

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	College & Career Readiness indicators such as on-line college course enrollment and/or Dual enrollment, the number of CTE pathway opportunities, and other assessments will increase at least to State Average within 3 years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students taking an on-line and/or college course prior to graduation	15 online (Math) and 4 college level (Spanish)	15 online (Math) and 11 college level (Spanish)	36 math, 9 language, and 17 various college courses	15 on-line math and 11 college level Spanish	15 and 8
Number of CTE pathways	1	1 and developing 1 more	2, and developing 1 more	3	2
Graduation Rates	81.3%	8 Out of 9 = 88%	10 out of 16 = 63%	11 out of 15 = 73%	90%
Smarter Balance Math Score - % that meet or exceed readiness	36%	60%	1 out of 9 = 11%	0	62%
Smarter Balance English Score - % that meet or exceed readiness	46%	90%	4 out of 9 = 44%	0%	92%
Percentage of graduates enrolled in post-secondary education	90%	78% from 2021 graduating class	8 out of 10 = 80%	2022 = 6 Out Of 11 = 54% = 4-year. Plus 4 out of 11 at 2 year. (35%) for a total of 89%	78%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students in job shadowing	0%	30%	18 out of 66 = 27%	Due to begin in Spring Semester	40%
Interim Assessments being administered	2	6 (2 English 1 math, 3 science)	Many Various - using different forms	6 (2 Garcia English, 4 Howard (3 sci /1 math])	8 from power school
% graduates completing CTE pathway previous year	0	0	1 culinary = 10%	1	10%
% graduates completing A-G track previous year	0	0	1 = 10%	9% (1 out of 11)	10%
% graduates completing both CTE and A-G tracks previous year	0	0	0	0	10%
# students enrolling in AP and passing AP classes with a 3 or better	0 - no AP students	0	1 honors	0	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.

Ambassador program was not implemented as planned, but was implemented as in the past. The change was due to inability to coordinate with the elementary school.

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.

No material differences

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

- 1.1 on-line college courses continue to keep motivated students engaged, and increased graduation counts.
- 1.2 CTE Pathways continue to be popular, and allow students to experience a well-rounded education.
- 1.3 Job Shadowing is highly effective in getting students motivated to experience work environments and consider careers. However it is short term in the second semester and does not impact grades or graduation counts.
- 1.5 PowerSchool upgrades were a positive addition that allowed teachers to pinpoint data about individual students and to assist in their educational plan, but it still requires students to be engaged and interested in education. Therefore results were marginal in terms of Honor Roll and F-List.

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.

An additional focus on dual enrollment will be included in the LCAP for next year. Also, CTE courses will continue to play an important part of each student's educational plan.

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	Improve motivation by enhancing student support programs and opportunities to help increase engagement in the educational experience as reflected in grades, attendance, behavior, and graduations. Continue stakeholder engagement opportunities and improve where possible, in order to plan for the improved student outcomes parents, students, staff and community members want to achieve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	14%	5=8.1% at mid year this year	9=12.6% Fall Semester this year	2 = 3% Fall Semester	3.5%
F-list for first semester	21 students Fall semester = 33%	35%	29 students Fall semester = 40.8%	20 = 31%	18%
Honor Roll for first semester	19 students Fall Semester = 30%	35%	26 students Fall Semester = 36%	25 = 39%	35%
Attendance Rate - this is not ADA	70.37%	88%	87.86% through November	88.5%	90%
Chronic Absenteeism for Fall Semester	40.38% last year	54.7% last year	58.21% last year	30%	30%
High School Dropout Rate - as of Spring preceding year.	0%	1= 10%	27.5%	4 = 26%	0%
Parent and community meetings and surveys for input	2 surveys, 2 parent meetings, 4 site council meetings	2 surveys, 2 parent meetings, 1 community forum, 6 site council meetings	3 surveys, 1 community forum/parent meeting, 1 Spring Showcase/Title 1 meeting. 5 site council/LCAP	1 survey, 1 parent meetings, 2 site council meetings	2 surveys, 2 parent meetings, 6 site council meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide EL support and measure progress	No EL Students	None	3	1 EL Student	100%
EL student reclassification rate	No EL students at this time	None	2	n/a	100%
Percent of students in suspension as reported in the Safety Plan	1% Last year	12% Last year	9% last year	3%	1%

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.

Mo substantive differences

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.

No material differences

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

- 2.1 With restorative justice, discipline problems were greatly reduced.
- 2.2 Social and emotional support and health support are vital to our students and have helped with attendance, which is better this year.
- 2.3 Life Skills classes were integrated into more other classes this year and it contributed to better student engagement, The interest however, is of short duration just during that lesson. Parents have e4xpressed their support for these types of lessons.
- 2.4 Resilience classes have allowed several students who were behind to get caught up with credits.
- 2.5 School events were very successful in the beginning of the year, but as student grades disqualified some from attending the interest faded.

2.6 Attendance Interventions and assistance from SCOE was marginally effective, as attendance numbers increased this year. Chronic Absences were keyed to a small core of students.

2.7 Summer School -----

2.8 Stakeholder Engagement - we had a lot of success with parents this year in Site Council attendance, Parent meeting attendance and contribution of thoughts and ideas for the future. This continues to come from a small but widening circle of parents of students who do well in school and are involved. Parent Teacher conferences were not as widely sought as staff would have liked. There were 4 to 6 meetings at 1st quarter and 2nd quarter.

2.9 After school enrichment is still used well by a handful of students, enough to keep them here and engaged and up to date on homework.

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.

More events that reach community members as well as parents will be planned in 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	Continue to provide all students the educational programs and support needed for a broad course of study with access to state aligned materials, utilizing curriculum fully aligned to the California State Standards, in clean, well-maintained facilities, by appropriately credentialed and assigned teachers, and improving these services where possible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards aligned curriculum	Math, English, Science and Social Sciences	All A-G	All A-G	All A-G	All A-G
Attendance confirmation for workshops and other professional development opportunities.	9 staff members	9 staff members	9 staff members	10 staff members	12 staff members
Number of A-G courses	18	27	27	47	19
Teachers credentialed and properly assigned	8 credentialed and properly assigned, and 1 in process of obtaining credentials	9 fully credentialed and 2 in progress	8 fully credentialed and 3 in progress	10 fully credentialed and 1 in process, all properly assigned	11 fully credentialed and properly assigned
Properly aligned materials	All students have access to standards aligned materials in all classes	All students have access to standards aligned materials in all classes	All students have access to standards aligned materials in all classes	all students, all materials	All students have access to standards aligned materials in all classes
FIT report:	Good	Good	Good	Fair	Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	All students have access to a Broad Course of Study	All students have access to a Broad Course of Study	All students have access to a broad course of study	All students have access to a Broad Course of Study	All students have access to a Broad Course of Study
Maintain Resource Specialist to work with students that have special needs.	1	0%	1	1	1
Expulsion Rates as of Fall	0%	0	0	0%	0%
# Williams Report complaints - as of fall	0	0	0	0	0
# teachers with poor reviews	0	0	0	0	0
Climate Survey	% Positive Responses to questions regarding sense of safety and school connectedness Parents = 93.75% Students = 60.3% Staff = 95%	% Positive Responses to questions regarding sense of safety and school connectedness Parents: 39% Students: 36% Staff: 63% Unknown: 39%	% Positive Responses to questions regarding sense of safety and school connectedness Parents:80% Students: 64% Staff: 87% Unknown: 100%	Anticipated in February	% Positive Responses to questions regarding sense of safety and school connectedness Parents = 95% Students = 70% Staff = 98%%
# Parents attending Parent/Community meetings	4	19	24	21	10

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.

Robotics class was dropped because not enough students signed up. An additional AR class was made instead.

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.

The money for Robotics was shifted to electives in general to add the AR class.

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

The Robotics class was not effective this year due to lack of interest from the students. CTE, however, does continue to be something parents want.

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.

- 3.1 Professional development has allowed staff to expand life skills and CTE courses. and to plan for dual enrollment for future years.
- 3.2 RSP teacher is crucial to many of our students and has allowed them to learn to function without being institutionalized. We have an especially high number of autistic students who seem to thrive in our environment.
- 3.3 Elective courses are popular, but mostly in Edgenuity programs. There were few students who enrolled in music or drama. Art, however, needed a second class session because of its popularity.
- 3.7 Additional computer courses will be offered to grow the CTE pathway and replace robotics.

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	Maintain standard of Technology and improve where possible by implementing the Education Technology Plan adopted in February and updated annually.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% passing Computer Applications course (freshman requirement) before graduation	79%	84%	66% as freshmen	100% of freshmen	100%
% students in detention or suspended for violation of Internet Safety and Computer Use policy	0	0	0	0	0
% classes that have technological tools used in the curriculum	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.

No substantive difference

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.

4.3 - Garland Technologies was more expensive than planned for.

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

These are required by state law.

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.

No changes

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	Strive to add activities, programs and opportunities for all teachers and all students in order to improve the educational experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Survey Student Responses to Climate	7.5 on a scale or 0 - 10 where 10 is the best	7.5	8.5	n/a - this is a spring term item	10
"F" List	33%	35%	29 = 40.8% Fall Semester	20 = 31% Fall Semester	25% Spring Semester

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.

No Substantive Changes

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.

No material differences

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

The after school activities and tutoring were successful in that 65% of the students went to tutoring or afterschool ctivities and grades and engagement for those students were improved over last 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.

DHS plans to expand the after-school program by adding more activities and nutrition. This expansion is dependent on receipt of a grant.

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