

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

Goal #	Description
Goal #1	Increase A - G completion rates, on par with our neighboring schools holding similar student groups. LCAP State 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
A – G Completion Rate in line with UC/CSU Admittance Requirements as Measured by Student Subgroups.	All Students: 65.7% Hispanic: 64.5% English Learner: 61.4% SED: 64.1%	All Students: 58.9% Hispanic: 58.9% English Learner: 38.5% SED: 57.1%	All Students: 54.0% Hispanic: 55.6% English Learner: 40.7% SED: 57.9%	All Students: Not Available Yet. Hispanic: Not Available Yet. English Learner: Not Available Yet. SED Not Available Yet.	All Students: 75.0% Hispanic: 75.0% English Learner: 70.0% SED: 75.0 %
Percent of Student Receiving Tutoring Support Weekly.	2020 – 2021: 0.0%	2021 – 2022: 0.0%	2022 – 2023: 10.0%	2023 – 2024: 15.0%	All Students: 25.0%
Total Number of Professional Development Days.	2020 – 2021: 9 Professional Development Days.	2021 – 2022: 9 Professional Development Days.	2022 – 2023: 9 Professional Development Days.	2023 – 2024: 9 Professional Development Days.	2023 – 2024: 9 Professional Development Days.
Full access to curriculum, technology, and connectivity for students.	2020 – 2021: 100.0%	2021 – 2022: 100.0%	2022 – 2023: 100.0%	2023 – 2024: 100.0%	2023 – 2024: 100.0%
Total Number of Weekly Newsletters Issued Per Year.	2020 – 2021: 20 Newsletters	2021 – 2022: 20 Newsletters	2022 – 2023: 37 Newsletters	2023 – 2024: 20 Newsletters	2023 – 2024: 40 Newsletters

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Stakeholders Familiar with A – G Requirements.	2020 – 2021: Very Familiar: 42.6% Somewhat Familiar: 41.2%	2021 – 2022: Very Familiar: 40.0% Somewhat Familiar: 35.0%	2022 – 2023: Very Familiar: 50.0% Somewhat Familiar: 25.0%	2023 – 2024: Very Familiar: 38.6% Somewhat Familiar: 41.4%	Very Familiar: 50.0% Somewhat Familiar: 50.0%
Student Frequency of Four-Year Plan Review with Counselors.	2020 – 2021: Three Times or More: 19.1% One to Two Times: 46.1%	2021 – 2022: Three Times or More: 5% One to Two Times: 40.5%	2022 – 2023: Three Times or More: 8.3% One to Two Times: 41.7%	2023 – 2024: Three Times or More: 17.1% One to Two Times: 52.9%	2023 – 2024: Three Times or More: 30% One to Two Times: 65%
Percent of Advanced Placement-Enrolled Students passing AP Exams.	2020 – 2021: 37.0%	2021 – 2022: N/A	2022 – 2023: 40.0%	2023 – 2024: N/A	2023 – 2024: 50%
Annual Increase in Student Performance on NWEA MAP Mathematics.	2020 – 2021: N/A	2021 – 2022: N/A	2022 – 2023: N/A	2023 – 2024: N/A	2023 – 2024: N/A
Percent of Students Engaged in Summer Programming.	2020 – 2021: N/A	2021 – 2022: 10.0%	2022 – 2023: 15.0%	2023 – 2024: 25.0% (includes Summer Bridge)	2023 – 2024: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full access to curriculum, technology, and connectivity for students.	2020 – 2021: 100.0%	2021 – 2022: 100.0%	2022 – 2023: 100.0%	2023 – 2024: 100.0%	2023 – 2024: 100.0%
Fully Common Core State Standards (CCSS) aligned and accessible curriculum for all subject areas and coursework.	2020 – 2021: 100.0%	2021 – 2022: 100.0%	2022 – 2023: 100.0%	2023 – 2024: 100.0%	2023 – 2024: 100.0%

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.

Differences in planned actions year-to-year were not typical during implementation of each action. However, in some cases, varied by approximately 20% from the original allocated funding and actions. For more information on how this influenced the breakdown of funding by goal for the 2024 – 2027 Local Control and Accountability Plan (LCAP), please refer to the new LCAP's Budgetary Expenditure Table.

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

Not Applicable.

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

Over the last three academic years, A – G completion rates have unfortunately steadily decreased by 5.0% to 7.0% per year with the proficiency levels dropping from a high of 65.7% in the baseline year to 54.0% in the most recent reporting academic year (2022 – 2023). To remedy this drop, the school site added an additional academic counselor and support from partner Evergreen Valley College's TRiO Program. Based on A – G requirement performance remaining relatively close over the last three years, the school site has maintained a 'Medium' rating on the California School Dashboard for the College/Career Readiness indicator. The school site will continue to invest in academic counseling to

increase the number of meetings with students and counselors, as well as access to a broad coursework that prepares students for universities/colleges of their choice. All instructional materials that have been adopted by LEA are aligned with State Standards (Common Core, Next generation, ELD, etc.) and have considerations for their ability to provide support to our English Learners. All courses offered are approved by the UC system for A - G eligibility. All curriculum materials for adoption goes through a committee vetting and adoption process facilitated by TFHE Teaching and Learning that includes teachers, students, and principals to ensure that materials are standards-aligned, appropriate to meet the needs of our diverse learning community, and aligned with our charter petition. Annually, adopted instructional materials undergo a process of review facilitated by the department of Teaching & Learning in conjunction with other departments to ensure that materials are up-to-date, meeting current California standards, and meeting student needs. Teaching and Learning in collaboration with principals and staff oversee and record the distribution of said materials to ensure that all students have access to textbooks as per the Williams Act. All students will receive access to a Google Chromebook assigned at a one-to-one rate and an option for a wireless hotspot for internet connectivity. Based on this support, 100.0% of students have access to standards-aligned curriculum, instructional materials, and technology. Though short of the goal to have a quarter of students in the After School Center and Santa Clara University tutoring weekly, there is nearly three times as many students taking advantage of after-hour support in comparison to the initiation of such programs.

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.

For the 2024 – 2027 Local Control and Accountability Plan (LCAP), this Goal will shift to Goal #2 with similar levels of support for all student groups, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. As a college preparatory academic institution, all community members including students and their families are seeking for graduation pupils to be eligible to attend a four-year university. Accordingly, the goal has been set to grow the A – G completion rate by 10.0% annually from a baseline 54.0% to over 80.0% during the course of the next LCAP. Supports to be included are as follows: (1) Academic Counselors, (2) College/Career Support Partners, (3) Academic Advisory Course, (4) Advanced Placement (AP) coursework, (5) Dual Enrollment courses, (6) Tutoring Support, and (7) General Coursework that is aligned with UC/CSU Admission guidelines.

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.

Goal

Goal #	Description
Goal #2	Maintain or increase graduation rate and ensure we maintain a 95% graduation rate annually. LCAP State Priorities: 3 and 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students graduating/graduation rate as Measured by Student Subgroups.	All Students: 95.7% Hispanic: 96.9% English Learner: 91.7% Socioeconomically Disadvantaged: 95.5% Students with Disabilities: N/A	All Students: 96.1% Hispanic: 96.1% English Learner: 92.9% Socioeconomically Disadvantaged: 95.9% Students with Disabilities: N/A	All Students: 95.3% Hispanic: 95.3% English Learner: 96.2% Socioeconomically Disadvantaged: 96.2% Students with Disabilities: 100.0%	All Students: Not Available Yet. Hispanic: Not Available Yet. English Learner: Not Available Yet. Socioeconomically Disadvantaged: Not Available Yet. Students with Disabilities: Not Available Yet.	All Students: 96% Hispanic: 96% English Learner: 96% Socioeconomically Disadvantaged: 96% Students with Disabilities: N/A
LVLA Average Daily Attendance (ADA) Rate	2019 – 2020: 96.26%	2021 – 2022: 92.0%	2022 - 2023: 93.1%	2023 – 2024: 91.57%	2023 – 2024: 97.50%
Hosting of School Site Council Meetings and English Learner Advisory Committee Meetings.	2020 – 2021: 9 Meetings	2021 – 2022: 10 Meetings	2022 – 2023: 13 Meetings	2023 – 2024: 14 Meetings (9 School Site Council Meetings and 5 ELAC Meetings)	2023 – 2024: 11 Meetings
Total Number of Restorative Justice Trainings for Supporting Staff Members.	2020 – 2021: 1 Training Session	2021 – 2022: 2 Training Session	2022 – 2023: 2 Training Session	2023 – 2024: 2 Training Sessions	2023 – 2024: 3 Training Sessions

Suspension Rate as Measured by Student Subgroups.	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%	All Students: 3.5% Hispanic: 3.5% English Learner: 1.7% SED: 0% Students with Disabilities: 0%	All Students: Not Available Yet. Hispanic: Not Available Yet. English Learner: Not Available Yet. SED: Not Available Yet. Students with Disabilities: Not Available Yet.	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%
Expulsion Rate as Measured by Student Subgroups.	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%	All Students: 0.0% Hispanic: 0.0% English Learner: 0.0% SED: 0.0% Students with Disabilities: 0.0%
Percentage of Students Receiving Direct Mental Health Services	2020 – 2021: N/A	2021 – 2022:	2022 – 2023:	2023 – 2024:	2023 – 2024: 35%

Total Number of Mental Health Workshops for Students and Families	2020 – 2021: 2 Workshops	2021 – 2022: 2 Workshops	2022 – 2023: 3 Workshops	2023 – 2024: 3 Workshops	2023 – 2024: 4 Workshops (Quarterly)
Percent of Students Engaged in Summer Programming.	2020 – 2021: N/A	2021 – 2022: 25.0%	2022 – 2023: 30.0%	2022 – 2023: 40.0% (includes Summer Bridge.)	All Students: 50.0%

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.

Differences in planned actions year-to-year were not typical during implementation of each action. However, in some cases, varied by approximately 20% from the original allocated funding and actions. For more information on how this influenced the breakdown of funding by goal for the 2024 – 2027 Local Control and Accountability Plan (LCAP), please refer to the new LCAP’s Budgetary Expenditure Table.

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

Not Applicable.

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

As of the school 2022 - 2023 academic year, the school site currently holds a Graduation rate of 95.3% with a ‘Blue’ rating on the California School Dashboard for Hispanic/Latino students and Socioeconomically Disadvantaged (SED) students. Over the last three years, the school site Graduation remained steady in the range between 95.0% and 97.0%. These most recent academic years show a similar level of performance for all student subgroups as well: 95.3% for Hispanic/Latino students and 96.2% for Socioeconomically Disadvantaged students. In comparison to peer Subgroups, Hispanic/Latino students at the school site hold a +11.1% standing in comparison to their Hispanic peers statewide in 2022 – 2023. Moreover, when compared to other Socioeconomically Disadvantaged students statewide, students held a +12.5% standing in comparison to subgroup peers statewide in 2022 – 2023. Increases in performance during this three year cycle can be attributed to: (1) the addition of an Academic Counselor dedicated to 12th Grade students (seniors), (2) expansion of the College/Career Advisory Curriculum post-return from COVID-19 remote learning, (3) adoption of standards-based and aligned curriculum in all subject areas, (4) increases in parent/teacher conferences at school sites, (5) a tutoring partnership with Santa Clara University, and (5) an increase in Average Daily Attendance (ADA) above 90% annually.

Coming out of the COVID-19 pandemic during the last two years, the school community continued to show strong attendance to community events, engagement, participation in parental/familial governance representation, and a return to on-site engagement following the previous year’s COVID-19 restrictions. Parents/Guardians also demonstrated a heightened and active role in the development of critical plans such as the Local Control and Accountability Plan (LCAP) for 2021 – 2024, formation of updated bylaws for the English Learner Advisory Committee (ELAC), participation in the TFHE Family Workshop Series, attendance at all nine School Site Council Meetings, and accessing Student Support Services offered to students to address mental health concerns. Mechanisms yielding high rates of participation include surveying efforts, Town Hall Meetings, School Site Council Meetings, ELAC, community service opportunities, After School Enrichment Programming, and Monthly Cafecitos with the Principal. Actions leading to these outcomes include an open-door policy from the School Site Administration, engagement and collaboration with the TFHE Community Engagement Team, and constant daily support from the School Attendance Team. The Attendance support to ensure that students are engaging for their full instructional day has yielded positive results with a rise over the last three academic years while the last two years have seen Average Daily Attendance (ADA) rates above 91.0%.

Compliance with health and safety codes are integral to maintaining a welcoming learning environment that fosters a positive space for students and their families. The school site creates a safe and a clean learning environment by maintaining the school facility in Good condition. Regular site inspections and vendor reviews of the facility are conducted and documented through the FIT Inspection Tool. The school site is situated on a closed campus in the heart of East San Jose.

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.

Goal #2 for the 2024 – 2027 Local Control and Accountability Plan (LCAP) couples actions and measures for Graduation requirements being met with those of A – G requirements for admission to a UC/CSU four-year university. Student Services and social-emotional support actions have now been incorporated into Goal #4 to increase alignment to attendance support, student retention efforts, and social-emotional support for students. Family engagement and support will now appear as Goal #4 in the 2024 – 2027 LCAP) with addition of key social-emotional investments as well as alignment with the school site becoming a California Community School through the California Department of Education. Additionally, as attendance support is a critical component to each student engaging in instructional minutes to build subject matter knowledge and proficiency, each new goal (Goal #1 – 4) has a portion of the attendance actions allocated for a full school site-wide effort to improve engagement levels.

Other actions that are increasing capacity and introduction for restorative justice, multi-tiered systems of support, and mental health counseling. The desired outcomes for students and families include: (1) maintaining a steady enrollment and student retention rate, (2) receiving full buy-in and participation for survey efforts shaping policy, school budgets, and instructional practices, (3) growing well-established school committees, and (4) reducing the school Suspension rate to pre-COVID levels. The actions, supports, and measures related for social-emotional support have now been incorporated into Goal #4 to increase alignment to attendance support, student retention efforts, and social-emotional support for students.

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.

Goal

Goal #	Description
Goal #3	11th grade students will demonstrate on par or exceed proficiency rates on the English Language Arts (ELA) and Mathematics CAASPP when compared to neighborhood high schools with the same student demographics. LCAP State Priorities: 4 and 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students Improving on English Language Proficiency Assessments for California (ELPAC).	Well Developed: 14.9% Moderately Developed: 35.1%	Well Developed: 11.9% Moderately Developed: 26.6%	Well Developed: 36.6% Moderately Developed: 2.2%	Well Developed: Not Available Yet. Moderately Developed: Not Available Yet.	Well Developed: 30% Moderately Developed: 40%
Performance by Students in the CAASPP/SBAC Test for English Language Arts as Measured by Student Subgroups.	All Students: 39.7% Hispanic: 38.8% English Learner: 0% Socioeconomically Disadvantaged: 38.1% Students with Disabilities: N/A	All Students: 30.8% Hispanic: 30.8% English Learner: 5.9% Socioeconomically Disadvantaged: 29.7% Students with Disabilities: N/A	All Students: 41.17% Hispanic: 42.0% English Learner: 23.53% Socioeconomically Disadvantaged: 44.19% Students with Disabilities: N/A	All Students: Not Available Yet. Hispanic: Not Available Yet. English Learner: Not Available Yet. Socioeconomically Disadvantaged: Not Available Yet. Students with Disabilities: Not Available Yet.	All Students: 50% Hispanic: 50% English Learner: 25% Socioeconomically Disadvantaged: 50% Students with Disabilities: N/A
Performance by Students in the CAASPP/SBAC Test for Mathematics as Measured by Student Subgroups.	All Students: 17.2% Hispanic: 16.9% English Learner: 0% Socioeconomically Disadvantaged: 16.7% Students with Disabilities: N/A	All Students: 2.2% Hispanic: 2.2% English Learner: 0% Socioeconomically Disadvantaged: 1.4% Students with Disabilities: N/A	All Students: 15.69% Hispanic: 16.0% English Learner: 11.76% Socioeconomically Disadvantaged: 19.6% Students with Disabilities: N/A	All Students: Not Available Yet. Hispanic: Not Available Yet. English Learner: Not Available Yet. Socioeconomically Disadvantaged: Not Available Yet. Students with Disabilities: Not Available Yet.	All Students: 25.0% Hispanic: 25.0% English Learner: 20.0% Socioeconomically Disadvantaged: 25.0% Students with Disabilities: N/A

Annual Increase in Student Performance on NWEA MAP Language.	2020 – 2021: N/A	2021 – 2022: N/A	2021 – 2022: N/A	2023 – 2024: N/A	2023 – 2024: N/A
Annual Increase in Student Performance on NWEA MAP Mathematics.	2020 – 2021: N/A	2021 – 2022: N/A	2021 – 2022: N/A	2023 – 2024: N/A	2023 – 2024: N/A
Percent of fully credentialed teachers and assigned to their area of certification.	2020 – 2021: 100.0%	2021 – 2022: 100.0%	2022 – 2023: 100.0%	2023 – 2024: 100.0%	2023 – 2024: 100.0%
Fully Common Core State Standards (CCSS) aligned and accessible curriculum for all subject areas and coursework.	2020 – 2021: 100.0%	2021 – 2022: 100.0%	2022 – 2023: 100.0%	2023 – 2024: 100.0%	2023 – 2024: 100.0%
Total Number of Campus Climate Status Updates Issued Per Year.	2020 - 2021: 10 Updates	2021 – 2022: 2 Updates	2022 - 2023: 4 Updates	2023 - 2024: 4 Updates	2023 – 2024: 10 Updates
Total Number of Parent/Guardian Town Halls Each Year.	2020 - 2021: 3 Town Halls	2021 – 2022: 1 Town Hall	2022 - 2023: 3 Town Halls	2023 - 2024: 3 Town Halls	2023 – 2024: 4 Town Halls (Quarterly)
Facilities in Good Repair and Current Standing Based on FIT Report.	2019 – 2020 Status: Good	2021 – 2022: Good	2022 - 2023: Good	2023 – 2024: Good	2023 – 2024: Good

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.

Differences in planned actions year-to-year were not typical during implementation of each action. However, in some cases, varied by approximately 20% from the original allocated funding and actions. For more information on how this influenced the breakdown of funding by goal for the 2024 – 2027 Local Control and Accountability Plan (LCAP), please refer to the new LCAP’s Budgetary Expenditure Table.

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

Not Applicable.

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

Increases have been reached in the SBAC/CAASPP state assessment results for English Language Arts and Mathematics, as student proficiencies are 41.17% and 15.69% respectively. Both measures are approaching the three-year assessment score goals of 50.0% and 25.0%. Though some lack of process can be attributed to learning loss during the COVID-19 pandemic, the school community also continues to require for greater extended learning opportunities, assessment preparation, holistic support for all learners, and summer enrichment coursework to improve student proficiency rates. Nine full days of professional development are provided for teachers during the school year to participate in further organization-wide Professional Development. School site teachers have three hours weekly to collaborate as a school in professional learning teams focused on the assessment review of student work given student performance outcomes. Going forward, the school site will continue to develop a new responsive goal to build on these key supports listed under LCAP Goal #1, while increasing investment in Instructional Coaching, Academic Advisory, and expanding the After School and Enrichment Program on site.

Additionally, faculty and staff members received improved Professional Development with nine dedicated days focused on areas such as Sheltered Instruction Observation Protocol (SIOP), Multi-Tiered Systems of Support (MTSS), and a push-in model for meeting the needs of all students. Such supports, in addition to English Language Development (ELD) support and after-hour Tutoring has drastically improved the school site’s performance on the English Language Proficiency Assessments for California (ELPAC) year-over-year. Performance for English Learners increasing in more than one ELPI level grew from 27.8% to 36.6% in consecutive years during a time period when the school grew to more than a third of its student’s population being identified as an English Learner (37.4%). The school site’s EL student population is now within 5.0% of the statewide average. The school site provides English Learners (EL) with a comprehensive ELD program to accelerate their linguistic proficiency in English through dedicated full-time staff, assessment, learning strategies, paraprofessional support, and parent/family engagement in Spanish and English. The growth of the school site’s School Site Council and English Learner Advisory Committee (ELAC) also play a role in improving engagement to in students remaining on track to meet Graduation and English Language proficiency performance.

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.

For the 2024 – 2027 Local Control and Accountability Plans (LCAP), the school site is increasing support for English Learner (EL) students by creating a standalone goal to support language acquisition and reclassification in line with the school’s mission and student profile needs (Goal #3). This includes continuing the upward trend of increasing student ELPI levels and furthering the capacity of the English Language Advisory Committee (ELAC) as a community partner informing developments in EL support.

Another substantive measure includes keeping separate the supports required for reaching subject matter proficiency in English Language Arts (ELA) and Mathematics (Goal #1) from the goal’s measures and actions implemented to increase A – G requirement completion (Goal #2). Goal #1 is dedicated to increasing scores on assessments such as SBAC/CAASPP and student proficiency to access grade level content, while Goal #2 is focused on ensuring students are on track for Graduation and eligibility for four-year universities.

To better utilize resources and programming efforts for Instructional Coaching and Professional Development with Teaching & Learning/Assessment support, each item will be placed under Goals #1 (State Assessment / Proficiency Levels) and #2 (A – G Requirement Completion). Additionally, NWEA MAP Assessment support will be under Goal #1 for preparation on state assessments, while Advanced Placement (AP) courses are now shifted to Goal #2 for A – G completion and college/career readiness.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023