

# 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
Shanél Valley Academy (SVA)	[Insert Contact Name and Title here]	[Insert Email and Phone here]

## Goals and Actions

### Goal

Goal #	Description
1	Shanél Valley Academy (SVA) will maintain a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of core and EL teachers are properly credentialed and appropriately assigned Source: SARC	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards Source: Local Data	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Source: SARC	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
% of students that have access to and are enrolled in a broad course of study Source: Local Data	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
Gauge that facilities meet the “good repair” standard Source: SARC	Baseline will be established 21-22	Met Data Year: 2021-22 Data Source: Local Indicator	Met Data Year: 2022-23 Data Source: Local Indicator	Met	Met

# 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 overall implementation process for our actions to achieve our articulated Goal 1 was meticulously planned and executed over the course of our three years. In the 2023-2024 LCAP, we concentrated our efforts on Standards-aligned instruction (1.1) and Curriculum and Instructional Materials (1.2) were foundational, focusing on professional development to elevate staff competency, the development and implementation of high-quality, standards-aligned instructional curriculum, and the utilization of i-Ready assessments to refine student performance tracking and enhancement. This commitment to continuous learning and improvement fostered a culture of excellence and dedication among our staff, creating a robust foundation for our collective success. Simultaneously, we prioritized the development of strong teacher support for educational materials, particularly those aligned with standards-based practices and i-Ready. Actively involving teachers in the selection and evaluation process ensured their engagement and commitment, fostering a collaborative and empowering educational environment. This strategy not only provided teachers with the necessary tools for delivering high-quality education but also nurtured a supportive environment that propelled us toward achieving educational excellence.

Additionally, we broadened our curriculum through Action 1.3 (Broad Course of Study), providing all students access to a diverse range of subjects including Physical Education, Science and Engineering, and the Arts. Enrichment opportunities include outdoor education, gardening, arts, music, field trips, and guest speakers. A makerspace has been implemented and developed (in lieu of Knowledge Keepers) with teacher training on the horizon. Overall, our comprehensive approach has equipped students with a broad set of skills and experiences for a thriving future.

Through Action 1.4 (Health and Safety), with the district's support for facilities improvements, we've enhanced our learning environment to complement our educational strategies, highlighting the importance of infrastructure in achieving educational desired outcomes and excellence.

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.

NEED DATA on EXPENDITURES FROM EdTec

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

The combined impact of the actions in Goal 1 over the course of the 3-year LCAP cycle (2020-21, 2022-23 and 2023-2024) effectively improved the outcomes of the related metrics associated with maintaining a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.

- Action 1.1 proved effective as 100% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards
- Action 1.2 proved effective as 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home
- Action 1.3 proved effective as 100% of students that have access to and are enrolled in a broad course of study
- Action 1.4 proved effective with the support of the district to ensure that facilities meet the "good repair" standard.

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.

As a result of this analysis and the analysis there are no changes to this goal, expected outcomes, metrics, or actions to achieve this per the data provided in the Dashboard, School Accountability Report Card and local data.

## Goal

Goal #	Description
2	SVA will implement learning portfolios, developed in collaboration with families and students, that include robust opportunities for project-based, experiential learning, engagement in the wealth of cultural and natural resources in Hopland and opportunities for youth leadership and career exploration.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading and Math: % meeting Fall to Spring growth target  Source: Local data	Baseline will be established 21-22	Reading: 56% Math: 47% Data Year: 2021-22 Data Source: iReady	Reading 62% Math 49% Data Year: 2022-23 Data Source: iReady	In Progress	Reading: 65% Math: 60%  Data Year: 2023-24
EL Reclassification Rate  Source: Dataquest Reclassification	Baseline will be established 21-22	Data Not Available Yet Data Year: 2021-22	Data Release Delayed by CDE Data Year: 2021-22	Not Available	15% Data Year: 2022-23
English Learner Progress  Source: CA Dashboard English Learner Progress Indicator	Baseline will be established 21-22	Data Not Available Yet Data Year: 2021-22	25% students making progress  Data Year: 2021-22	27.8% students making progress  Data Year: 2022-23	55%  Data Year: 2022-23
ELA CAASPP Distance from Standard for all students and all numerically significant subgroups  Source: CA Dashboard	Baseline will be established 21-22	Data Not Available Yet  Data Year: 2021-22	All Students: -93.2 EL: -150.2 SED: -117.8 American Indian: -109.1 Hispanic/Latino: -144.8  Data Year: 2021-22	<b>All Students:</b> -99.8 pts below standard/decline 6.7 points <b>EL:</b> Less than 11 students <b>SED:</b> -113.3 below standard/increased 6.5 points <b>American Indian:</b> Less than 11 students <b>Hispanic/Latino:</b> -135.4 pts standard below/increased 13.4 Data Year: 2022-23	25 points below standard  Data Year: 2022-23
Math CAASPP Distance from Standard for all students and all numerically significant subgroups  Source: CA Dashboard	Baseline will be established 21-22	Data Not Available Yet  Data Year: 2021-22	All Students: -103.7 EL: -140.5 SED: -122.1 American Indian: -113.0 Hispanic/Latino: -143.1 Data Year: 2021-22	<b>All Students:</b> -103.5 pts below standard/maintained 0.3 points <b>EL:</b> Less than 11 students <b>SED:</b> -121.4 below standard/increased 4.2 points <b>American Indian:</b> Less than 11 students <b>Hispanic/Latino:</b> -142 pts standard below/increased 8.4 Data Year: 2022-23	65 points below standard  Data Year: 2022-23

## 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.

Over the course of our three-year LCAP, we've encountered both successes and challenges in working towards Goal 2's specified actions, metrics, and desired outcomes.

The 2023-24 school year has been a testament to the effective implementation of Action 2.1 (Professional Development), laying a robust foundation for our educational program. Participation in PBL World by our staff significantly improved our application of Project-Based Learning (PBL) methodologies. This year, our staff's participation in PBL World markedly enhanced our use of PBL methodologies, allowing us to precisely tailor trimester projects for K-2 and 3-6 grades to meet our school's unique needs. Our focused approach has not only deepened our engagement with PBL but has also fostered family participation. Through specially designed events aimed at educating families about PBL, all our teachers actively showcased the principles of PBL, significantly boosting community support and enhancing understanding.

Furthermore, our Learning Portfolios, which track student progress and highlight our past achievements, act as a solid record of our educational progress. We've also enhanced our learning environment with cultural sensitivity training from a local tribe and broadened Playworks training from support staff to teachers. These development efforts have widened our ability to address our students' diverse needs and empowered our staff to lead more effectively, promoting a positive and inclusive culture within our school community. These achievements are all indicative of the successful implementation of Action 2.1, reflecting our commitment to continuous improvement and professional development.

Action 2.3 (Academic Support) has significantly bolstered our educational support framework, particularly highlighted by our status as a CSI school which led to the creation of a first-year position for an intervention teacher dedicated to targeted support. This year, we've taken a substantial step forward by integrating phonics into the i-Ready program for grades 3-8 to enhance literacy, supplemented by daily interventions and after-school tutoring in ELA. Recognizing the need for more support for this new role, we're focusing on developing additional resources and time allocation to improve services further. The impact of these initiatives, aimed at elevating literacy skills, will undergo analysis in spring 2024, reflecting our deep commitment to enhancing academic support in its inaugural year.

Action 2.4 (Assessments) has been successful with the implementation of the i-Ready program. This tool has been instrumental in synthesizing various elements of our educational program, providing comprehensive insights into student learning needs and progress. The effective integration of i-Ready highlights our success in utilizing technology to enhance educational outcomes, demonstrating our commitment to adopting innovative solutions for continuous improvement. While we've made considerable strides with i-Ready, an area requiring further growth and development is our capacity for 1:1 assessments and the utilization of a broader variety of assessment types and data points. Expanding our assessment strategies beyond i-Ready will enable us to capture a more nuanced understanding of each student's learning journey, addressing individual needs more effectively.

Action 2.5 (Special Education) has been strengthened by our exceptional special education team, including a dedicated teacher, partnering faculty, and a full-time counselor. Together, they've optimized weekly academic and SEL schedules and leveraged the principal-led SST process for strategic student support. This reflects our strong commitment to an inclusive educational environment. However, a challenge under Action 2.5 is the need for enhanced training in managing extreme behaviors, specifically in Crisis Prevention Intervention (CPI). Supporting students with significant behavioral challenges requires additional training and resources to ensure a safe, supportive learning environment.

While celebrating our achievements, we've also navigated significant challenges, especially during the implementation of Action 2.2 (Instructional Coaching). The principal's task of balancing leadership duties, coaching responsibilities, and other commitments was immensely complicated by the COVID-19 pandemic during the 2021-22 school year. This period demanded additional focus on enforcing safety protocols and managing the unforeseen impact on student social-emotional health and behaviors, which surged as a result of the pandemic. The increased needs for supporting students' well-being and adapting to their behavioral changes have necessitated the principal to prioritize these aspects significantly.

This prioritization further stretched the principal's capacity, influencing the effectiveness of instructional coaching. In response, we have shifted towards a mentoring initiative that emphasizes peer-to-peer support, aiming to create a more collaborative learning environment among teachers. Additionally, by appointing a PBIS lead and a PBL coach, we strive to delineate roles and responsibilities more clearly. This approach not only aims to prevent instructional coaching from overburdening our educators but also seeks to better integrate it into their daily responsibilities and activities. Through these adjustments, we are working to maintain our commitment to instructional coaching effectiveness while addressing the complex challenges brought on by the pandemic, including the critical need to support our students' social-emotional development and behavior management.

Implementing Action 2.6 has presented challenges, primarily due to the intensified focus on English Language Development (ELD) training during the 2023-24 school year. This increased emphasis on ELD training, while essential, has necessitated a significant allocation of resources and time. Additionally, the integration of ELD strategies into our English Language Arts (ELA) curriculum, supported by our ELD teacher, requires careful coordination to ensure both areas receive adequate attention and support. Balancing the comprehensive needs of our ELD and ELA programs, while still advancing the goals of Action 2.6, has been a complex task, underscoring the need for strategic planning and resource management to overcome these implementation challenges effectively.

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.

**NEED DATA on EXPENDITURES FROM EdTec**

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

The progress toward Goal 2 over the three-year LCAP cycle demonstrates both significant achievements and challenges that offer valuable insights for future strategic planning. The effectiveness of each action reflects a thoughtful approach to improving educational outcomes, tailoring interventions to meet specific needs, and striving for an inclusive, supportive learning environment.

Action 2.1 (Professional Development) has evidently been a cornerstone of success, enhancing the staff's ability to implement PBL methodologies effectively. This action has not only improved educational practices but has also fostered stronger community engagement and support, showcasing the pivotal role of professional development in achieving educational goals. The integration of cultural sensitivity training and expanded Playworks training further illustrates a commitment to creating a diverse and inclusive learning environment, contributing positively to the school's culture.

Action 2.3 (Academic Support), marked by the introduction of a dedicated intervention teacher and the integration of phonics into the i-Ready program, highlights a proactive approach to addressing literacy challenges. This focus on targeted support and the anticipation of analyzing its impact demonstrates a strategic effort to enhance academic outcomes, reflecting the action's potential to make a meaningful difference in student achievement.

Action 2.4 (Assessments) showcases the successful adoption of the i-Ready program, which has been instrumental in providing insights into students' learning needs. The recognition of the need to expand assessment strategies beyond i-Ready indicates an awareness of the importance of a comprehensive assessment approach to better meet individual learning needs, underscoring a commitment to continuous improvement.

Action 2.5 (Special Education) emphasizes the strength of the special education team and the implementation of strategic supports. The identified need for enhanced training in managing extreme behaviors points to the ongoing challenges in providing a safe and supportive learning environment for all students, highlighting an area for further development and resource allocation.

Conversely, Action 2.2 (Instructional Coaching) in our LCAP cycle faced significant challenges, not only in effectively implementing coaching but also due to the added strain of managing COVID-19 safety protocols. These safety measures, crucial for our community's health, inevitably complicated daily operations and required considerable time and resources, detracting from our focus on instructional coaching. The principal, already juggling multiple duties under Action 2.2, found this balance even harder with the need to enforce COVID-19 protocols. To mitigate these challenges, we shifted towards a peer-to-peer support model. This move aimed to lighten the principal's load by sharing coaching responsibilities among staff, fostering a collaborative development environment. Although this strategy diverged from the original coaching plan, it was a necessary adjustment given the circumstances.

In addition, Action 2.6's goal was to integrate English Language Development (ELD) training into our curriculum effectively. This action struggled with resource allocation and strategic planning, particularly in balancing the needs of ELD training with the English Language Arts (ELA) curriculum. The effort to simultaneously support both ELD and ELA revealed the complexities of curriculum integration, indicating that Action 2.6 did not meet its objectives as effectively as anticipated.

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

In summary, our LCAP cycle's approach to Goal 2 has yielded substantial progress through targeted actions and initiatives, with professional development, academic support, and assessment strategies standing out as areas of success. However, the challenges encountered in instructional coaching and ELD curriculum integration highlight the need for ongoing adaptation and resource management.

Therefore, to ensure we strengthen these actions for the 2024-2025 LCAP, we are shifting our approach to instructional coaching by implementing a teacher mentoring initiative. This initiative is designed to support the growth of our new teachers, foster a sense of community, and ensure the faithful implementation of our vision and mission across the faculty. Furthermore, we're enhancing our focus on Project-Based Learning (PBL) by introducing a PBL coach to work alongside the Project-Based Instructional Lead.

For our ELD program, we've recruited an ELD teacher to ensure the program's effective implementation with ongoing professional development, supported by resources and guidance from the California Department of Education's EL Multilingual Division. Complementing this, we will incorporate the iReady phonics program to provide the right level of scaffolded support, enabling English Learners to build upon their existing knowledge and achieve greater independence. These strategic enhancements aim to strengthen our LCAP actions and further our commitment to educational excellence and equity.

## **Goal**

<b>Goal #</b>	<b>Description</b>
3	<b>SVA will use school climate data, parent input and other educational partner feedback to ensure that SVA is a safe and supportive environment for students, all staff, families, and the community.</b>

## ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	0% Data Year: 2021-22 Data Source: SIS	0% Data Year: 2021-22 Data Source: CA Dashboard	0% Suspensions to date	0%
Expulsion Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	0% Data Year: 2021-22 Data Source: SIS	0% Data Year: 2021-22 Data Source: CA Dashboard	0% Expulsion to date	0%
Average Attendance Rate	Baseline will be established 21-22	86.97% Data Year: 2021-22 Data Source: P2	91.2% Data Year: 2022-23 Data Source: P2	P-1 ADA% for SVA is 94.93%	93%
Chronic Absence Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	43.81% (as of 12/21) Data Year: 2021-22 Data Source: SIS	All Students: 53.2% EL: 56.5% SED: 60.2% SWD: 61.5% American Indian: 83.3% Hispanic/White: 55.6% Two or More Races: 40.0% White: 37.8%  Data Year: 2021-22 Data Source: CA Dashboard	<b>All Students:</b> -30.4% pts below standard/decline 22.7 points <b>EL:</b> 26.9%/29.6% declined <b>SED:</b> -113.3 below standard/increased 6.5 points <b>SWD:</b> 37.5%/24% declined <b>American Indian:</b> 61.1%, 22.2% declined <b>Hispanic/Latino:</b> 29.2%/26.4% declined <b>Two or More Races:</b> 7.1%/32.9% declined <b>White:</b> 27.6%/10.3% declined Data Year: 2022-23	<10%
Family Survey Response Rate	Baseline will be established 21-22	14% Data Year: 2021-22	13% Data Year: 2022-23	Survey Scheduled for February	60%
Family Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	80% Data Year: 2021-22 Data Source: Parent Survey	95% agree or strongly agree with the statement "My child is safe at school."  Data Year: 2022-23 Data Source: Parent Survey	Survey Scheduled for February 2024	95%



Family Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	80% Data Year: 2021-22 Data Source: Parent Survey	79% agree or strongly agree with the statement "I feel connected to the SVA community."  Data Year: 2022-23 Data Source: Parent Survey	Survey Scheduled for February 2024	80%
Student Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	70% Data Year: 2021-22 Data Source: Student Survey	75.6% Data Year: 2022-23 Data Source: Student Survey	Survey Scheduled for February 2024	90%
Student Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	73% Data Year: 2021-22 Data Source: Student Survey	80% Data Year: 2022-23 Data Source: Student Survey	Survey Scheduled for February 2024	90%
Teacher Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	90% Data Year: 2021-22 Data Source: Teacher Survey	82% agree or strongly agree with the statement "I feel safe at school." Data Year: 2022-23 Data Source: Parent Survey	Survey Scheduled for February 2024	90%
Teacher Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	90% Data Year: 2021-22 Data Source: Teacher Survey	76% agree or strongly agree with the statement "I feel connected to the SVA community." Data Year: 2022-23 Data Source: Parent Survey	Survey Scheduled for February	90%
# of community engagement events	Baseline will be established 21-22	3 Data Year: 2021-22 Data Source: Local Data	10 Data Year: 2022-23 Data Source: Local Data	9	6

## 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.

Throughout our three-year LCAP cycle, SVA has significantly advanced toward Goal 3, emphasizing our commitment to a supportive and safe environment for our school community. Our actions, particularly through student activities and becoming a certified Welcoming School, have fostered a positive school culture focused on social-emotional well-being. Additionally, our efforts to enhance family and community engagement have strengthened our connections and outreach, showcasing our progress in meeting our goal.

Action 3.1 (Student Activities) has successfully introduced a range of enriching and enjoyable activities throughout the school year, significantly enhancing student engagement and community spirit. Highlights include ongoing Project-Based Learning (PBL) celebrations and exhibits, the unveiling of a school-wide mural in May, and the hosting of events such as a fall festival, craft fair, and Spring Gala. This shared experience of community engagement has not only enriched the educational experience for our students but has also built a stronger, more connected school community, where every member feels valued and invested in our collective success.

Action 3.2 (Social and Emotional Well-being) has seen considerable success through its collaborative decision-making approach, incorporating insights from our community members, local tribal council, pillar businesses, families, and students. This inclusive strategy has significantly contributed to the effective implementation of various initiatives aimed at supporting the social and emotional well-being of our students. Our achievement as a certified Welcoming School, promoting inclusion and human rights through restorative practices and a comprehensive curriculum, lay the foundation for a safe and supportive environment for our community. The inclusion of a full-time counselor has strengthened our support systems like MTSS and SST, ensuring targeted interventions for students. Our successful integration of Tier 1 and Tier 2 supports within the RTI, MTSS, SSTs, and 504 plans showcases our commitment to addressing the varied needs of our students, fostering an environment where every student feels supported and valued. While this action has demonstrated considerable success, we've encountered challenges related to the post-pandemic impacts on students' social and emotional development. In response, we are focusing on enhancing our support through restorative practices and expanding our use of trauma-informed practices and training. These steps aim to address the evolving needs of our students and further strengthen the supportive and inclusive environment within our school community.

Action 3.3 (Family/Community Engagement) has achieved success through regular updates to families on student attendance, progress, and upcoming events, alongside hosting various school events. These initiatives offer families meaningful ways to connect with the school community, understand their children's academic journey, and celebrate their achievements. The family liaison staff member is pivotal in enhancing these connections and fostering partnerships, including with the HBPI. Our partnership with the Attendance Works program, employing tools like sample letters and incentives, has furthered our efforts to encourage consistent attendance. Despite facing challenges such as high staff turnover and the ongoing development of our ELPAC committee to boost family involvement, our efforts have significantly strengthened the school-community bond, creating a welcoming and supportive educational setting.

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.

EdTec Data

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

All actions and metrics aimed at progressing towards our goal of ensuring SVA is a safe and supportive environment for students, staff, families, and the community have proven effective. This effectiveness is evidenced by school climate data, feedback from parents, and input from other educational partners. The effectiveness of these actions throughout our three year LCAP cycle continue to be impacted by the staffing shortages and student absenteeism due to the ongoing repercussions of the COVID-19 pandemic.

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.

Throughout our three-year LCAP cycle, we've progressed toward Goal 3, demonstrating our commitment to fostering a supportive and inclusive environment, as evidenced by our achievements in student activities, social and emotional well-being, and family/community engagement. As we develop the 2024-2025 LCAP, we're specifically focusing on the intertwined challenges of social-emotional well-being and chronic absenteeism. In response, we're expanding our collaboration with Playworks for additional staff training and tapping into SELPA's expertise for professional development in behavior support. These measures aim to empower our faculty and support staff, improving their ability to confidently address student behaviors and aligning our actions more closely with our strategic goals and the unique needs of our community. By fostering social-emotional development, tackling chronic absenteeism, and enhancing faculty support, we're focused on elevating the well-being and success of our entire school community.

Addressing challenges like staffing shortages and chronic absenteeism has underscored the necessity for inventive and improved strategies. To combat chronic absenteeism, we're adopting a comprehensive approach to boost student attendance and engagement. This includes empowering our family liaison to forge deeper connections with the HBPI community, supporting the development of our partnerships, and creating a supportive network for our students and families. We've also initiated the Attendance Works program to cultivate a school culture that encourages regular attendance, offering resources like sample letters, incentives for students, and targeted staff training. Furthermore, our efforts to enhance collaboration with the English Learner Advisory Committee (ELAC) aim to increase student and family engagement, fostering an inclusive environment that values the voices of students and families, and contributes to a supportive school experience.

By focusing on these strategies—deepening community partnerships, launching targeted programs, and strengthening family and student engagement—we're dedicated to substantially reducing chronic absenteeism. Our ultimate goal is to ensure every student can access the rich learning environment we provide, acknowledging that regular attendance is fundamental to educational success.

**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.

California Department of Education  
November 2023