2023–24 Local Control and Accountability Plan Annual Update

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

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

Goal

Goal #	Description
1	Academic Proficiency: 100% of our students will demonstrate progress towards meeting grade-level standards in core academics and language proficiency to ensure academic readiness for college.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Performance - All Grades All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latinx Note: While no state tests were administered in 2020, DCP-EPHS wishes to maintain a focus on our performance on the SBAC assessments and includes the prior year data here in addition to this year's data gleaned through local assessments.	• 22.4 DTS • 61.1 DTS • 27.6 DTS N/A • 21.6 DTS	CA Dashboard data suspended for 2021	• 27.1 DTS • 113.9 DTS • 38.2 DTS • 138.7 DTS • 26.7 DTS	• 36.5 DTS • 81.1 DTS • 37.2 DTS no 2023 data • 37.5 DTS	• 7.4 DTS • 40.1DTS • 12.6 DTS TBD • 6.6 DTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Performance- All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latinx Note: While no state tests were administered in 2020, DCP-EPHS wishes to maintain a focus on our performance on the SBAC assessments and includes the prior year data here in addition to this year's data gleaned through local assessments.	• 153.3 DTS • 169.5 DTS • 161.6 DTS N/A • 154.1 DTS	CA Dashboard data suspended for 2021	• 135.1 DTS • 206.5 DTS • 140.8 DTS • 210.6 DTS • 134.7 DTS	• 137.9 DTS • 171.2 DTS • 143.8 DTS no 2023 data • 139 DTS	• 123.3 DTS • 139.5 DTS • 131.6 DTS TBD • 124.1 DTS
Local Assessment Results-ELA Grades 9-10 Spring ICA All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latinx	25% 7% 26% 7% 26%	ICA will no longer be used as a metric	N/A	N/A	35% 22% 36% 22% 36%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment Results-Math Grades 9-10 Spring ICA All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic/Latinx	10% 1% 7% 21% 10%	ICA will no longer be used as a metric	N/A	N/A	25% 21% 22% 41% 25%
NWEA ELA Spring Growth Target Met All Students		Metric added year 2	Baseline: 53.09%	58.3%	70%
NWEA ELA Spring Growth Target Met EL		Metric added year 2	Baseline: 45.75%	44.5%	70%
NWEA ELA Spring Growth Target Met SED		Metric added year 2	Baseline: 53.95%	56.5%	70%
NWEA ELA Spring Growth Target Met SWD		Metric added year 2	Baseline: 53.09%	62.5%	70%
NWEA ELA Spring Growth Target Met Hisp/Lat		Metric added year 2	Baseline: 54.72%	30%	70%
NWEA Math Spring Growth Target Met All Students		Metric added year 2	Baseline: 50.75%	62.4%	70%
NWEA Math Spring Growth Target Met EL		Metric added year 2	Baseline: 33.90%	61.2%	45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Math Spring Growth Target Met SED		Metric added year 2	Baseline: 30.70%	62%	45%
NWEA Math Spring Growth Target Met SWD		Metric added year 2	Baseline: 53.09%	65.7%	45%
NWEA Math Spring Growth Target Met Hisp/Lat		Metric added year 2	Baseline: 54.72%	60%	45%

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.

Curriculum adoptions for Social Studies and Science were implemented this year, and the English department carried out two pilot programs in the continued effort to provide students with rigorous standards-aligned curriculum. EPHS was fully staffed with credentialed teachers. Professional learning continues to focus on academic rigor, standards-aligned content, and Designated and Integrated ELD across content areas.

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.

Curriculum adoptions were funded through the Arts, Music and Instructional Materials Grant.

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

All components of Goal 1 are in either active or sustained implementation, speaking to the stability of EPHS staff and consistency in program implementation. With continued focus on effective instruction, EPHS is positioned to continue academic growth each year. CAASPP ELA performance for EL and SED student groups improved notably, and EL performance also increased in the CAASPP math assessment this year. In the NWEA Reading growth metric, All Student subgroups except for Hispanic/Latino increased proficiencies, and every subgroup increased in the NWEA Math growth metric this year.

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.

Broad Course of Study: Continue to broaden course options for students (i.e. Folklorico, AP Calculus)
Academic Intervention: Prioritize professional learning for teachers to analyze student work and academic data to provide effective interventions for students
Special Education Programming and Support: Prioritize training of GenEd teachers in supporting students with IEPs/504s

In the next LCAP cycle, certain metrics and actions have been moved into goal 1 as they are integral to student success and academic proficiency. Youth Truth survey questions regarding perceptions of teacher beliefs around college-going culture and academic challenge are essential measurements of student engagement with academic proficiency (these metrics were previously in goal 3). Additionally, instructional coaching, induction and orientation, and teachers with appropriate credentialing and assignments are all important elements of student success. These measurements have previously been reflected in goal 4, but will be added to goal 1 in the upcoming LCAP cycle to demonstrate their connection to student success. While LCAP action 105 was previously the only metric to focus on special education programming and support, we have determined that our programs require additional focus and specificity. So while the required academic metrics will remain in this goal 1 for academic proficiency, we are adding additional goals, actions and metrics around special education programming into goal 2 for the upcoming LCAP cycle.

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	English Language Development: 100% of students currently identified as English Learners will demonstrate progress towards fluent English proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELPI Performance - All Grades, All Students Data shown here is from the 2019 Dashboard which is the last available due to COVID-19.	57.1%	CA Dashboard data suspended for 2021	47.1%	42.2%	61.2%
CA Dashboard ELPI Performance Percentage of English learners showing growth on ELPAC Data shown here is from the 2019 Dashboard which is the last available due to COVID-19.	53.1%	CA Dashboard data suspended for 2021	41.2%	39.5%	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DataQuest English Learner Report Percentage of English learners identified as "At Risk" or "LTEL" Data shown here is from the 2019-20 DataQuest English Learner Report.	61%	40%	0%	.5% At Risk 39.4% LTEL	50%
Dataquest Percentage of English learners redesignated Data shown here is from the 2019-20 EdData Report.	62.2%	58.1%	55.6%	52.8%	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.

The professional learning focus for All Organization PD continued to focus on "heavy lifting" and Designated and Integrated ELD.
Instructional coaches conducted deep coaching cycles with English 9 and 10 teachers to focus on Designated ELD in their classrooms.
EPHS staff participated in EL Monitoring in both terms (Fall and January) and data conversations to highlight needs of English learners.
EPHS experienced a significant increase in newcomer enrollments this year, primarily in the 9th and 10th grades. This added to the professional learning needs of teachers to best support newcomer students.

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.

n/a

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

EPHS is in active implementation for Integrated ELD, but continues to be in early implementation for Designated ELD.

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.

Professional learning to include specific strategies for supporting newcomers
English teachers continue to work with instructional coaches around implementing Designated ELD

In discussion with the EL Task Force and other educational partners, DCP has decided to use the term "rising multilinguals" moving forward as a more asset-based term.

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	College Competitiveness: 90% of students graduate meeting or exceeding UC/CSU eligibility.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EdData - Cohort Graduates Meeting UC/CSU Course Requirements All Students	96.8%	83.1%	80.2%	94.4%	=90%
EdData - Cohort Graduates Meeting UC/CSU Course Requirements English Learners	97.4%	75%	64.1%	91.7%	=90%
EdData - Cohort Graduates Meeting UC/CSU Course Requirements Socioeconomically Disadvantaged	97.8%	82.5%	79%	93.6%	=90%
EdData - Cohort Graduates Meeting UC/CSU Course Requirements	N/A	68.8%	63.2%	88.9%	=90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities					
EdData - Cohort Graduates Meeting UC/CSU Course Requirements Hispanic/Latinx	93.4%	85.3%	80.2%	94.4%	=90%
CA Dashboard- CCI Indicator- Fully Prepared All Students	47.7%	0	Suspended	45.6%	=65%
CA Dashboard- CCI Indicator- Fully Prepared English Learners	29.3%	0	Suspended	Low	=50%
CA Dashboard- CCI Indicator- Fully Prepared Socioeconomically Disadvantaged	47.1%	0	Suspended	Medium	=65%
CA Dashboard- CCI Indicator- Fully Prepared Students with Disabilities	N/A	0	Suspended	No 2023 data	=50%
CA Dashboard- CCI Indicator- Fully Prepared	47.6%	0	Suspended	Medium	=65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hispanic/Latinx					
CA Dashboard- Graduation Rate 4 & 5 year combined All Students	89.2%	87.1%	92.5%	92.1%	>90.5%
CA Dashboard- Graduation Rate 4 & 5 year combined English Learners	92.7%	80.4%	84.6%	83.3%	>90.5%
CA Dashboard- Graduation Rate 4 & 5 year combined Socioeconomically Disadvantaged	88.6%	88.1%	92%	91.6%	>90.5%
CA Dashboard- Graduation Rate 4 & 5 year combined Students with Disabilities	81.8%	77.3%	94.7%	94.1%	>90.5%
CA Dashboard- Graduation Rate 4 & 5 year combined Hispanic/Latinx	88.8%	86.9%	92.1%	91.8%	>90.5%
DATA Quest- CA College-Going Rates- 12 Months All Students	81.0%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DATA Quest- CA College-Going Rates- 12 Months English Learners	85.7%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailble.	=85%
DATA Quest- CA College-Going Rates- 12 Months Socioeconomically Disadvantaged	82.0%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=85%
DATA Quest- CA College-Going Rates- 12 Months Students with Disabilities	N/A	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=85%
DATA Quest- CA College-Going Rates- 12 Months Hispanic/Latinx	81.6%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=85%
DATA Quest- CA College-Going Rates- UC and CSU within 12 Months All Students	50.8%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=50%
DATA Quest- CA College-Going Rates- UC and CSU within 12 Months English Learners	50.0%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DATA Quest- CA College-Going Rates- UC and CSU within 12 Months Socioeconomically Disadvantaged	56.0%	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=50%
DATA Quest- CA College-Going Rates- UC and CSU within 12 Months Students with Disabilities	N/A	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=50%
DATA Quest- CA College-Going Rates- UC and CSU within 12 Months Hispanic/Latinx	N/A	Data Quest data for this metric unavailable.	Data Quest data for this metric unavailable.	Data Quest data unavailable.	=50%
Youth Truth-How much do you think that your teachers believe that you can go to college? EPHS: All Students: Moderate + Strong Belief	75%	69%	73%	73%	=80%
Youth Truth-How well do you think your teachers understand your personal and academic goals?	57%	46%	50%	50%	=75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EPHS: All Students: Moderate + Strong Belief					

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.

EPHS hosted a College & Career Fair for all students. The fair included over 20 representatives from various colleges, universities, and careers. In the Spring, 11th graders participated in a two-day college trip where they visited colleges and explored higher education opportunities. EPHS continued to partner with DCAC (Destination College Advising Corp) to provide additional college advising to EPHS students. EPHS also continued to partner with San Jose City College to provide Dual Enrollment opportunities for students. EPHS is participating in a 3-year AVID pilot, which was implemented in the 9th and 10th grade advisories.

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.

Grants enabled specific college and career explorations and supports this year (A-G Grant). AVID pilot is also grant funded

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

Graduation Rates for Cohorts Year 4 & 5 continues to be above the 90% target metric, demonstrating the efforts put in for this action. EPHS continues to work with students to differentiate and support their educational journey.

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.

Continue to implement AVID program in 9th and 10th grade advisories with the assistance of an Advisory TOSA position
College-going rates indicators will be removed going forward, as they are no longer available
Dual Enrollment partnership will move to Evergreen Valley College in order to provide more options for students

The organization of DCP has experienced significant changes this year in declining enrollment and discontinuation of specific programs at the high school level. While these do not impact El Camino directly, the DCP focus on "To and Through" college has shifted for the upcoming cycle and no longer includes an alumni program. For ECMS, this will only change the wording and description of the goal for the next LCAP, as college and career readiness will be included in goal 1 with academic proficiency goals and metrics.

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

Goals and Actions

Goal

Goal #	Description
4	Teacher Retention: 75% of teachers have more than 2 years of experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DCPData 2020-21- Percent of Teachers >2Years	18/23 78.26%				>75%
Ed-Data- Average Teaching Experience	5.2 years	(Ed Data data pending)	Data not available from CDE		>5 years
Instructional Coaching Participation for new teachers	98%	98% (Metric added for 2022-2023)	100%	100%	100%
Induction Mentoring Participation for second and third year teachers	97%	97% (Metric added for 2022-2023)	88%	94%	100%

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.

New teacher orientation, instructional coaching and induction support are all in sustained implementation. In terms of DEI, EPHS has various teachers working on implementing social justice standards within their curriculum, but larger efforts concerning DEI require more organizational focus. EPHS continues to have a very high staff retention rate, 89% of staff have 2+ years of experience.

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.

Professional partnerships with DEI consultants were not budgeted for this year

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

Positive and supportive staff culture at EPHS positively impacts the high staff retention rates. Continued support for New Teachers, Induction, and Instructional Coaching are also vital components of teacher retention.

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.

Evaluation system is still in negotiations with SBEU. Once finalized, administrators will require training on any new evaluation system in order to effectively implement it.

Because this goal of teacher and staff retention has been so integral to school culture and climate, we are embedding it into our goal 3 for the upcoming LCAP cycle. As a foundational element of success for staff and student retention, the elements contained in this goal cannot be measured distinctly from other actions and metrics regarding restorative practices, teacher time at DCP, and student behavior and perceptions of safety and belonging. Additionally, because creating a stable and skillful teaching staff is essential to academic proficiency, the metric for years of teaching experience has been integrated into goal 1 for the next LCAP.

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

Goals and Actions

Goal

Goal #	Description
5	School Culture: To maintain and improve a school culture that is safe, welcoming and supportive of students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop Out Rate All Students	(Baseline metric was added in 2022)	5.1%	5.9%	4%	<5%
Drop Out Rate English Learners	(Baseline metric was added in 2022)	4.4%	13.9%	2.8%	<2%
Drop Out Rate Socioeconomically Disadvantaged	(Baseline metric was added in 2022)	4.6%	6.3%	4.6%	<2%
Drop Out Rate Students with disabilities	(Baseline metric was added in 2022)	4.8%	5.9%	3.7%	<2%
Drop Out Rate Hispanic/Latinx	(Baseline metric was added in 2022)	6.2%	6.2%	4%	<5%
CA Dashboard-Suspension Rate All Students	4.1%	3.5%	4%	2.9%	<3%
CA Dashboard-Suspension Rate	7.6%	5.6%	6.8%	3.8%	<3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners					
CA Dashboard-Suspension Rate Socioeconomically Disadvantaged	4.6%	3.5%	4.6%	Not available	<3%
CA Dashboard-Suspension Rate Students with Disabilities	11.9%	5.4%	6%	6.5%	<6%
CA Dashboard-Suspension Rate Hispanic/Latinx	3.4%	3.6%	4.2%	3%	<3%
Family Survey- EPHS Family Engagement	81st %ile	64%	57%	77%	>80th %ile
Family Survey- EPHS Family Relationships	65th %ile	78%	69%	84%	>80th %ile
Family Survey- EPHS Family Culture	60th %ile	65%	74%	74%	>75th %ile
Family Survey- EPHS Family Communication & Feedback	70th %ile	69%	69%	75%	>80th %ile

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey- EPHS Family Resources	65th %ile	67%	68%	82%	>80th %ile
Family Survey- EPHS Family School Safety	84th %ile	58%	48%	67%	>80th %ile
Student Survey-EPHS Student Engagement	51st %ile	53%	50%	47.3%	>66th %ile
Student Survey-EPHS Student Relationships	79th %ile	48%	43%	38.3%	>80th %ile
Student Survey-EPHS Student Culture	77th %ile	38%	33%	29.5%	>80th %ile
Student Survey-EPHS Student Belonging & Peer Collaboration	35th %ile	42%	41%	39.5%	>50th %ile
Expulsion Rate All Students	(Baseline metric was added in 2022)	.2%	.6%	.2%	<2%
Expulsion Rate English Learners	(Baseline metric was added in 2022)	0%	0	0%	<2%
Expulsion Rate	(Baseline metric was added in 2022)	0%	0	0%	<2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socioeconomically Disadvantaged					
Expulsion Rate Students with Disabilities	(Baseline metric was added in 2022)	0%	0	0%	<2%
Expulsion Rate Hispanic/Latinx	(Baseline metric was added in 2022)	0%	.6%	.2%	<2%

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.

This year was year two of a three year Restorative Practices training implementation. This year focused on teacher training and support staff training which was woven into the year's weekly professional development sequence. Chronic absenteeism continues to be a concern, but systems continue to be improved and refined and the school is making modest progress. EPHS continues to connect with families through monthly Principal cafecitios and School Site Council/ELAC meetings. Attendance at these meetings continues to improve. Athletics and extra-curriculars continue to provide students additional ways to be part of the school community and participation continues to increase. A number of our sports teams earned league recognition and a couple of our student athletes received sports scholarships this year.

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.

Restorative Practices training and the social worker position continue to be grant funded.

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

EPHS is in active implementation of restorative practices, and sustained implementation for family engagement, communication, support staff, and extra-curricular programming. There is a notable increase in the perception of families in "relationships" , "resources, "safety" and "engagement" in the annual Youth Truth survey, although student perceptions in the same categories decreased slightly.

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.

Restorative practice training with staff, as well as build capacity in students
Continue training as part of AVID pilot and continue to refine 9-10 advisory programming
Continue to build out various opportunities for families to participate in the school community in ways that address various needs

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
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