



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	Increase student success in ELA, math, science, literacy and civics

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students meeting/exceeding ELA Standards	48% in 2019, Establish new baseline in 2022	64% for 11th grade, CAASPP not given to students in grades 6-8	46% in 2022	42% in 2023	55%
Percent of Students meeting/exceeding ELA Standards	25% in 2019, Establish new baseline in 2022	24% for 11th grade, CAASPP not given to students in grades 6-8	20% in 2022	22% in 2023	30%
Classroom Walkthroughs completed	100%	100%	100%	100%	100%
Students with access to broad course of study	100%	100%	100%	100%	100%
Students with access to standards aligned curriculum	100%	100%	100%	100%	100%
Chromebooks per student	1:1, 100%	1:1, 100%	1:1, 100%	1:1, 100%	1:1, 100%
English Learner Progress Indicator on CA School Dashboard	Low at 44.7%	No Data Available, CDE did not publish a dashboard in 2019	60% making progress, 5 purple bars, High	70% Made progress, No color	55%
Percent of English Learners Reclassified	7 students, 15% for 20-21	150, 20%	128, 17%	160, 20%	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as Fluent English Proficient					
Percent of Highly Qualified Teachers	100%	100%	100%	100%	100%
Percent of Highly Qualified CTE Teachers	100%	100%	100%	100%	100%
Teachers' receiving professional development on state standards	100%	100%	100%	100%	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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Actions were effective in supporting English Learners but academic achievement levels did not reach target levels (desired outcomes) following the 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.

School staff will continue implementing common core state standards to support students' academic achievement. LGA will focus on improving academic achievement in math and ELA, specifically to address AfAm, Latinx, SPED student achievement. The goals are changing 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
2	Prepare students to be college and career ready

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 10th and 11th graders taking PSAT	39% (76/193)	39% (76/193)	28% (60/212) 2022	34% (60/179)	40%
Percent of 11th graders taking SAT	62% (56/91)	62% (56/91)	40% (40/99) 2022	53% (47/89)	60%
Percent of 12th graders taking SAT	78 of 82 students = 95% in 2020 38 of 79 students = 48% in 2021	6% (4/70)	4% (4/91) 2022	0% (0/83)	50%
Percent of students in AP classes who took an exam			88% (159/180)	89% (178/200)	90%
Percent of AP Test takers who passed at least one exam	51%	51% in 2021	48% in 2022	40% (72/178)	50%
Percent of AP tests passed	49% in 2020	58% in 2021	48% 2022	62%	50%
Graduates completing State Seal of Biliteracy	7 of 75 graduates = 9%	7 of 67 graduates = 10%	14 of 71 = 20%	14 of 91 = 15%	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	65 of 75 graduates = 87% in 2020	58 of 67 = 87% in 2021	57 of 71 = 80%	79 of 91 = 87%	85%
College/Career Indicator on Ca School Dashboard	Orange at 50.7% prepared in 2019	no data available, CDE did not publish CA School Dashboard in 2021	No Data, not published in 2022	68 of 91 = 75% prepared, "Very High"	60%
Graduation Rate	100%	67 of 67 = 100%	71 of 71 = 100%	91 of 91 = 100%	100%
HS Dropout Rate	0%	0%	0%	0%	0%
Percent of Seniors applying to CSUS	59 of 75 graduates = 79% in 2020 59 of 76 graduates = 78% in 2020	78% in 2021	86%	70 of 83=84%	100%
College Going Rate	78% in 2020 (27% to 2-year college and 51% to 4-year college)	56% in 2021	92% (46% - 4 year, 42% 2 year,) and (3 students military, 4 students work force training)		80%

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

LGA continues to have a high graduation rate and high performance on other outcome measures for the high school students, the actions continue to be effective preparing students for college and career.

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.

AVID will be extended into the middle school, dual enrollment opportunities will be increased, and additional sections of Advanced Placement will be offered to students. The goals are changing 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
3	Engage parents and families to support student success in school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Parents that complete the Annual Parent Survey	101 of 500 families = 20%	73 of 500 families = 14%	27 of 500 families = 5%	81 of 500 families = 16%	40%
Percent of Parents who feel welcome at school	94%	93%	93% in 2023	94% in 2024	90%
Percent of Parents who feel their ideas are valued and included in school plans	88%	78%	78% in 2023	81% in 2024	90%

Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of these actions.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Parent engagement continues to be an area of focus as few parents complete the annual LCAP survey. The few parents who do complete the survey share high regards for the school, but too few parents are providing feedback possibly because they are "surveyed out."

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.

There are no planned changes for the metrics, desired outcomes, or actions. The goals are changing 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
4	Create safe and welcoming learning environment where students attend and are connected

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate	96.4% in 2019-2020	94% in 2021-2022	93% in 2022-2023	95%	95%
Chronic Absentee Rate	5.3% in 2019	5% in 2020-2021	18% in 2021-2022	18%	5%
Students participating in music and athletics	289 in Music (removed drama and performing arts) 37%. 295 positions filled by 247 students for athletics. 32% 783 total students.	170 in Music in 2021-2022 308 in Athletics in 2021-2022	69 in Music in 2022-2023, 236 in Athletics in 2022-2023. 15 participating in music and Athletics in 2022-2023	19% (67/351 MS Music)	35%
Suspension Rate	8.8% in 2020	1.6%	16% in 2021-2022	16% in 2023	5%
Percent of students who feel safe at school	93%	79%	54% very safe or safe using new survey	95.20%	90%
Percent of students who feel welcome at school	94%	82%	47% feel apart of the school 51% are happy to be at this school	67.3 agree they feel connected and supported, 15.1 strongly agree.	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain facilities in good repair	100%	100%	100%	100%	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.

More money was spent on campus culture and safety supports and less money was spent on implementing restorative justice because rather than outsourcing that action to a third-party, an LEA AP provided the training.

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.

Twice as much money was spent on campus culture and safety supports and only \$1,000 of a budgeted \$48,000 was spent on implementing restorative justice because rather than outsourcing that action to a third-party, an LEA AP provided the training.

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

Actions were effective at engaging students at school although attendance rates have not recovered post-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.

There are no planned changes for the metrics, desired outcomes, or actions. The goals are changing 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	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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.

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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