



## 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	Maintain and build upon all students access to a broad course of studies taught by fully credentialed teachers who have received professional development in the implementation and utilization of the state standards. The actions below will also maintain the expectation that students will receive these services in facilities that are safe and properly maintained. (Local priorities 1, 2, and 7)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 1a: Local Indicator: Percentage of properly credentialed teachers.</p> <p>Quarterly Williams report</p> <p>Percentage of teachers and staff possess requisite credentials and are appropriately assigned.</p>	1a. 100% of teachers and staff possess requisite credentials and are appropriately assigned.	1a. 89% of teachers and staff possess requisite credentials and are appropriately assigned.	1a. 100% of teachers and staff possess requisite credentials and are appropriately assigned.	1a. 100% of teachers and staff possess requisite credentials and are appropriately assigned.	1a. 100% of teachers and staff possess requisite credentials and are appropriately assigned.
<p>Priority 1b: Local Indicator: Percentage of classrooms having sufficient standards-aligned instructional materials.</p>	1b. Every pupil has access to their own copies of standards-aligned instructional materials. 100% of our classrooms have sufficient instructional	1b. Every pupil has access to their own copies of standards-aligned instructional materials. 100% of our classrooms have	1b. Every pupil has access to their own copies of standards-aligned instructional materials. 100% of our classrooms have	1b. Every pupil has access to their own copies of standards-aligned instructional materials. 100% of our classrooms have	1b. Every pupil has access to their own copies of standards-aligned instructional materials. 100% of our classrooms have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Quarterly Williams report</p> <p>Percentage of pupils having access to their own copies of standards-aligned instructional materials.</p>	<p>materials in the areas of ELA and Math. 100% of our 6th-8th grade classrooms have sufficient instructional materials in the area of Social Studies. New K-5th grade standards-aligned social studies and K-8th grade science curricula have not yet been adopted.</p>	<p>sufficient instructional materials.</p>	<p>sufficient instructional materials.</p>	<p>sufficient instructional materials.</p>	<p>sufficient instructional materials.</p>
<p>Priority 1c: Local Indicator: Facilities in good repair.</p> <p>Facility Inspection Tool (FIT)</p> <p>Percentage of Johnstonville School buildings have a “good” or “exemplary” facilities rating.</p>	<p>1c. 100% of Johnstonville School buildings have a “good” or “exemplary” facilities rating.</p>	<p>1c. 100 % of Johnstonville School buildings have a “good” or “exemplary” facilities rating.</p>	<p>1c. 100 % of Johnstonville School buildings have a “good” or “exemplary” facilities rating. However, portions of Building 300s roof is in need of repairs.</p>	<p>1c. 100 % of Johnstonville School buildings have a “good” or “exemplary” facilities rating. However, portions of Building 300s roof and the playground blacktop need repairs. In addition, there are some areas in need o painting.</p>	<p>1c. 100 % of Johnstonville School buildings have a “good” or “exemplary” facilities rating.</p>
<p>Priority 2a: Local Indicator: Implementation of State Standards</p> <p>California State Board of Education's</p>	<p>2a. Full Implementation (level 4) of content and literacy standards.</p>	<p>2a. Initial Implementation (Level 3) of content and literacy standards.</p>	<p>2a. Initial Implementation (Level 3) of content and literacy standards.</p>	<p>2a. Initial Implementation (Level 3) of content and literacy standards.</p>	<p>2a. Full Implementation (level 4) of content and literacy standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>adopted self-reflection tool and rubric as outlined:</p> <p>Rating Level Scale (lowest to highest) -            1 - Exploration and Research Phase            2 - Beginning Development            3 - Initial Implementation            4 - Full Implementation            5 - Full Implementation and Sustainability</p>					
<p>Priority 2b: Local Indicator: Implementation of State Standards ~ ELD</p> <p>EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.</p>	<p>2b. Beginning Development (Level 2) implementation of professional development in the area of the ELD standards.</p>	<p>2b. Beginning Development (Level 2) implementation of professional development in the area of the ELD standards.</p>	<p>2b. Initial Implementation (Level 3) implementation of professional development in the area of the ELD standards.</p>	<p>2b. Initial Implementation (Level 3) implementation of professional development in the area of the ELD standards.</p>	<p>2b. Johnstonville School will self-rate at a level 3 (Initial implementation) or above of professional development in the area of the ELD standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>California State Board of Education's adopted self-reflection tool and rubric as outlined:</p> <p>Rating Level Scale (lowest to highest) -            1 - Exploration and Research Phase            2 - Beginning Development            3 - Initial Implementation            4 - Full Implementation            5 - Full Implementation and Sustainability</p>					
<p>Priority 7a: Local Indicator: Broad course of study</p> <p>Local Performance Indicator Self Reflection</p> <p>Percentage of the students having access to, and enrolled in, a broad course of studies.</p>	<p>7a. 2020-21 Local Performance Indicator Self Reflection within Document Tracking Service:</p> <p>100% of the students have access to, and are enrolled in, a broad course of studies.</p>	<p>7a. 100% of the students have access to, and are enrolled in, a broad course of studies.</p>	<p>7a. 100% of the students have access to, and are enrolled in, a broad course of studies.</p>	<p>7a. 100% of the students have access to, and are enrolled in, a broad course of studies.</p>	<p>7a. 100% of the students have access to, and are enrolled in, a broad course of studies.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7b: Local Indicator: Programs/services developed and provided to unduplicated pupils</p> <p>Local Performance Indicator Self Reflection</p> <p>Percentage of unduplicated students having access to, and enrolled in, a broad course of studies.</p>	<p>7b. 2020-21 Local Performance Indicator Self Reflection within Document Tracking Service:</p> <p>100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances.</p>	<p>7b. 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances</p>	<p>7b. 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances</p>	<p>7b. 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances</p>	<p>7b. 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances</p>
<p>Priority 7c: Local Indicator: Programs/services are developed and provided to students with exceptional needs</p> <p>Local Performance Indicator Self Reflection</p> <p>Percentage of students with exceptional needs having access to, and enrolled in, a broad course of studies.</p>	<p>7c. 2020-21 Local Performance Indicator Self Reflection within Document Tracking Service:</p> <p>100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet their unique needs, conditions, and circumstances.</p>	<p>7c. 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet their unique needs, conditions, and circumstances.</p>	<p>7c. 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet their unique needs, conditions, and circumstances.</p>	<p>7c. 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet their unique needs, conditions, and circumstances.</p>	<p>7c. 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet their unique needs, conditions, and circumstances.</p>

## 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 actions and services, with the exception of Action 1.2 and Action 1.9, were implemented and proved effective in enhancing or improving student services. Action 1.2 allocated funds to assist new teachers in obtaining clear credentials. While the district successfully employed newly credentialed teachers, none were eligible for an induction program during the 2023-24 school year. This was primarily due to the specific requirements and timing constraints associated with the induction program. Nonetheless, we are optimistic that several teachers will qualify for the induction program in the 2024-25 school year, allowing us to provide the necessary support and professional development to ensure their success and longevity in their teaching careers. We are working with our educational partners to streamline the induction process for our credentialed teachers and provide additional support mechanisms to help those teachers who are earning their certification.

Johnstonville strove to maintain single-grade classes from first through fifth grade via Action 1.9. However, due to a shortage of qualified candidates, we had to establish two combination classes: one for third/fourth grades and another for fourth/fifth grades. The shortage of qualified teachers is a challenge faced by many districts and is often exacerbated by regional and national teacher shortages. To address the challenges posed by these combination classes, funds were used to hire an additional instructional aide to support student learning. This aide played a critical role in providing targeted assistance to students, ensuring that despite the combination class structure, each student received the attention and support needed to thrive academically. The instructional aide also helped manage classroom dynamics and provided support to the teachers, allowing for more effective instructional delivery. Additionally, we have implemented periodic training sessions for the instructional aides to enhance their effectiveness and integration into the classroom setting. We are also exploring partnerships with online colleges and universities to create a pipeline of qualified teacher candidates to mitigate future shortages.

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 1.5, the district originally budgeted \$38,785 to be contributed from the Supplementary Funds to help pay for the Media/Library Technician job position. In the 2023-2024 school year, the district actually contributed \$45,510. This was an increase of 17%. The increase was due to the employee needing to work additional time to cover for absent employees.

For Action 1.7, the district originally budgeted \$20,204 to be contributed from the Supplementary funds to help pay for staff to keep the facilities in good repair. In the 2023-2024 school year, the district actually contributed \$24,162. This was an increase of 20%. The increase was due to the need to hire extra help while the regular employee was on leave.

For Action 1.9, the district originally budgeted \$76,269 to be contributed from the Supplementary funds to help pay for enough teachers to maintain straight grade levels in Transitional Kindergarten through 6th grade. In the 2023-2024 school year, the district actually contributed

\$67,456. This was a decrease of 12%. The decrease was due to staffing changes after the budget was approved. New staff members were on different step and column placement for salary.

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

Throughout the year, Instructional Aides and our Media/Library Technician have delivered critical intervention and learning opportunities to our general education, unduplicated, and special education students. Actions 1.5 and 1.10 have enabled us to employ these essential classified personnel. However, assessing Metrics 4a1 and 4a2 has been challenging due to significant changes in the California Dashboard metrics and scales over the past several years. These alterations have rendered the baseline data from three years ago and the projected three-year outcomes unreliable.

The NWEA and Istation data reveal that the percentage of K-5 students requiring additional Tier 2 and 3 support in English Language Arts and Mathematics has remained consistent with baseline results from the 2020-21 school year and last year (2022-23). In contrast, the percentage of 6th-8th grade students needing additional Tier 2 and 3 support has significantly increased since the 2020-21 baseline. Nonetheless, 6th-8th grade students have shown improvement in English Language Arts compared to last year (2022-23).

Overall Effectiveness Rating: Somewhat Effective

Action 1.9, aimed at establishing small class sizes, encountered obstacles due to a shortage of qualified teacher candidates, resulting in the necessity for two combination classes during the 2023-24 school year. Despite this, smaller class sizes have facilitated greater teacher-student interaction, stronger connections, and personalized learning. They have also enabled teachers to closely monitor student progress and intervene promptly with socio-economically disadvantaged students, English Learners, and Foster Youth. Research, such as Zynngier's meta-analysis (2014), underscores the lasting positive impact of smaller class sizes, particularly for "linguistically, culturally, and economically disenfranchised communities." Overall Effectiveness Rating: Somewhat Effective

In conclusion, while some actions have demonstrated effectiveness, particularly in maintaining stable support levels for K-5 students and improving English Language Arts performance for 6th-8th graders, other actions have been less effective, notably due to the increased need for support among 6th-8th grade students. Moving forward, Johnstonville Elementary School District will need to reassess and possibly revise actions that have not proven effective over the three-year period, beginning with the development of the 2024–25 LCAP, to ensure that all strategies align more closely with our goals and desired outcomes.

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

Johnstonville Elementary School District believes that the current goal, reinforced by rigorous metrics and a thorough reanalysis of desired outcomes, will move the district forward to the benefit of our students. School staff have analyzed and reevaluated the previous LCAP's



goals, metrics, desired outcomes, and actions. This process involved a detailed analysis of student performance data, feedback from teachers, parents, and students, and a review of the latest educational research and best practices. As a result, Johnstonville Elementary School District staff were able to develop a better understanding of the areas requiring attention and the strategies that potentially yield the greatest impact.

Actions have been strategically streamlined to concentrate on the activities that have contributed to the success of Johnstonville's students and offer better transparency to stakeholders. This streamlining process included several key steps. First, Johnstonville Elementary School District staff conducted a review of all existing programs and initiatives, assessing their effectiveness and alignment with our goals of every student becoming Engaged, Empathetic, Empowered, and Educated. Programs that showed positive outcomes were prioritized, while those with limited impact were either restructured or eliminated. This allowed staff to focus resources on those activities that had the highest potential to positively help students. Second, actions that were not utilizing LCFF funds were eliminated from the LCAP to allow for better transparency to stakeholders on how LCFF funds were being utilized.

**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	All students will demonstrate growth toward meeting or exceeding standards in English Language Arts, Math, and English language proficiency. (State priorities 4 and 8)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance</p> <p>California Dashboard 5x5 English Language Arts Placement Report</p> <p>Color Rating Level Scale (lowest to highest) -            1) Red            2) Orange            3) Yellow            4) Green            5) Blue</p>	<p>4a1. 2019 California Dashboard            All Students: Green            Socioeconomically Disadvantaged: Yellow            White: Blue</p>	<p>4a1. The 2021 ELA California Dashboard was not released due to various instructional and testing issues related to Covid-19. However, some hand calculations were possible for all students who took the SBAC.</p> <p>2021 California Dashboard            All Students: Green</p>	<p>4a1. The 2022 California Dashboard: ELA transitioned away from the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue) and into a new system of status levels (Very Low, Low, Medium, High, or Very High). The new status levels are not related to, or correlated to, the previously utilized color scheme. As a result, there is no accurate way to measure the desired outcome for 2023-24 using the current system for status levels.</p>	<p>4a1. The 2023 California Dashboard: ELA has transitioned back to the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue) .</p> <p>2023 California Dashboard            All Students: Orange            Socioeconomically Disadvantaged: Orange            White: Orange</p>	<p>4a1. All significant subpopulations will maintain, or grow into, an ELA performance level.</p> <p>All Students: Medium (3)            Socioeconomically Disadvantaged: Medium (3)            White: Medium (3)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022 California Dashboard All Students: Low (2) Socioeconomically Disadvantaged: Low (2) White: Low (2)		
<p>Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance</p> <p>California Dashboard 5x5 Math Placement Report</p> <p>Color Rating Level Scale (lowest to highest) - 1) Red 2) Orange 3) Yellow 4) Green 5) Blue</p>	4a2. 2019 California Dashboard All Students: Green Socioeconomically Disadvantaged: Green White: Green	4a2. The 2021 Math California Dashboard was not released due to various instructional and testing issues related to Covid-19. However, some hand calculations were possible for all students who took the SBAC.  2021 California Dashboard All Students: Yellow	4a1. The 2022 California Dashboard: Math transitioned away from the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue) and into a new system of status levels (Very Low, Low, Medium, High, or Very High). The new status levels are not related to, or correlated to, the previously utilized color scheme. As a result, there is no accurate way to measure the desired outcome for 2023-24 using the current system for status levels.  2022 California Dashboard	4a1. The 2023 California Dashboard: Math has transitioned back to the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue) .  2023 California Dashboard All Students: Orange Socioeconomically Disadvantaged: Orange White: Orange	4a1. All significant subpopulations will maintain, or grow into, a Math performance level.  All Students: High (4) Socioeconomically Disadvantaged: Medium (3) White: High (4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			All Students: Medium (3) Socioeconomically Disadvantaged: Low (2) White: Medium (3)		
Priority 4b: State Indicator/ Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	4b. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4b. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4b. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4b. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4b. Johnstonville School is an elementary school and, as such, this metric is not applicable.
Priority 4c State Indicator/ Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	4c. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4c. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4c. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4c. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4c. Johnstonville School is an elementary school and, as such, this metric is not applicable.
Priority 4d: State Indicator/ Percentage	4d. Johnstonville School is an	4d. Johnstonville School is an	4d. Johnstonville School is an	4d. Johnstonville School is an	4d. Johnstonville School is an

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C);	elementary school and, as such, this metric is not applicable.	elementary school and, as such, this metric is not applicable.	elementary school and, as such, this metric is not applicable.	elementary school and, as such, this metric is not applicable.	elementary school and, as such, this metric is not applicable.
Priority 4e: State Indicator/Academic Indicator/EL students English proficiency  English Language Proficiency Assessments for California (ELPAC)  Percentage of EL students making progress toward English Proficiency	4e. 2019-20 ELPAC: Zero percent (0%)	4e. 2021-22 ELPAC: Zero percent (0%)	4e. 2022-23 ELPAC: n=4 Twenty-five percent (25%)	4e. Johnstonville School has not received our 2023-24 ELPAC data yet. The information will be added when it is received.	4e. 2023-24 ELPAC: One Hundred percent (100%)
Priority 4f: State Indicator/Academic Indicator/EL students English proficiency/Reclassification Rates  English Language Proficiency Assessments for California (ELPAC)  Percentage of EL students redesignated	4f. 2019-20 ELPAC: Zero percent (0%)	4f. 2021-22 ELPAC: Zero percent (0%)	4f. 2022-23 ELPAC: Zero percent (0%)	4f. Johnstonville School has not received our 2023-24 ELPAC data yet. The information will be added when it is received.	4f. 2023-24 ELPAC: Fifty percent (50%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as Fluent English Proficient					
Priority 4g: State Indicator/ Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	4g. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4g. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4g. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4g. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4g. Johnstonville School is an elementary school and, as such, this metric is not applicable.
Priority 4h: State Indicator/ Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	4h. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4h. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4h. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4h. Johnstonville School is an elementary school and, as such, this metric is not applicable.	4h. Johnstonville School is an elementary school and, as such, this metric is not applicable.
Priority 8a: Local Indicator/Other Student Outcomes: District grade level English Language Arts performance  K-5th grade: March Istation performance reports 6th-8th grade: Winter NWEA MAP Language Usage performance	8a. 2020-21 Istation and NWEA MAP reports:  K-5th Grade Istation: 43% 6th-8th Grade NWEA MAP:43%	8a. 2021-22 Istation and NWEA MAP reports:  K-5th Grade Istation: 63% 6th-8th Grade NWEA MAP: 35.2%	8a. 2022-23 Istation and NWEA MAP reports:  K-5th Grade Istation: 48% 6th-8th Grade NWEA MAP: 81%	8a. 2023-24 Istation and NWEA MAP reports:  K-5th Grade Istation: 48.03% 6th-8th Grade NWEA MAP: 83.02%	8a. 2023-24 Istation and NWEA MAP reports:  K-5th Grade Istation: 33% 6th-8th Grade NWEA MAP: 33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students needing Tier 2 or Tier 3 English Language Arts supports:					
Priority 8b: Local Indicator/Other Student Outcomes: District grade level Math performance  K-5th grade: March Istation performance reports 6th-8th grade: Winter NWEA MAP Math performance  Percentage of students needing Tier 2 or Tier 3 Math supports	8b. 2020-21 Istation and NWEA MAP reports:  K-5th Grade Istation: 44% 6th-8th Grade NWEA MAP: 43%	8b. 2021-22 Istation and NWEA MAP reports:  K-5th Grade Istation: 66.7% 6th-8th Grade NWEA MAP: 57.4%	8b. 2022-23 Istation and NWEA MAP reports:  K-5th Grade Istation: 47% 6th-8th Grade NWEA MAP: 79%	8b. 2023-24 Istation and NWEA MAP reports:  K-5th Grade Istation: 44.27% 6th-8th Grade NWEA MAP: 79%	8b. 2023-24 Istation and NWEA MAP reports:  K-5th Grade Istation: 34% 6th-8th Grade NWEA MAP: 33%

## Goal Analysis

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

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

Goal #2's actions were implemented with fidelity. As a result, there was a reduction in K-8th grade students needing additional (Tier 2 and Tier 3) support in ELA, based on the NWEA MAP and Istation data. Most actions and services were executed precisely as planned and were effective. Throughout the implementation process, we encountered several challenges, including the hiring of staff after the school year started, personnel reassignments, and an increase in unpaid leaves. Despite these obstacles, our team demonstrated resilience and adaptability, ensuring the planned actions were delivered effectively.

Our efforts led to considerable successes, most notably the reduction in the number of K-8th grade students needing additional support in ELA. This achievement underscores the effectiveness of our planned actions and our commitment to meeting our overarching goals.

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 2.1, the district originally budgeted \$4,275.50 to be contributed from the Supplementary funds to help pay for the implementation of a Response to Instruction and Intervention Program. In the 2023-2024 school year, the district actually contributed \$0. This was an decrease of 100%. The decrease was due to the fact that funding was not needed to implement the program.

For Action 2.2, the district originally budgeted \$7,000 to be contributed from the Supplementary funds to pay for a Universal Academic Screener program. In the 2023-2024 school year, the district actually contributed \$5,535 which was the cost of the MAPS academic testing program. This was an decrease of 21%. The decrease was due to the fact that MAPS was not as expensive as was expected.

For Action 2.3, the district originally budgeted \$28,222 for Title I, Part A funds to be contributed to help pay for an Instructional Aide to support academically struggling student.. In the 2023-2024 school year, the district actually spent \$25,668.39 in Title I, Part A funds for an Instructional Aide. This was a decrease of 32%. The increase was due to the fact that there were staffing changes after the budget was approved. The new employee hired was on a different step and column

For Action 2.4, the district originally budgeted \$52,660 for an After School Intervention and Support Program. In the 2023-2024 school year, the district actually spent \$61,945. This was an increase of 18%. The increase was due to the fact that there the After School program needed addition staff.

For Action 2.8, the district originally budgeted \$5,000 to be contributed from the Supplementary funds to help pay for the implementation of a Literacy Program. In the 2023-2024 school year, the district actually contributed \$0. This was an decrease of 100%. The decrease was due to the fact that the Lassen County Office of Education provided training for teachers in a program entitled Really Good Reading which cost the district nothing.

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

Evaluating Metrics 4a1 and 4a2 remains problematic due to changes in the California Dashboard metrics and scales over the past three years, making the baseline and projected outcomes unreliable. The inconsistency in the metrics has posed challenges in accurately measuring progress and setting realistic goals. Johnstonville Elementary School District hopes that the California Dashboard will remain consistent for the next three years to better enable us to track student progress more effectively and make informed decisions about instructional strategies and resource allocation. Overall Effectiveness Rating: Somewhat Effective.



Examining Metrics 8a and 8b presents mixed results regarding the effectiveness of these actions. While K-5 students' need for additional Tier 2 and 3 support has remained stable, the need for support among 6th-8th grade students has increased significantly from the 2020-21 baseline. This increase highlights a growing demand for targeted interventions and resources to address the academic and behavioral challenges faced by our middle school students. To address this, we are implementing additional supports, including the dedication of certificated teachers driving interventions in small group instruction in the early primary grade levels, with a special emphasis on English Language Arts and an expansion of socio-emotional counseling services. Overall Effectiveness Rating: Somewhat Effective.

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.

Johnstonville Elementary School District believes the current goal, reinforced by rigorous metrics and a thorough reanalysis of desired outcomes, will move the district forward to the benefit of our students. School staff have analyzed and reevaluated the previous LCAP's goals, metrics, desired outcomes, and actions. This process involved a detailed analysis of student performance data, feedback from teachers, parents, and students, and a review of the latest educational research and best practices. As a result, Johnstonville Elementary School District staff were able to develop a better understanding of the areas requiring attention and the strategies that potentially yield the greatest impact.

Actions have been strategically streamlined to concentrate on the activities that have contributed to the success of Johnstonville's students and offer better transparency to stakeholders. This streamlining process included several key steps. First, Johnstonville Elementary School District staff conducted a review of all existing programs and initiatives, assessing their effectiveness and alignment with our goal of every student becoming Engaged, Empathetic, Empowered, and Educated. Programs that showed positive outcomes were prioritized, while those with limited impact were either restructured or eliminated. This allowed staff to focus resources on those activities that had the highest potential to positively help students. Second, actions that were not utilizing LCFF funds were eliminated from the LCAP to allow for better transparency to stakeholders on how LCFF funds were being utilized.

**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	Johnstonville School will provide a safe and effective learning environment for every student by engaging parents, students, and staff. (Local priorities 3, 5, and 6)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a: Local Indicator/Parent Involvement: Seeking input from parents/guardians in the decision-making process  Local Performance Indicator Self Reflection  Rating Scale (lowest to highest) - 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	3a. 2020-21 Local Performance Indicator Self-Reflection within Document Tracking Service:  2 - Beginning Development	3a. 2021-22 Local Performance Indicator Self-Reflection within Document Tracking Service:  2 - Beginning Development	3a. 2022-23 Local Performance Indicator Self-Reflection within Document Tracking Service:  3 - Initial Implementation	3a. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service:  3 - Initial Implementation	3a. 4 - Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3b: Local Indicator/Parent Involvement: Promotion of unduplicated student's parent participation</p> <p>Local Performance Indicator Self Reflection</p> <p>Rating Scale (lowest to highest) -  1 - Exploration and Research Phase  2 - Beginning Development  3 - Initial Implementation  4 - Full Implementation  5 - Full Implementation and Sustainability</p>	<p>3b. 2020-21 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>1 - Exploration and Research Phase</p>	<p>3b. 2021-22 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>2 - Beginning Development</p>	<p>3b. 2022-23 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>3 - Initial Implementation</p>	<p>3b. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>3 - Initial Implementation</p>	<p>3b. 3 - Initial Implementation</p>
<p>Priority 3c: Local Indicator/Parent Involvement: Promotion of parental participation in programs for students with disabilities.</p>	<p>3c. 2020-21 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>1 - Exploration and Research Phase</p>	<p>3c. 2021-22 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>1 - Exploration and Research Phase</p>	<p>3c. 2022-23 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>2 - Beginning Development</p>	<p>3c. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service:</p> <p>3 - Initial Implementation</p>	<p>3c. 3 - Initial Implementation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Local Performance Indicator Self Reflection</p> <p>Rating Scale (lowest to highest) -            1 - Exploration and Research Phase            2 - Beginning Development            3 - Initial Implementation            4 - Full Implementation            5 - Full Implementation and Sustainability</p>					
<p>Priority 3c: Local Indicator/Parent Involvement: Promotion of parent involvement</p> <p>California School Parent Survey</p> <p>The percentage of parents who respond “Agree” or “Strongly agree”</p>	<p>3c. 2020-21 California School Parent Survey: Eighty-eight and sixty-seven hundredths percent (88.67%)</p>	<p>3c. 2021-22 California School Parent Survey: Ninety-three and forty-hundredths percent (93.40%).</p>	<p>3c. 2022-23 California School Parent Survey: Eighty-six and five-tenths of a percent (86.5%).</p>	<p>3c. 2023-24 California School Parent Survey (n=15): Sixty-nine percent (69%)</p>	<p>3d. Ninety percent (90%) or better.</p>
<p>Priority 3c: Local Indicator/Parent Involvement: Rate of</p>	<p>3c. 2020-21 Surveys Twenty percent (20%)</p>	<p>3c. 2021-22 Surveys Fifteen percent (15%)</p>	<p>3c. 2022-23 Surveys</p>	<p>3c. 2023-24 Surveys: Fifteen percent (15%)</p>	<p>3e. Fifty percent (50%).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>participation in schoolwide surveys</p> <p>Schoolwide surveys</p> <p>Percentage of families participating in schoolwide surveys</p>			Seventeen and three-quarter percent (17.75)		
<p>Priority 3c: Local Indicator/Parent Involvement: Seeking input from parents/guardians in the decision-making process</p> <p>California School Parent Survey</p> <p>The percentage of parents who respond “Agree” or “Strongly agree”</p>	3c. 2020-21 California School Parent Survey: Ninety-six percent (96%)	3c. 2021-22 California School Parent Survey: Seventy percent (70%)	3c. 2022-23 California School Parent Survey: Sixty-one percent (61%)	3c. 2023-24 California School Parent Survey (n=15): Fifty-four percent (54%)	3f. Ninety-six percent (96%) or better
<p>Priority 3d: Local Indicator/Parent Involvement: Promotion of unduplicated student-parent participation</p> <p>Attendance logs, meeting</p>	3d. 2020-21 Attendance logs, meeting notes/minutes, surveys: Two percent (2%)	3d. 2021-22 Attendance logs, meeting notes/minutes, surveys: Six percent (6%)	3d. 2022-23 Attendance logs, meeting notes/minutes, surveys: Eight percent (8%)	3d. 2023-24 Attendance logs, meeting notes/minutes, surveys: Fifteen percent (15%)	3g. Fifteen percent (15%) or better.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>notes/minutes, surveys</p> <p>Percentage of unduplicated student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings.</p>					
<p>Priority 3d: Local Indicator/Parent Involvement: Seeking input from parents/guardians in the decision-making process</p> <p>Attendance logs, meeting notes/minutes, surveys</p> <p>Percentage of Johnstonville's student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings.</p>	<p>3d. 2020-21 Attendance logs, meeting notes/minutes, surveys: Four percent (4%)</p>	<p>3d. 2021-22 Attendance logs, meeting notes/minutes, surveys: Six percent (6%)</p>	<p>3d. 2022-23 Attendance logs, meeting notes/minutes, surveys: Seventeen and three-quarter percent (17.75)</p>	<p>3d. 2023-24 Attendance logs, meeting notes/minutes, surveys: 5%</p>	<p>3h. Twenty percent (20%) or better.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 5a: State Indicator/Student Engagement: School attendance rates</p> <p>Schoolwise (JESD's student information system) data</p> <p>Average student attendance rate</p>	<p>5a. 2020-2021 Schoolwise ninety-four and six hundredths percent (94.06%)</p>	<p>5a. 2021-2022 Schoolwise Ninety-three and thirty-nine hundredths percent (93.39%)</p>	<p>5a. 2022-2023 Schoolwise Ninety-three and seventy-nine hundredths percent (93.79%)</p>	<p>5a. 2023-2024 Schoolwise Ninety-four and sixty-two hundredths percent (94.62%)</p>	<p>5a. Increase the average student attendance rate to 96.0%</p>
<p>Priority 5b: State Indicator/Student Engagement: Chronic Absenteeism</p> <p>California's Chronic Absenteeism Level</p> <p>Chronic absenteeism rate from the California Dashboard Color Rating Level Scale (lowest to highest) -</p> <p>1) Red 2) Orange 3) Yellow 4) Green 5) Blue</p>	<p>5b. 2018-2019 school year California's Chronic Absenteeism Placement Report:</p> <p>All Students: Orange Socioeconomically Disadvantaged: Orange Hispanic: Yellow White: Orange</p>	<p>5b. 2020-21 school year as calculated using California's Chronic Absenteeism Placement Report formula:</p> <p>All Students: Red Socioeconomically Disadvantaged: Red Hispanic: Red White: Yellow</p>	<p>5b. The 2022 California Dashboard: Chronic Absenteeism transitioned away from the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue) and into a new system of status levels (Very Low, Low, Medium, High, or Very High). The new status levels are not related to, or correlated to, the previously utilized color scheme. As a result, there is no accurate way to measure the desired outcome for 2023-24 using the current system for status levels.</p>	<p>5b. The 2023 California Dashboard: Chronic Absenteeism has transitioned back to the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue).</p> <p>All Students: Yellow Socioeconomically Disadvantaged: Yellow Hispanic: Orange White: Orange</p>	<p>5b. All significant subpopulations will reduce the California Dashboard performance level of Chronic Absenteeism.</p> <p>2022 California Dashboard All Students: Medium (3) Socioeconomically Disadvantaged: High (2) Hispanic: High (2) White: Medium (3)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022 California Dashboard All Students: High (2) Socioeconomically Disadvantaged: Very High (1) Hispanic: Very High (1) White: High (2)		
Priority 5c: State Indicator/Student Engagement: Middle school dropout rates  Schoolwise Student Information System  The middle school dropout rate	5c. 2020-21 Schoolwise: Zero percent (0%)	5c. 2021-22 Schoolwise: Zero percent (0%)	5c. 2022-23 Schoolwise: Zero percent (0%)	5c. 2023-24 Schoolwise: Zero percent (0%)	5c. Zero percent (0%)
Priority 6a: State Indicator/School Climate: Pupil Suspension Rates  California School Dashboard  Suspension rate from the California Dashboard Color Rating Level Scale (lowest to highest) -	6a. 2018-2019 school year:  All Students: Blue Socioeconomically Disadvantaged: Green Hispanic: Blue White: Blue	6a. 2020-2021 school year:  All Students: Green Socioeconomically Disadvantaged: Green Hispanic: Blue White: Green	6a. The 2022 California Dashboard: Suspension Rate transitioned away from the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue) and into a new system of status levels (Very Low, Low, Medium, High, or Very High). The new status levels	6a. The 2023 California Dashboard: Suspension Rate has transitioned back to the previously utilized color scheme (Red, Orange, Yellow, Green, or Blue).  All Students: Orange Socioeconomically Disadvantaged: Orange	6a. All significant subpopulations will reduce the California Dashboard performance level of Pupil Suspension Rates  All Students: Low (2) Socioeconomically Disadvantaged: Medium (3) Hispanic: Medium (3)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Red 2) Orange 3) Yellow 4) Green 5) Blue			are not related to, or correlated to, the previously utilized color scheme. As a result, there is no accurate way to measure the desired outcome for 2023-24 using the current system for status levels.  2022 California Dashboard All Students: Medium (3) Socioeconomically Disadvantaged: High (2) Hispanic: High (2) White: Medium (3)	Hispanic: Orange White: Red	White: Low (2)
Priority 6b: Local Indicator/School Climate: Pupil Expulsion Rates  California Department of Education Data Quest Expulsion Rate  Expulsion rate	6b. 2019-20 Data Quest Expulsion Rate school year:  Zero and ninety-five hundredths percent (0.95%)	6b. 2020-21 Data Quest Expulsion Rate school year:  Zero percent (0%)	6b. 2021-22 Data Quest Expulsion Rate school year:  Zero percent (0%)	6b. 2022-23 Data Quest Expulsion Rate school year:  Zero percent (0%)	6b. Zero percent (0%)
Priority 6c: Local Indicator/School	6c. 2020-21 California Healthy Kids Survey:	6c. 2021-22 California Healthy Kids Survey:	6c. 2022-23 California Healthy Kids Survey:	6c. 2023-24 California Healthy Kids Survey:	6c.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate: School Connectedness California Healthy Kids Survey Percentage of student responses of “Agree” or “Strongly agree” results in the category of School Connectedness.	5th-6th grades: Error based within survey company no results given 7th-8th grades: Sixty-three percent (63%)	4th-5th grades: Eighty-three percent (83%) 6th-8th grades: Seventy-four percent (74%)	4th-5th grades: Seventy-four percent (74%) 6th-8th grades: Sixty percent (60%)	4th-5th grades: Seventy-four percent (74%) 6th-8th grades: Forty-four percent (44%)	5th-6th grades: Seventy-five percent (75%) 7th-8th grades: Seventy-five percent (75%)
Priority 6d: Local Indicator/School Climate: School Safety California Healthy Kids Survey Percentage of student responses of “Safe” or “Very Safe” results in the category of School Safety.	6.d 2020-21 California Healthy Kids Survey: 5th-6th grades: Error based within survey company no results given 7th-8th grades: Sixty-two percent (62%)	6.d 2021-22 California Healthy Kids Survey: 4th-5th grades: One hundred percent (100%) 6th-8th grades: Seventy-one percent (71%)	6.d 2022-23 California Healthy Kids Survey: 4th-5th grades: Eighty-four percent (84%) 6th-8th grades: Fifty-six percent (56%)	6.d 2023-24 California Healthy Kids Survey: 4th-5th grades: Eighty-five percent (85%) 6th-8th grades: Fifty percent (50%)	6.d 5th-6th grades: Seventy-five percent (75%) 7th-8th grades: Seventy-five percent (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.

Johnstonville successfully implemented all contributing actions with fidelity and consistency throughout the school year. Our strategic planning and dedicated efforts ensured that each action was carried out as intended, without any major disruptions. The strong collaboration

among staff and effective resource management played crucial roles in this smooth implementation process. As a result, we were able to achieve many of our objectives without encountering significant challenges.

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 material differences in the action for Goal 3.

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

Johnstonville Elementary School District has implemented actions aimed at improving the school's climate for all students. The socio-emotional counseling (Action 3.1) saw an increase in the number of students being seen by the school's Family/Marriage Therapist. In addition, there were an overwhelming number of requests that created delays for individuals in seeing the counselor. This was unexpected and Johnstonville School's next LCAP will attempt to expand counseling services as a result. During the 2023-24 school year, approximately eighty-five percent (85%) of the students the counselor met with were identified as unduplicated. Overall Effectiveness Rating: Effective

During the past year, Johnstonville Elementary School District implemented actions (Actions 3.2 and 3.3) aimed at improving chronic absenteeism and attendance rates. The introduction of a comprehensive attendance monitoring system, along with attendance incentives, recognitions, and Saturday Academic make-up days has proven to be effective. As a result of these efforts, chronic absenteeism improved with students attending school more regularly. Additionally, the overall attendance rate improved by almost a full percent (0.83%), demonstrating the success of these actions in promoting regular school attendance and enhancing the overall school climate. Rating: Effective

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.

Johnstonville Elementary School District believes the current goal, reinforced by rigorous metrics and a thorough reanalysis of desired outcomes, will move the district forward to the benefit of our students. School staff have analyzed and reevaluated the previous LCAP's goals, metrics, desired outcomes, and actions. This process involved a detailed analysis of student performance data, feedback from teachers, parents, and students, and a review of the latest educational research and best practices. As a result, Johnstonville Elementary School District staff were able to develop a better understanding of the areas requiring attention and the strategies that potentially yield the greatest impact.

Actions have been strategically streamlined to concentrate on the activities that have contributed to the success of Johnstonville's students and offer better transparency to stakeholders. This streamlining process included several key steps. First, Johnstonville Elementary School District staff conducted a review of all existing programs and initiatives, assessing their effectiveness and alignment with our goal of every student becoming Engaged, Empathetic, Empowered, and Educated. Programs that showed positive outcomes were prioritized, while those with limited impact were either restructured or eliminated. This allowed staff to focus resources on those activities that had the highest potential to positively help students. Second, actions that were not utilizing LCFF funds were eliminated from the LCAP to allow for better transparency to stakeholders on how LCFF funds were being utilized.

**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](mailto: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.

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