



DRAFT

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 | Exemplary Teaching and Learning |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|---|---|
| Classroom teachers assigned to teach subjects for which they are credentialed. | (2020-2021) 100% of teachers are assigned to teach in the content area for which they are credentialed. | (2021-2022) 100% of teachers are assigned to teach in the content area for which they are credentialed. | (2022-2023) 100% of teachers are assigned to teach in the content area for which they are credentialed. | 100% of teachers are assigned to teach in the content area for which they are credentialed. | 100% of teachers are assigned to teach in the content area for which they are credentialed. |
| Participation in 5-Year Professional Development Induction Program for all year 0-5 teachers. | (2019-2020) 100% of year 0-5 teachers participated in Professional Development Induction Program. In 2020-2021, the Professional Development Induction program was put on hold due to Covid-19. | (2021-2022) Due to the sub shortage, Professional Development was limited. 100% of year 5 teachers completed the Professional Development Induction Program. Teachers in years 1-4 received approximately 60% of the Professional Development Induction Program. | (2022-2023) 100% of Year 1-5 teachers participated in professional development. | All except one of the Year 1-5 teachers are participating in professional development. | 100% of year 0-5 teachers participated in Professional Development Induction Program. |
| Instructional coaching by TOSA's for teacher cohorts. | (2019-2020) 100% of teachers participated in instructional coaching who were | 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's. | 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's. | 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's. | 100% of teachers participated in instructional coaching who were part of the |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|---|--|
| | part of the 5-year PD teacher cohorts. This was put on hold in 2020-2021 due to Covid-19. | | | | 5-year PD teacher cohorts. |
| Full implementation of NGSS. | (2020-2021) 100% Implementation in grades 6-8. | (2021-2022) 100% Implementation in grades 6-8. 85% implementation in grades 9-12 | (2022-2023) 100% implementation grade 6-12 | 100% implementation grade 6-12 | 100% Implementation at all grade levels. |
| Use District Benchmark results to inform instruction in grades K-8. | (2020-2021) 95% of teachers administered one or more District Benchmarks. | (2021-2022) 100% of teachers administered one or more District Benchmarks. | (2022-2023) 100% of teachers administered one or more District Benchmarks. | 100% of teachers administered District Benchmark #1. District Benchmarks 2 and 3 are in the spring. | 100% of teachers administer one or more District Benchmarks. |
| Use District Benchmark results to inform instruction in grades 9-12. | (2020-2021) 50% of teachers administered one or more District Benchmarks in Algebra and English 3. | (2021-2022) 38% of teachers administered one or more District Benchmarks in Algebra. English 3 District Benchmark was not given and is in the process of being realigned. | (2022-2023) No formalized District Benchmarks were administered in 22-23. LAHS is in the process of revising the English 3 and Algebra benchmarks. | No data until the spring as District Benchmarks #2 has not been given yet. | 90% of teachers administer one or more District Benchmarks. |
| All students have access to standards-aligned instructional materials. | (2020-2021) 100% of students have standards-aligned instructional materials checked out to them. | (2021-2022) 100% of students have standards-aligned instructional materials checked out to them. | (2022-2023) 100% of students have standards-aligned instructional materials checked out to them. | 100% of students have standards-aligned instructional materials checked out to them. | 100% of students have standards-aligned instructional materials. |

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 District did not have any substantive differences in planned actions vs. implementation this year. This was the first year, post pandemic, that we were back at our normal levels of offering professional development, intervention and student supports. The District did have a change in our online tutoring platform this year versus what was planned to be implemented all year.

Goal 1, Exemplary Teaching and Learning, the district was most proud to offer a robust professional development program for all year 1 - 5 teachers. The District has always prided itself in a robust 5-year professional development program for all teachers new to Los Al USD. With the professional development offerings back for year 1-5 teachers for a second year, the District had a robust offering for all staff. This year there were two District wide professional development days for all staff. The District TOSA's provided in-classroom coaching to all teacher in the areas of ELA and Mathematics. The District was able to offer three sessions of Reading Lab for students in grades K-2 and is continuing to expand interventions offered to all students. KYTE, the District's online professional development platform, was used to assist teachers in completing trainings, specifically the annual SST training for teachers in grades TK-5. The increase in English learner support has been instrumental in the development of our English learners. Students are receiving additional weekly support in small groups settings as well as on a 1:1 setting. The District was also able to expand supports this year for EL and LTEL students by implementing Ed Tech programs.

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 major material differences this year between budgeted expenditures and estimated actual expenditures. The difference we saw were due to the inclusion of base funding into the LCAP to provide transparency to all educational partners as to the actual amounts spent on the actions and services.

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

The District feels that all of the actions in Goal 1 were effective in making progress towards the goal during the three year LCAP cycle. Goal 1 focuses on Exemplary Teaching and Learning, which is the basis of what we do everyday. The on-going professional development and coaching offered by the District, continues to result in all school sites providing high quality instruction in the District's Signature Practices. Student outcomes on the District Benchmarks in ELA and Math demonstrate that students across the District are meeting or exceeding the standards. Based on the students engaging in the District's redesigned benchmarks and local assessments, teachers were able to get a predictability of how students will perform on CAASPP. The benchmark data provided guidance for teachers to inform decisions on instruction for the balance of the school year. It also allowed for teachers to identify students in need of extra support by way of after/before school interventions.

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.

The Districts was able to get back to a normal offering of Professional Development for staff this past year. District Benchmarks were not administered to students in Algebra and English 3 this year as planned. Going into the new LCAP cycle, benchmarks for these two subjects have been removed.

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 | Exemplary Student Outcomes |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|--|---|
| District Benchmark Results (grades 3-8) | <p>(2020-2021) Grades 3-5: ELA - 81% of students meet or exceed standards Math - 80% of students meet or exceed standards</p> <p>(2020-2021) Grades 6-8: ELA - 79% of students meet or exceed standards Math - 68% of students meet or exceed standards</p> | <p>(2021-2022) Grades 3-5: ELA - 82% of students meet or exceed standards Math - 83% of students meet or exceed standards</p> <p>(2021-2022) Grades 6-8: ELA - 82% of students meet or exceed standards Math - 61% of students meet or exceed standards</p> | <p>(2022-2023) Grades 3-5: ELA - 75% of students meet or exceed standards Math - 84% of students meet or exceed standards</p> <p>(2022-2023) Grades 6-8: ELA - 71% of students meet or exceed standards Math - 60% of students meet or exceed standards</p> | <p>(March 2024) Grades 3-5: ELA - 74.3% of students meet or exceed standards Math - 78.3% of students meet or exceed standards</p> <p>Grades 6-8: ELA - 71.4% of students meet or exceed standards Math - 61.1% of students meet or exceed standards</p> | <p>Grades 3-5: ELA - 86% of students meet or exceed standards Math - 85% of students meet or exceed standards</p> <p>Grades 6-8: ELA - 84% of students meet or exceed standards Math - 73% of students meet or exceed standards</p> |
| CAASPP Results (grade 11) | <p>(2020-2021) ELA - 80% of students meet or exceed standards</p> | <p>(2021) ELA - 85% of students meet or exceed standards</p> | <p>(2022) ELA - 83% of students meet or exceed standards</p> | <p>(2023) ELA - 79% of students meet or exceed standards</p> | <p>ELA - 82% of students meet or exceed standards</p> <p>Math - 65% of students meet or exceed standards</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------|---|---|---|---|--|
| | Math - 57% of students meet or exceed standards | Math - 60% of students meet or exceed standards | Math - 57% of students meet or exceed standards | Math - 47% of students meet or exceed standards | |
| A-G Completion Rate | (2019-2020) A-G completion rate was 71.6% | (2020-2021) A-G completion rate was 70.3% | (2021-2022) A-G completion rate was 74.7% | (2022-2023) A-G completion rate was 79.6% | A-G completion rate of 75% |
| AP Course Completion | (2019-2020) 1048 students (33.4%) completed at least one AP course (2019-2020) 84.7% of students passed an AP exam with a score of 3 or higher | (2020-2021) 1261 students (40%) completed at least one AP course (2020-2021) 79% of students passed an AP exam with a score of 3 or higher | (2021-2022) 1257 students (40.5%) completed at least one AP course (2021-2022) 80% of students passed an AP exam with a score of 3 or higher | (2022-2023) 1248 students (41.2%) completed at least one AP course (2022-2023) 88.6% of students passed an AP exam with a score of 3 or higher | 35% of students complete at least one AP course 86% of students passed an AP exam with a score of 3 or higher |
| CTE Course Completion | (2019-2020) 24.2% of students completed at least on CTE course | (2020-2021) 38% of students completed at least on CTE course | (2021-2022) 36.5% of students completed at least on CTE course | (2022-2023) 39.7% of students completed at least on CTE course | 30% of students complete at least on CTE course |
| Dual Enrollment Completion | (2019-2020) 24 students in Fall 2019 and 22 students in spring 2020 completed a dual enrollment course | (2020-2021) 55 students in Fall 2020 and 62 students in spring 2021 completed a dual enrollment course | (2021-2022) 13 students completed a dual enrollment course | (2022-2023) 26 students completed a dual enrollment course | 35 students each semester complete a dual enrollment course |
| Seal of Biliteracy | (2019-2020) | (2020-2021) | (2021-2022) | (2022-2023) | 40% of graduating seniors qualified for the Seal of Biliteracy |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------|--|---|---|---|---|
| | 38% of graduating seniors qualified for the Seal of Biliteracy | 42% of graduating seniors qualified for the Seal of Biliteracy | 43.7% of graduating seniors qualified for the Seal of Biliteracy | 41.4% of graduating seniors qualified for the Seal of Biliteracy | |
| English Proficiency | (2019-2020) 26.8% of students improved by one level or more on the ELPAC | (2020-2021) 34% of students improved by one level or more on the ELPAC | (2021-2022) 49.7% of students improved by one level or more on the ELPAC | (2022-2023) 40% of students improved by one level or more on the ELPAC | 30% of students improved by one level or more on the ELPAC |
| English Learner Reclassification Rate | (2019-2020) 1.2% of students were reclassified as an English Learner (RFEP) | (2020-2021) 3% of students were reclassified as an English Learner (RFEP) | (2021-2022) 20.4% of students were reclassified as an English Learner (RFEP) | (2022-2023) 23.5% of students were reclassified as an English Learner (RFEP) | 4% of students were reclassified as an English Learner (RFEP) |
| College Preparedness | (2019-2020) EAP ELA 29.3% scored Conditionally Ready 49.54% scored Ready (2019-2020) EAP Math 30.1% scored Conditionally Ready 26.2% scored Ready | (2020-2021) EAP ELA 30% scored Conditionally Ready 54% scored Ready (2020-2021) EAP Math 32% scored Conditionally Ready 28% scored Ready | (2021-2022) EAP ELA 27.6% scored Conditionally Ready 55% scored Ready (2021-2022) EAP Math 26.6% scored Conditionally Ready 30.7% scored Ready | (2022-2023) EAP ELA 29.3% scored Conditionally Ready 49.5% scored Ready (2022-2023) EAP Math 24.1% scored Conditionally Ready 22.8% scored Ready | EAP ELA 33% scored Conditionally Ready 53% scored Ready EAP Math 33% scored Conditionally Ready 29% scored Ready |
| A-G & CTE Completion | (2020-2021) 36.6% of students completed A-G requirements and a CTE course | (2020-2021) 36.6% of students completed A-G requirements and a CTE course | (2021-2022) 38% of students completed A-G requirements and a CTE course | (2022-2023) 59% of students completed A-G requirements and a CTE course | Maintain or Improve |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------------|--|---|---|---|---|
| CAASPP Results (Grades 3-5) | (2020) Did not test due to the pandemic | (2021) No CAASPP, District Benchmark #2 administered instead | (2022) ELA - 81% of students meet or exceed standards Math - 81% of students meet or exceed standards | (2023) ELA - 81% of students meet or exceed standards Math - 79% of students meet or exceed standards | ELA - 82% of students meet or exceed standards Math - 82% of students meet or exceed standards |
| CAASPP Results (Grades 6-8) | (2020) Did not test due to the pandemic | (2021) No CAASPP, District Benchmark #2 administered instead | (2022) ELA - 77% of students meet or exceed standards Math - 60% of students meet or exceed standards | (2023) ELA - 76% of students meet or exceed standards Math - 62% of students meet or exceed standards | ELA - 78% of students meet or exceed standards Math - 61% of students meet or exceed standards |

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 District continues to fully implement District wide College Days and EdGenuity to drive A-G completion for students in grades 912. Grades 2-5 as well as grades 6-8 implemented custom district benchmarks that were aligned to the scope and sequence teachers developed. The District benchmarks provide data on student achievement and predictability on CAASPP performance. The District offered numerous enrichment opportunities through STEAM fairs, Maker Spaces at each elementary site, on campus clubs, CTE, Project Lead the Way and athletics and the arts as well. The District partnered with the Los Alamitos Education Foundation as well as the Youth Center - City of Los Alamitos to further engage students in a broad course of study and enrichment. The District also continued to provide additional instructional aide support for students identified as an English learner. The District increased the amount of time instructional assistants worked with EL students and as a result we saw results improve. The goal of these positions is to provide enrichment so students are able to reclassify as an English Learner.

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 major material differences this year between budgeted expenditures and estimated actual expenditures. The difference we saw were due to the inclusion of base funding into the LCAP to provide transparency to all educational partners as to the actual amounts spent on the actions and services.

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

The District feels the actions were effective in making progress towards goal 2 based on the increase of students meeting or exceeding standards based on students CAASPP scores. While CAASPP scores had a slight decrease compared to pre-pandemic, the District feels the decrease was not significant and was less than the average of other districts' decreases. Los Alamitos USD is still one of the top Districts in Orange County in ELA and math CAASPP scores. Additional things to consider with CAASPP scores is the decrease in student enrollment. In addition, the District saw an increase in A-G completion rate, the number of students taking an AP course, CTE course completion, and English learner reclassification rate for the second year in a row. The increase in these metrics show that the actions in goal 2 are effective in their implementation and support exemplary student outcomes. The District did notice a decrease in the number of students with dual enrollment completion, but is in the process of looking at our partnerships and plans to restructure dual enrollment in the new 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.

There was one change this past year in Goal 2, Action 2. The action mentions that we are using APEX and EdGenuity for both remediation and initial credit, but this past year we have phased out APEX and are only using EdGenuity.

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 | Exemplary Connections |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|--|---|
| Students connected to school through extra-curricular activities using District metrics | (2019-2020) 72% of students participated in at least one extra-curricular activity | (2020-2021) 66% of students participated in at least one extra-curricular activity | (2021-2022) 79% of students participated in at least one extra-curricular activity | (2022-2023) 83% of students participated in at least one extra-curricular activity | 75% of students participate in at least one extra-curricular activity |
| Graduation Rate | (2019-2020) 99.1% Graduation Rate | (2020-2021) 98.1% Graduation Rate | (2021-2022) 97.9% Graduation Rate | (2022-2023) 100% Graduation Rate | Maintain or Improve |
| Dropout Rate | (2019-2020) Middle School dropout rate was less than 1% (2 students) High School dropout rate was 0.6% (5 students) | (2020-2021) Middle School dropout rate was less than 0.18% (4 students) High School dropout rate was 0.13% (4 students) | (2021-2022) Middle School dropout rate was 0% (no students) High School dropout rate was 1.29% (10 students) | (2022-2023) Middle School dropout rate was 0% (no students) High School dropout rate was 1.99% (15 students) | Maintain or Improve |
| Chronic Absenteeism | (2019-2020) 2.6% Chronic absenteeism rate | (2020-2021) 3.4% Chronic absenteeism rate | (2021-2022) 11.92% Chronic absenteeism rate. The increase was directly related to the Covid-19 pandemic. | (2022-2023) 10.2% Chronic absenteeism rate. | Maintain or Decrease by 0.5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------|--|--|---|---|------------------------------|
| Suspension/Expulsion Rate | (2019-2020) 1.1% Suspension/Expulsion rate | (2020-2021) 0.2% Suspension/Expulsion rate | (2021-2022) 1.29% Suspension/Expulsion rate | (2022-2023) 1.1% Suspension/Expulsion rate | Maintain or Decrease by 0.5% |
| Parent Engagement | (2019-2020) Offered approximately 25 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings | (2020-2021) Offered approximately 10 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health. In addition, parents were engaged multiple times throughout the year via surveys due to the pandemic. | (2021-2022) Offered approximately 42 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health. | (2022-2023) Offered approximately 59 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health. | Maintain or Increase |
| School Facilities | (2019-2020) Ensure school facilities are maintained, in good repair and updated as needed | (2020-2021) Ensure school facilities are maintained, in good repair and updated as needed | (2021-2022) Ensure school facilities are maintained, in good repair and updated as needed | (2022-2023) Ensure school facilities are maintained, in good repair and updated as needed | Maintain |
| Attendance Rate | (2019-2020) 97.4% Attendance rate | (2020-2021) 96.6% Attendance rate | (2021-2022) 95.1% Attendance rate | (2022-2023) 94.1% Attendance rate | Maintain or Improve by 0.5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|--|-----------------------------|
| Community Partners Annual Survey Re: Safety | (Spring 2022) 88.7% of Community Partners reported feeling physically and psychologically safe | (Spring 2022) 88.7% of Community Partners reported feeling physically and psychologically safe | (Spring 2023) 82.6% of Community Partners reported feeling physically and psychologically safe | (March 2024) 591 - Parent/Guardian survey participants 129 - Faculty/Staff survey participants | Maintain or Improve |

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 District was excited to fully implement our All-District events such as the All District Choral Festival and All-District Band and Orchestra Concert among many other activities such as athletics, performing arts, clubs and dances. All of these contribute to the overall success of students and continue to connect students to their campuses. As a result, our student connectedness went up 4% from the prior year. The District successfully implemented the challenge success program at secondary school sites for the second year and will continue this work into the 24-25 school year among other emotional intelligence programs we plan to implement. The District noticed an increase in parent engagement opportunities. Parent engagement nights this year have been around the area of mental health, substance abuse and promoting a healthy and drug free learning environment. Through advisory meetings and surveys, the District has heard parent voices and the desires for their students. We also celebrated a 100% graduation rate with the class of 2023 and have completed all of our Well Spaces at all of our sites.

The District continued to support student mental health and social-emotional well-being by retaining additional mental health staff. The mental health staff continued monthly wellness initiatives for both students and staff, provided classroom and student supports an implemented a social emotional curriculum. Middle School sites continued to have their Well Spaces open for students. Los Alamitos High School opened their outdoor Garden this year for students to access as well. The Los Alamitos High School is completing modernization and has started construction on a second gym.

The District administered the California Healthy Kids Survey in March 2024. The last time the District administered the survey was in 2022. In reviewing the results, it gives the District areas to focus on when providing supports to students, families and staff.

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 major material differences this year between budgeted expenditures and estimated actual expenditures. The difference we saw were due to the inclusion of base funding into the LCAP to provide transparency to all educational partners as to the actual amounts spent on the actions and services.

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

The actions in goal 3 were effective in meeting the needs of students and families and promoting exemplary outcomes for students. This was done through the implementation of student safety and parent and student engagement with oversight by the Director of Safety and Student Services. Student accountability systems were put in place such as SART and SARB meetings, random drug testing, canine detection programs, and nicotine cessation programs. The addition of mental health staff and services provided students with more support and structured programs/interventions.

In comparing the data to 19-20 data, pre-pandemic, the District suspension/expulsion rate is back to where it was pre-pandemic. The District also noticed a 2.1% increase in graduation rate, bringing the District to a 100% graduation rate. We did see a decrease for the second year in a row with an attendance rate of decrease of 1%. We do believe this is due to the second year of decreasing enrollment. The biggest area where progress needs to be made is in chronic absenteeism. The District had an increase in chronic absenteeism. While the District did have a decrease of 1.72% compared to last year, we do have one school in ATSI and two other schools with subgroups high on the CA Dashboard for chronic absenteeism. The District is addressing this with all sites and continuing to implement attendance incentives.

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 were no changes made in Goal 3. Everything was implemented as planned. For the new LCAP cycle the District has added a new action in goal 3 for attendance. This will allow the District to specifically target schools who have chronically absent students.

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

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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