



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.

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Goals and Actions

Goal

Goal #	Description
1	Provide a safe and productive learning environment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Fall 2020 -Charter Safe Facilities Inspection Checklist or Facilities Inspection Tool (FIT)	1.1 Rating of Good on the FIT	1.1 Met Rating of Good on FIT	1.1 Met Rating of Good on FIT	1.1 Met Rating of Good on FIT	Maintain a rating of Good on the FIT
1.2 Local Assessment of school safety data for staff training and emergency drills. 2020-2021	1.2 100% of staff met all mandated training thresholds. Emergency drills conducted monthly.	1.2 Met - 100% Staff Training & Drills	1.2 Met - 100% Staff Training & Drills	1.2 Met- 100% Staff Training and Drills	Maintain 100% compliance with mandated training and maintain monthly safety drills.
1.3 Student Incident Reports	1.3 Incident reports from 2019-2020 numbered 168.	1.3 Met - We reduced number of incident reports for 2021-2022	1.3 Met - 49 incidents were reported to the Director this year. This number may indicate that incidents are not being effectively tracked.	1.3 Met Incident Reports from 2023-2024 70 incidents have been reported to the Director this year.	Decrease the number of incidents experienced by students each year over a three year period.
1.4 Surveys - Local & CA Healthy Kids Winter 2020	1.4 Local & CA Healthy Kids Survey Winter 2020	1.4 - Partially Met Local Surveys Students - Do you feel safe at school?	1.4 - Met Local Surveys Students - Do you feel safe at school?	1.4- Met	Maintain or increase the % of students, parents & staff who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students - Do you feel safe at school? 80% responded they felt safe all or most of the time. 11% some of the time. 9% Never</p> <p>Parents - The school is a safe place for students? 59% Strongly Agree 32% Agree 5% Disagree 1% Strongly Disagree 2% Don't Know</p> <p>Staff - Our school is a safe place for staff? 86% Strongly Agree 14% Agree 0% Disagree or Strongly Disagree.</p>	<p>77% responded they felt safe all or most of the time. 17% some of the time. 6% Never (1 student)</p> <p>Parents - The school is a safe place for students? 93.7% responded their kids felt safe all or most of the time. 6.3% some of the time. 0% Never</p> <p>Staff - Our school is a safe place for staff? 88% Strongly Agree 12% Agree 0% Disagree or Strongly Disagree.</p>	<p>92% responded they felt safe all or most of the time. 7% some of the time. 0% Never</p> <p>Parents - The school is a safe place for students? 97% responded their kids felt safe all or most of the time. 1.9% some of the time. 0% Never (1 student)</p> <p>Staff - Our school is a safe place for staff? 83% Strongly Agree 17% Agree 0% Disagree or Strongly Disagree.</p>	<p>2024 Local School Climate Survey Results On average 90.75% of the students in grades 4-7 feel safe at school all or most of the time.</p> <p>2024 CA Healthy Kids Survey Data 98% of parents agree or strongly agree that the school is safe for their students.</p>	believe the school is safe.
1.5 Notes from MTSS/PBIS Teams including academic interventions, SST, 504, IEP, SEL, staff meetings and parent conferences	1.5 2020-2021 Student learning/academic, SEL and/or behavioral needs are identified by the MTSS team, communicated with parents and addressed in a timely	1.5 Met - Student needs were reviewed each trimester and parents were informed of student academic, behavioral and social-emotional needs	1.5 Met - Student needs were reviewed each trimester and parents were informed of student academic, behavioral and social-emotional needs	1.5 Met - Student needs were reviewed each trimester and parents were informed of student academic, behavioral and social-emotional needs	Maintain regular review of student data through MTSS team.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	manner at least once per trimester.				
1.6 CTC/CALSASS documents	1.6 2020-2021 100% of teaching staff is appropriately credentialed for the students they are teaching.	1.6 Met -100% of teaching staff is appropriately credentialed for the students they are teaching.	1.6 Met -100% of teaching staff is appropriately credentialed for the students they are teaching.	1.6 Met -100% of teaching staff is appropriately credentialed for the students they are teaching.	Maintain appropriate teaching assignments of teachers.

Goal Analysis

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

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

The school maintained facilities that are in good repair as evidence by the Facilities Inspection Tool. 100% of staff completed required safety trainings and the school had monthly safety drills. We lowered the number of student incidents and increased the percent of students, families, and staff who reported feeling safe at school. The school maintained processes for tracking student needs and communicating it with parents through SST, 504, IEP, SEL, and conferences. 100% of teaching staff remained appropriately credentialed. There were no substantive differences in planned actions and actual implementation. There are no substantive differences.

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

There were not significant difference between Budgeted Expenditures and Estimated Actuals. Estimated Actuals are as of May 20, 2024. There will still be summer expenditures under facilities 1.1.

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 were effective and successful in producing the desired result. The school met or exceeded desired outcomes for 2023-24.

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 were made because progress was being made each 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
2	Improve Academic Achievement for All Students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 ELA CAASPP results reported on dashboard and Dataquest.	2.1 2019 61% of all students met or exceeded the ELA standards. Green on CA School Dashboard - 19 pts. above standard.	2.1 2020-2021 - Maintained 61% Met/Exceeded 28% Nearly Met 71% of students showed growth toward the standard.	2.1 2021-2022 - Met Scored High on CA Dashboard in math and ELA 59% Met/Exceeded 24% Nearly Met 48% of students showed growth toward the standard. Students scored 19.8 pts. above the standard on average	2.1 2022-2023- Met 67% of all students met or exceeded the ELA standards. 51% of students showed growth toward the standard. Green on CA School Dashboard- 21.6 points above the standard.	2.1 Improve assessment data for all students in English Language Arts as reflected on the CA School Dashboard.
2.2 Math CAASPP results reported on dashboard and DataQuest.	2.2 2019 48% of all students met or exceeded the mathematics standards. Yellow on CA School Dashboard - 3.3 pts. below standard.	2.2 2020-20221 - Not met 46% Met/Exceeded 35% Nearly Met 53% of students showed growth toward the standard.	2.2 2021-2022 - Met Scored in high level on CA Dashboard in Math 48% Met/Exceeded 31% Nearly Met 52% of students showed growth toward the standard.	2.2 2022-2023- Not met 46% Met/Exceeded 54% of students showed growth toward the standard. Yellow on CA School Dashboard- 5.9 points below the standard.	2.2 Improve assessment data for all students in mathematics as reflected on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students scored 5.2 points above the standard on average		
2.3 CAASPP results for students identified within the economically disadvantaged (SED) sub-group reported on the dashboard and DataQuest.	2.3 2019 54% of SED students met or exceeded the standards in ELA..2 points below standard. 41% of SED students met or exceeded the standards in math. 28 pts. below standard.	2.3 2020-2021 - Not met/Nearly Maintained ELA - 51% Met/Exceeded 40% Nearly Met Math - 40% Met/Exceeded 26% Nearly Met	2.3 2021-2022 - Met ELA - 53% Met/Exceeded 31% Nearly Met Math - 49% Met/Exceeded 33% Nearly Met	2.3 2022-2023 - Nearly Maintained ELA - 57% Met/Exceeded 27% Nearly Met Math - 36% Met/Exceeded 38% Nearly Met Yellow on the CA School Dashboard- 18.5 points below the standard.	2.3 Improve assessment data for SED students in mathematics and ELA as reflected on the CA School Dashboard.
2.4 CAASPP results for students identified within the students with disabilities (SWD) sub-group reported on dashboard and DataQuest.	2.4 2019 29% of SWD met or exceeded the standards in ELA. 35.2 pts. below standard. 25% of SWD met or exceeded the standards in math.70.1 pts. below standard.	2.4 2020-2021 - Not Met ELA - 23% Met/Exceeded 52% Nearly Met Math- 16% Met/Exceeded 32% Nearly Met	2.4 2021-2022 - Partially Met ELA - 25% Met/Exceeded 28% Nearly Met Math- 9% Met/Exceeded 34% Nearly Met	2.4 2022-2023 - Partially Met ELA - 15.75% Met/Exceeded 18.6% Nearly Met Math- 12.26% Met/Exceeded 14.97% Nearly Met	2.4 Improve assessment data for SWD students in mathematics and ELA as reflected on the CA School Dashboard.
2.5 CAST results reported on DataQuest.	2.5 2019 30% of all 5th & 8th grade students met or exceeded the science standards on the CAST.	2.5 2020-20221 - Not Met 29% Met or Exceeded 53% Nearly Met	2.5 2021-2022 - Met 31% Met or Exceeded 56% Nearly Met	2.5 2022-2023- Met 52% Met or Exceeded	2.5 Improve scores on the CAST for 5th and 8th grade students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	52% Nearly Met				
2.6 Attendance Rates School Pathways attendance reports CALPADS, CA School Dashboard	2.6 2020-2021 Attendance rate was 99% Chronic Absenteeism - Blue	2.6 2021-2022 - Met Attendance Rate 97.8%	2.6 2022-2023 Attendance Rate 99%	26 2022-2023- Met 99% attendance rate. Chronic Absenteeism- Blue on the CA School Dashboard.	2.6 Maintain attendance rates at or above 95%. Maintain a Blue on the CA School Dashboard for Chronic Absenteeism.
2.7 SIS,LCFF Dashboard, CALPADS 8.1b	2.7 Suspension Rate 2019-2020 - 0.4% 2020-2021 - 0% District 2 - 5% State - 2.5% 0 Expulsions 0 Middle School Dropouts	2.7 -2021-2022 - Met Suspension Rate - 0.9% Expulsions - 0 Middle School Dropouts - 0	2.7 -2022-2023 - Met Suspension Rate - 1.5% Expulsions - 0 Middle School Dropouts - 0	2.7 -2022-2023 - Met Suspension Rate - 1.5% Expulsions - 0 Middle School Dropouts - 0	2.7 Maintain a suspension rate for all student groups below 2.5%. Maintain 0 expulsion rate Maintain 0 Middle School Dropouts
2.8 Staff Survey/Curriculum Audit	2.8 Spring 2021 100% of coursework/assessments are aligned to the CCSS & Next Gen standards.	2.8 Met 100% of coursework/assessments are aligned to the standards.	2.8 Met 100% of coursework/assessments are aligned to the standards.	2.8 Met 100% of coursework/assessments are aligned to the standards.	2.8 Maintain 100% alignment of course offerings & assessments
2.9 Course Offerings, School Activities & Events, Student & Staff Surveys	2.9 Teaching the Whole Child/Small Groups 2020-2021 Students in grades K-8 accessed the STEAM	2.9 Met Students in TK-8 attended the STEAM lab at least once per week.	2.9 Met Students in TK-8 attended the STEAM lab at least once per week.	2.9- Met Students in TK-8 attended the STEAM lab at least once per week.	2.9 Maintain innovative and engaging 21st Century Instructional programs for all students in grades TK-8.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	lab at least once a week.				
2.10 English Language Learners	2.10 Spring 2021 100% of ELL students receive integrated EL supports.	2.10 Met Spring 2022 100% of ELL students received integrated EL supports. 2 of 3 students re-designated as RFEP Fluent English Proficient.	2.10 Met Spring 2023 100% of ELL students (1) received integrated EL supports.	2.10 Met Spring 2024 100% of ELL students (1) received integrated EL supports.	2.10 Maintain integrated supports for 100% of ELL students.
2.11 Students with Disabilities	2.11 2020-2021 Year 100% of the parents of with children identified as SWD attended and participated in IEP meetings.	2.11 Met 100% of parents with students identified as SWD attended IEP meetings.	2.11 Met 100% of parents with students identified as SWD attended IEP meetings.	2.11 Met 100% of parents with students identified as SWD attended IEP meetings.	2.11 Maintain 100% attendance rates for parents at IEPs.
2.12 Staff Survey & Course Offerings	2.12 Spring 2021 100% - All students, including SWD subgroup have access to a broad course of study.	2.12 Met All students (including SWD) have access to a broad course of study.	2.12 Met All students (including SWD) have access to a broad course of study.	2.12 Met All students (including SWD) have access to a broad course of study.	2.12 Maintain access to a broad course of study for all students, including those identified in the SWD sub-group.
2.13 Staff Survey & Curriculum Audit	2.13 Spring 2021 100% of students have access to standards aligned instructional materials.	2.13 Met 100% of students have access to standards-aligned instructional materials.	2.13 Met 100% of students have access to standards-aligned instructional materials.	2.13 Met 100% of students have access to standards-aligned instructional materials.	2.13 Maintain access for all students to standards aligned instructional materials.

Goal Analysis

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

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

There were no substantive differences.

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

The school had slight variances between Budgeted Expenditures and Estimated Actuals. Due to an increase in the certificated salary schedule, the school spent more money on the STEAM lab. We spent slightly more on digital curriculum and slightly less on traditional curriculum. Tutoring was less than the estimate actuals because there was a decrease in afterschool offerings. Teacher professional development was less than what was originally budgeted; however, teachers will still attend professional development over the summer. Technology went over budget due to the expanded TK classroom needing a Promethean board and iPads and a class set of Chromebooks. There was also an increase in Speech Services due to student needs. There was a difference in budgeted expenditures and planned actuals for the counselor due to a later start date and being a contracted service rather than an employee. For the school psychologist, the school will be billed in early June for quarter 3 and 4. Attendance was less than budgeted because the prize is given at the end of the school year. More teachers participated in UDL training than originally budgeted. There were no expenditures for Equity because the training provided to staff was free. Afterschool did not charge the school for scholarships this year due to the purchase of the portable. It will resume at the start of the 24-25 school year. Not all teachers needed to purchase PE equipment because they had it from the previous year. SEL purchases were made after the May 20th reporting.

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

Based on stakeholder feedback and assessment data the actions were effective in achieving the goal to improve academic achievement for all students.

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.

Feedback and data suggest the goal was effective and no changes need to be made to the metrics or desired outcomes 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	Maintain a positive school climate with involved parents, engaged students and a community of belonging.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Parent Participation on Surveys Local Family Survey or CHKS	3.1 2020 CHKS 70% of families responded to the CHKS.	3.1 Not Met - This year only 20% of families responded to the survey.	3.1 Not Met - This year only 28% of families responded to the parent survey. This is a slight upswing from last year.	3.1 Met - 82% of parents participated in the CHKS survey.	3.1 Maintain a participation rate of 70% or more on the annual surveys.
3.2 Community Connection & Belonging Parent, Staff Student Surveys Local or CHKS	3.2 2021 Students - Do you believe that teachers and other adults on campus care about you? 84% - Yes - All or most of the time 15% - Yes - Some of the time 0.85%(1) answered No Never 2020 - Parents - School encourages me to be an active partner with the	3.2 Met Students - Do you believe that teachers and other adults on campus care about you? 81% - Yes - All or most of the time 18% - Yes - Some of the time 1% - No never (1 student) Parents - School encourages me to be an active partner with the school in educating my child?	3.2 Met Students - Do you believe that teachers and other adults on campus care about you? 89% - Yes - All or most of the time 11% - Yes - Some of the time 0% - No never Parents - School encourages me to be an active partner with the school in educating my child? 62% Strongly Agree	3.2- Met Students - Do you believe that teachers and other adults on campus care about you? 84% - Yes - All or most of the time Parents - School encourages me to be an active partner with the school in educating my child? 55% Strongly Agree 41% Agree 2% Disagree	3.2 Maintain or improve the percentage of students, parents and staff that are engaged and connected to the school community.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school in educating my child? 62% Strongly Agree 30% Agree 4% Disagree 1% Strongly Disagree 4% Don't Know</p> <p>2020 - Staff - This school is a supportive & inviting place for staff to work? 75% Strongly Agree 14% Agree 4% Disagree</p>	<p>70% Strongly Agree 16.7% Agree 10.3% Disagree 3.0% Strongly Disagree(1 parent) 0% Don't Know</p> <p>Staff - This school is a supportive & inviting place for staff to work? 87.5 % Strongly Agree 12.5% Agree 0% Disagree</p>	<p>32% Agree 4% Somewhat Disagree 2% Disagree 0% Strongly Disagree</p> <p>Staff - This school is a supportive & inviting place for staff to work? 88% Strongly Agree 12% Agree 0% Disagree</p>	<p>0% Strongly Disagree 2% Unsure</p>	
<p>3.3 Parent Engagement at School Events</p> <p>Meeting notes from Parent Council Staff Meetings Leadership Meetings Board Meetings Student Council</p>	<p>3.3 Maintain high levels of parent participation in school events. Based on 2019 data 95% of parents attended a class or school event 83% served as a volunteer 97% attended a parent-teacher conference</p>	<p>3.3 Partially Met 97% attended a parent-teacher conference ***Due to Covid-19 restrictions, parents had limited opportunities to engage in school events.</p>	<p>3.3 Met 95% of parents attended a class or school event 80% served as a volunteer 98% attended a parent-teacher conference</p>	<p>3.3 Met 95% of parents attended a class or school event 80% served as a volunteer 98% attended a parent-teacher conference</p>	<p>3.3 Maintain or improve the level of parent engagement with school programs, events and activities.</p>
<p>3.4 Shared Leadership</p>	<p>3.4 Empower students, staff, parents and</p>	<p>3.4 Met This year all of the shared leadership</p>	<p>3.4 Met Student Council - 17 students, 2 teachers</p>	<p>3.4 Met Student Council - 21 students, 2 teachers</p>	<p>3.4 Maintain or improve stakeholder participation in the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meeting notes from Parent Council Staff Meetings Parent Council Leadership Meetings Board Meetings Student Council Fundraising Committee Facilities Committee Family Events Committee Grandparents in Action	community members to participate in school decision making processes. 2020-2021 Student Council - 9 students, 2 teachers Board - 5 parents, 1 grandparent, 1 community member Parent Council - 8 parents, 1 staff Fundraising - 4 parents, 1 teacher Facilities - 6 parents, 2 staff Family Events - 2 staff Leadership - 3 board members, 4 teachers, 2 classified, 1 administrator 2019-2020 Grandparents in Action - 4	groups participated in school planning with the exception of Grandparents in Action (due to Covid-19). We are very excited about the collaboration between parent council and student council who worked together to provide fun activities at the end of the school year.	Board - 6 parents, 1 grandparent Parent Council - 7 parents, 1 staff Fundraising - 4 parents, 1 teacher Facilities - 6 parents, 3 staff Family Events - 2 staff Leadership - 3 board members, 4 teachers, 2 classified, 1 administrator Grandparents in Action - 10 grandparents Wellness - 2 parents, 2 staff/parents, 3 staff	Board - 5 parents, 1 grandparent, and 1 community member Parent Council - 7 parents, 2 staff Fundraising - 4 parents, 1 teacher Facilities - 1 parent, 1 board meeting, 4 staff Family Events - 2 staff Leadership - 2 board members, 4 teachers, 2 classified, 1 administrator Grandparents in Action - 10 grandparents Wellness - 2 parents, 2 staff/parents, 3 staff	shared leadership process.
3.5 Community Health & Wellness Surveys - CHKS or Local	3.5 Increase the percentage of students and staff who report an increase in physical and/or emotional wellness from August to April.			3.5- Met Local Climate Survey Fourth Grade Responses: 91.3% feel safe at school most or all of the time. 82.6% feel apart of the school most or all of the time.	3.5 Improve mental and physical health for the majority of students and staff.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>91.2% feel respected by teachers and other adults most or all of the time. On the above questions, 0% of students responded with never.</p> <p>Seventh Grade Responses: 90% feel safe at school most or all of the time. 70% feel apart of the school most or all of the time. 70% feel respected by teachers and other adults most or all of the time. On the above questions, 0% of students responded with never.</p>	
3.6 A Sense of Belonging Surveys - Local	3.6 Increase the number of students and staff that report a sense of belonging from August to April			3.6- Met 84% of student on the CHKS reported school connectedness which is a 3% increase from 2020.	3.6 Create belonging for all students and staff.

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.

- 3.1- The school significantly increased parent participation in the CA Healthy Kids Survey (CHKS).
- 3.2- We slightly decreased from year 2 to year 3 with students and parents feeling a sense of community connectedness.
- 3.3- We maintained the parent participation in school events.
- 3.4- We increased the number of student sin student council and increased the number of parents participating in parent council and maintained stakeholder participation in other committees.
- 3.5 and 3.6 are new metrics for the 23-24 school year. Percentage of students reporting school connectedness is an improvement from 2020 based on the CHKS.

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.

Student Advocate budgeted expenditures was less than estimated actuals because the student training was covered by a grant. Systems Awareness training could not be attended due to a flight cancelation. Systems Awareness came to our school and did activities with our students, but it was at no cost. The weather did not allow for a school garden this year. Mindfulness supplies are purchased after the May 20th reporting. The school spent less than originally budgeted for engagement with local, state, and global learning communities, however; two staff members were sent to Taiwan and the cost was covered by the county office.

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 were effective based on our outcome data. The school met all metrics to support a positive school climate with engaged parents and students, and sense of community and belonging.

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.

Our outcome data suggests that no changes need to be made. The planned goal was met and the metrics are appropriate.

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.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$2,213,931.00	\$1,826,982.58

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	1.1 Facilities/Lease	No	\$275,567.00	\$178,475.21
1	1.2	1.2 Safety Training & Materials	No	\$5,000.00	\$4,640
1	1.3	1.3 Safety & State Reporting/Compliance	No	\$4,900.00	\$5,235.19
1	1.4	1.4 Safety / School Nurse	No	\$4,000.00	\$4,000
1	1.5	1.5 Custodial & Maintenance	No	\$71,937.00	\$63,979.48
1	1.6	1.6 Ventilation & Air Quality	No	\$25,000.00	\$19,169.50
2	2.1	2.1 Small Classes Through Project Based Learning/STEAM	Yes	\$75,235.00	\$99,731.24
2	2.2	2.2 Digital Curriculum/Assessments	Yes	\$20,000.00	\$25,748.01
2	2.3	2.3 Traditional Curriculum	No	\$21,000.00	\$11,227.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	2.4 Intervention/Rtl	Yes	\$53,371.00	\$45,145.46
2	2.5	2.5 Professional Development & Coaching	Yes	\$26,476.00	\$14,887.52
2	2.6	2.6 Technology	Yes	\$14,000.00	\$28,767.03
2	2.7	2.7 Speech Services	No	\$43,324.00	\$51,180.03
2	2.8	2.8 Educational Specialist	No Yes	\$75,000.00	\$77,171.11
2	2.9	2.9 Nutrition Program	No Yes	\$172,510.00	\$164,168.98
2	2.10	2.10 SEL - Counseling & School Psychologist	No	\$34,103.00	\$16,727.70
2	2.11	2.11 Field Trips	No	\$1,300.00	\$1,057
2	2.12	2.12 MTSS/PBIS	No	\$1,219.00	\$0.00
2	2.13	2.13 Highly Qualified Teachers	No	\$1,150,824.00	\$976,987.72
2	2.14	2.14 Attendance	No	\$300.00	\$0.00
2	2.15	2.15 Universal Design for Learning	No	\$5,000.00	\$8,874.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	2.16 Equity	No	\$3,000.00	\$0.00
2	2.17	2.17 Music	Yes	\$22,188.00	\$17,360.00
2	2.18	2.18 Afterschool Program Scholarships for Unduplicated	Yes	\$70,577.00	\$6,515.28
2	2.19	2.19 PE Curriculum and Equipment	No	\$2,500.00	\$532.82
2	2.20	2.20 Habits of Mind & Growth Mindset	No	\$500.00	\$0.00
2	2.21	2.21 SEL Library	No	\$1,500.00	\$0.00
3	3.1	Parent Education	No	\$500.00	\$285.88
3	3.2	Open House - Back to School	No	\$500.00	\$255.54
3	3.3	3.3 Fingerprinting	Yes	\$1,600.00	\$1,024
3	3.4	3.4 Parent Council/Student Assemblies & Events	No Yes	\$10,000.00	\$3,712.10
3	3.5	3.5 Student Advocates	No	\$7,000.00	\$0.00
3	3.6	3.6 Systems Awareness	No	\$3,000.00	\$0.00
3	3.7	3.7 School Garden	No	\$3,500.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	3.8 Health & Wellness	No	\$5,000.00	\$0.00
3	3.9	3.9 Self-Regulation & Mindfulness	No	\$500.00	\$0.00
3	3.10	3.10 Engagement with local, state and global learning communities.	No	\$2,000.00	\$123.45

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
195,494	\$241,354.00	\$199,834.12	\$41,519.88	124.000%	100.000%	-24.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
2	2.1	2.1 Small Classes Through Project Based Learning/STEAM	Yes	\$37,618.00	\$49,865.64	15.59%	24.95%
2	2.2	2.2 Digital Curriculum/Assessments	Yes	\$20,000	\$28,287.66	8.29%	14.16%
2	2.4	2.4 Intervention/Rtl	Yes	\$53,371.00	\$45,145.46	22.11%	22.59%
2	2.5	2.5 Professional Development & Coaching	Yes	\$22,000.00	\$9,469.46	9.12%	4.74%
2	2.6	2.6 Technology	Yes	\$4,000.00	\$16,526.28	1.66%	8.27%
2	2.8	2.8 Educational Specialist	Yes	0.00	\$27,249.06	0%	13.64%
2	2.9	2.9 Nutrition Program	Yes	0.00	10,000	0%	5.00%
2	2.17	2.17 Music	Yes	\$22,188.00	\$11,435.91	9.19%	5.72%
2	2.18	2.18 Afterschool Program Scholarships for Unduplicated	Yes	\$70,577	\$0.00	29.24%	0.00%
3	3.3	3.3 Fingerprinting	Yes	\$1,600.00	\$992.00	.66%	.50%
3	3.4	3.4 Parent Council/Student Assemblies & Events	Yes	\$10,000.00	\$862.65	4.14%	.43%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
[INPUT]	[Shared with 2023-24 Contributing Actions Annual Update Table]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
\$2,450,248	195,494	0	7.979%	\$199,834.12	100.000%	108.156%	\$0.00	0.000%

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