintaining and improving our facility is an ongoing effort and as the 23-24 year wraps up, we are diving into renovations which will greatly improve they physical appearance of the school. We cleaned the school nightly and upgraded smaller elements as planned but we know that the renovations are what are truly needed to enhance the feeling of cleanliness that is desired by the school community.

Our PBIS program, including Osprey Bucks reward systems are ever evolving with the interests of the current student body. This year, the classes all continued with age appropriate rewards for the different grade levels and had quarterly whole school Osprey Buck Drawings at the First Friday Assemblies. Feedback from staff and students indicated that some monthly First Friday Assemblies were more effective than others and we will consider this input moving into planning assemblies in the coming year.

The supports we provide students and families through our MTSS program were effective. The Student Support Counselor ran weekly student support groups and met with individual students and also parents to provide emotional and parenting support and connect them to

outside services. Strategies learned at the annual MTSS Conference were utilized in classrooms and TRCS is on a path to continue to increase student supports. We invested in Second Step, an SEL (social emotional learning) curriculum, that was not very effective as it was not used regularly in all the classrooms. Teachers will make a different choice of SEL materials for the coming year that better suit their instructional styles and students' interest. Our work as a school community to learn about and implement Restorative Practices continued and was effective. This 23-24 school year we built on what we learned and the plan we developed with the School Climate and Culture Transformation Coach which was somewhat effective but could have been more targeted and specific.

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 add a more targeted and specific goal around students' emotional regulation to create decompression spaces both indoors and outdoors on campus. We'll also add a goal targeting chronic absenteeism, which continues to be a focus area and will implement a school community wide campaign to improve attendance and tardies.

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