



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	Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a- Percentage of Teachers Appropriately Assigned and Fully Credentialed in Subject Areas for which they teach	100% 2020-21 SARC Report	100% 2020-21 Human Resources / Certificated Personnel	100% 2021-22 Human Resources / Certificated Personnel	100% 2023-24 Human Resources / Certificated Personnel	100%
1.b.- Percentage of Sufficient Access to Standards Aligned Instructional Materials for Tracy Independent Study Charter students	100% Edgenuity Platform & AP materials ordered through IMC	100% Edgenuity Platform & AP materials ordered through IMC	100% Edgenuity Platform & AP materials ordered through IMC	100% Edgenuity Platform & AP materials ordered through IMC	100%
2.a- Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable ELs to access the CC academic content	Subject/Q1/Q2 ELA: 4/4 ELD: 4/4 Mathematics: 4/4 Next Generation	From 2021-2022: Staff LCAP Survey (plurality responses listed) ELA - Full Implementation and Sustainability	From 2022-2023: Staff LCAP Survey (plurality responses listed) ELA - Full Implementation ELD - Full Implementation	From 2023-2024: Staff LCAP Survey ELA - Full Implementation ELD - Full Implementation	Subject/Q1/Q2 ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards and ELD Standards.	<p>Science Standards: 3/3</p> <p>History/Social Science: 3/3</p> <p>2020-21 Local Indicator/LCAP Staff Survey</p>	<p>ELD - Full Implementation</p> <p>Mathematics: Full Implementation and Sustainability</p> <p>NGSS - Full Implementation</p> <p>History/Social Science - Full Implementation</p> <p>2021-22 Local Indicator/LCAP Staff Survey</p>	<p>Mathematics: Full Implementation</p> <p>NGSS - Full Implementation</p> <p>History/Social Science - Full Implementation</p> <p>2022-23 Local Indicator/LCAP Staff Survey</p>	<p>Mathematics: Full Implementation</p> <p>NGSS - Full Implementation</p> <p>History/Social Science - Full Implementation</p> <p>2023-24 Local Indicator/LCAP Staff Survey</p>	
<p>4.a- Statewide Assessment Participation Rate ELA/Literacy and Math Grades 3-8, & 11 Science (CAST) Grades 5,8,11, & 12</p>	<p>Participation Rates (2019-2020)</p> <p>ELA CAT:</p> <p>Grade 3: 100%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 100%</p> <p>Grade 6: 100%</p> <p>Grade 7: 92.86%</p> <p>Grade 8: 90%</p> <p>Grade 11: 36.6%</p> <p>ELA Performance Task:</p>	<p>Participation Rates (2020-2021)</p> <p>ELA CAT:</p> <p>Grade 3: 100%</p> <p>Grade 4: 84.21%</p> <p>Grade 5: 100%</p> <p>Grade 6: 95.55%</p> <p>Grade 7: 85.29%</p> <p>Grade 8: 92.86%</p> <p>Grade 11: 96.88%</p> <p>ELA Performance Task:</p>	<p>Participation Rates (2021-22)</p> <p>ELA CAT:</p> <p>Grade 3: 100%</p> <p>Grade 4: 89.47%</p> <p>Grade 5: 100%</p> <p>Grade 6: 100%</p> <p>Grade 7: 85.29%</p> <p>Grade 8: 92.86%</p> <p>Grade 11: 95.38%</p> <p>ELA Performance Task:</p>	<p>Participation Rates (2022-23)</p> <p>ELA (CAT/PT):</p> <p>Grade 3: 100%</p> <p>Grade 4: 100%</p> <p>Grade 5: 100%</p> <p>Grade 6: 96.3%</p> <p>Grade 7: 88.2%</p> <p>Grade 8: 90.9%</p> <p>Grade 11: 91.7%%</p>	<p>100% Participation</p> <p>80% Met or Exceeded</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 3: 100% Grade 4: 89.47% Grade 5: 90% Grade 6: 100% Grade 7: 92.86% Grade 8: 90% Grade 11: 86.36% Math CAT: Grade 3: 100% Grade 4: 89.47% Grade 5: 100% Grade 6: 100% Grade 7: 100% Grade 8: 90% Grade 11: 36.36% Math Performance Task: Grade 3: 100% Grade 4: 89.47% Grade 5: 90% Grade 6: 100% Grade 7: 100% Grade 8: 90% Grade 11: 81.82% CAST: Grade 5: 90% Grade 8: 95% High School: 88.89%	Grade 3: 100% Grade 4: 89.47% Grade 5: 100% Grade 6: 96.55% Grade 7: 85.29% Grade 8: 92.86% Grade 11: 96.88% Math CAT: Grade 3: 95.31% Grade 4: 89.47% Grade 5: 100% Grade 6: 96.55% Grade 7: 85.29% Grade 8: 92.86% Grade 11: 95.31% Math Performance Task: Grade 3: 100% Grade 4: 84.21% Grade 5: 100% Grade 6: 96.55% Grade 7: 85.29% Grade 8: 92.86% Grade 11: 95.31% CAST: Grade 5: 100% Grade 8: 92.86% High School: 90.91%	Grade 3: 100% Grade 4: 89.47% Grade 5: 100% Grade 6: 100% Grade 7: 85.29% Grade 8: 92.86% Grade 11: 95.38% Math CAT: Grade 3: 100% Grade 4: 89.47% Grade 5: 100% Grade 6: 100% Grade 7: 85.29% Grade 8: 92.86% Grade 11: 95.38% Math Performance Task: Grade 3: 100% Grade 4: 89.47% Grade 5: 100% Grade 6: 100% Grade 7: 85.29% Grade 8: 92.86% Grade 11: 95.38% CAST: Grade 5: 100% Grade 8: 92.86% High School: 92.13%	Math (CAT/PT): Grade 3: 100% Grade 4: 100% Grade 5: 100% Grade 6: 96.3% Grade 7: 88.2% Grade 8: 90.9% Grade 11: 89.4% CAST: Grade 5: 100% Grade 8: 90.90% High School: 91.35%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.b- Percent of students successfully completing A-G		7.5%	32.14%	7.9% (2023 CA Dashboard)	100%
4.c Percent of students successfully completed CTE course from Edgenuity		6%			25%
4.e. Percentage of English Learner progress toward English Proficiency as measured by ELPAC		Fewer than 10 students tested - data suppressed to protect student privacy	48.4%	39.2% (2023 CA Dashboard)	70%
4.f- Percentage of English Learner Reclassification		10%	7.5%	18.1% (2023-24 EL / RFEP Data)	10%
4.g- Percent of students passing Advanced Placement (AP) Exams with 3 or higher		2.5%	0%	0.25%	85%
4.h.- Percent of students demonstrating college preparedness Early Assessment Program exam (EAP) in Math and English Language Arts in 11th Grade		ELA - 7, Math - 2	TBD		70% ELA 45% Math
5.a- School attendance Rate		90.64% - Projection based on Aeries Data 2021-2022	85.43 % 2022-23 AERIES Data	88.13% 2023-24 AERIES Data (Months 1-9)	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.b- Chronic Absenteeism Rate		21% - Projection based on Aeries Data 2021-2022	30% 2022 CA School Dashboard	24.3% 2023 CA School Dashboard	1%
5.c.- Middle School Drop Out Rate		0	0	0	0%
5.d- High School Drop Out Rate		0	0	0	0%
5.e- High School Graduation Rate		86.67% Local Data (No Dashboard Available)	75.7% (2022 CA Dashboard)	68.8% (2023 CA Dashboard)	100%
7.a- Pupils have access to and are enrolled in a Broad Course of Study described under EC section 51210 and 51220 (a)-(i) as applicable, including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02 as implemented by Section 42238.03.	K-12 students had access to a broad course of study, as verified by Edgenuity. A-G Requirements: All Student-English Learners-Socio-Economically Disadvantaged-	K-12 students had access to a broad course of study, as verified by Edgenuity.	K-12 students had access to a broad course of study, as verified by Edgenuity.	K-12 students had access to a broad course of study, as verified by Edgenuity.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>This will be measured by the percent of students having access to a broad course of study using master schedules</p> <p>This will also be measured using the percent of student and student groups completing A-G requirements.</p>					
8 Percentage of pupils meeting prepared on the College/Career Indicator 2019-20 All Student- All English Learners- EL Socio-Economically Disadvantaged- SED	College Career Indicator 2019-20 All Student- English Learners- Socio-Economically Disadvantaged-	Data Unavailable for 2021 at this time	Data not reported in 2022 per CDE	All Students 7.9% Socio Economically Disadvantaged 5.9% (2023 CA Dashboard)	
9.a (New) EL Student Performance	NA	NA	<p>Standard Met or Exceeded ELA: 27.27% Math:4.55% Science: 0.00%</p> <p>2021-22 CAASPP Test Results</p>	<p>Standard Met or Exceeded ELA: 8.70% Math:4.35% Science: 0.00%</p> <p>2022-23 CAASPP Test Results</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9.b (New) Low Income Student Performance	NA	NA	Standard Met or Exceeded ELA: 40.18% Math: 11.61% Science: 25.01% 2021-22 CAASPP Test Results	Standard Met or Exceeded ELA: 23.20% Math: 6.45% Science: 30.12% 2021-22 CAASPP Test Results	

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.

In the previous year, Tracy Independent Study Charter School made significant strides in implementing various actions aimed at enhancing educational services and support for students.

Fully Implemented Action items according to the outlined plan:

- 1.1. **Basic Services Enhancement**: TUSD provided all basic services as defined in Resolution 10-04, with a focus on discerning core services from supplemental services. Approximately 20.6 FTE staff, including special education personnel, were allocated to serve around 415 students.
- 1.2. **Staffing Adjustments**: The role of Site Secretary was upgraded to a full-time position from an Attendance Clerk, indicating a recognition of increased administrative needs.
- 1.3 **Staff-Registrar** position was extended from 4.0 to 6.0 hours to better handle grading, engagement/attendance tracking, and student/family support.
- 1.4 **Continuation of Support Services**: TUSD continued to provide English Language (EL) support through an EL Coordinator and testing team, catering to the needs of all English learners in the district.
- 1.5 **Online Learning Platforms**: Contracts with Edgenuity, Pathblazer, and Genius K5 were maintained, ensuring access to online learning and curriculum platforms for students from Kindergarten to Grade 12.
- 1.6 **Enhanced Counseling Services**: The addition of a full-time Academic Counselor facilitated course scheduling, student/family support, and coordination of Student Success Team (SST) meetings, thereby enhancing academic guidance and support services.
- 1.7 **Intervention Programs**: Tracy Independent Study Charter expanded its ability to provide supplemental curriculum support and intervention services for high-need students, both during and after school hours, including referral options to online tutoring agencies.

1.12 ****Technology Integration****: Investments in technology were made to align with California State Standards, with ongoing training provided to support effective teaching and learning practices.

1.13 ****Professional Development****: Teachers received targeted professional development opportunities aimed at improving student achievement, with a particular focus on supporting low-income and English learner students.

1.17 ****New Staff Appointments****: The addition of a Principal (at 80% capacity) underscored the district's commitment to bolstering support for students strengthening administrative leadership, respectively.

Partially Implemented Action Items:

1.11 ****College Career – Dual Enrollment****: While efforts were made to establish partnerships with San Joaquin Delta College for dual enrollment opportunities, limited success was achieved due to constraints in local community college partnerships. Further exploration is planned for future years.

1.16 ****Teacher/Student Ratio Reduction****: Though progress was made in reducing the teacher-to-student ratio to 20:1, falling below the legally required 25:1 ratio for independent study, full implementation was hindered by various challenges.

Despite these challenges, the district demonstrated a proactive approach to addressing educational needs and enhancing support services, with a commitment to further exploration and improvement in the upcoming years.

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 following actions had material difference of 20% or more

Action 1.2 Salaries came in lower than budgeted. We did not hire the additional teacher until mid year due to the teacher shortage.

Action 1.5 Edgenuity/My Path costs were higher than the budgeted amount. We had an influx of students enrolling in the school the second half of the year.

Action 1.12 Technology budget. the funds used were lower than budgeted. For the next cycle, this will be combined hardware and software to balance the cost. We had sufficient technology to support the students and the curriculum.

Action 1.13 Professional Development. Teachers were given the option to attend conferences. The district was able to provide a majority of the professional development for our site.

Action 1.16 Keeping the staff to student ratio at 20:1 required additional staffing and funding as our school grew to over 400 students through the year. \$521,779.30 was higher than initially budgeted as we added students and staff.

Action 1.17 (0.80) Principal The cost came in higher than budgeted due to the salary raises given by the district for all employees.

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

Action 1.1 (Basic Services), Action 1.5 (Curriculum), and Action 1.12 (Technology) is in place to provide students with instructional support. This includes the teachers, curriculum, and strategies to support their learning. The educational program provided and included associated materials and contracted services are included. 100% of TCS teachers had appropriate subject matter authorization and required certification. (Metric 1A) All students receive a computer and a hotspot in order for them to access the online learning platform from home. (Metric 1B, Metric 7A).

Action 1.6 (Full-time counselor) serves multiple purposes. The counselor provides training to students, teachers, and families on college and/or career readiness. Metric 4C shows a steady increase in students successfully completing A-G courses. (Metric 4B) As Tracy Independent Study Charter continues to evolve, CTE classes will be offered. In 2021-22, students have the opportunity to take AP and CTE courses. The metric changes every year due to the changing demographic of the school. As our enrollment becomes consistent, it is anticipated that these numbers will go increase.

Action 1.2 (Site Secretary), Action 1.3 (Registrar), Action 1.6 (Full Time Counselor), Action 1.17 (Principal 80%) are in place to run the operations of the school. Having the the staff and the counselor work with families on attendance and academic issues that may arise. The attendance rates increased and this action was effective (Metric 5A / 5B). Chronic attendance went down from Year 2 to Year 3. There are still more supports that are necessary to be put in place to support attendance moving forward.

Action 1.7 (Intervention - Curriculum Supplemental Support) gives students supplemental curriculum support and intervention services during and after the school day. We have used AirTutors as the online option, and have given alternative formats to learning for the students as an intervention. (Workbooks) The metric data for this action has been inconsistent due to the challenges brought about by various factors. Science Scores have increased, but ELA and Math scores decreased. This somewhat parallels the state in the score decrease for these subject areas. Additional interventions have been added in 2023-24 wherein the data is not available. Metric 9A (7B) (EL Student Performance)

Action 1.4 (Staff-EL Support) and Action 1.15 (ELD Teacher) are in place to support the English Learners at Tracy Independent Study Charter School. This includes a full time teachers and coordinator. The number of EL students have increased over the past 3 years. They have been reclassified measured by the yearly ELPAC (18.1% for 2022-23) (Metric 4F) Having a full time EL teacher will give them state mandated daily ELD support in order to access the core curriculum. (Metric 2A) This action was added in 2022-23, so the metric for measuring EL student success (Metric 4E/7B) cannot be compared to past years.

Action 1.10 (College/Career) was removed in 2022-23 and added to Action 1.13 (Professional Development). Tracy Independent Study Charter teachers will attend professional development to increase student achievement, with a focus on low income and English Learner students. This will include, but will not be limited to, monitoring of the student's school plan to increase the number of At-risk students

meeting UC/CSU requirements upon graduation. It is difficult to determine the effectiveness of these actions based on the High School Graduation Rate (Metric 5E) because the metric data has been inconsistent due to the changing enrollment. Many students that come to Tracy Independent Study Charter later in their school careers are deficient in credits, so we provided different supports from tutoring to counseling to support their academic success.

Action 1.16 (Teacher/Student Ratio Reduction New 2022-23) Tracy Independent Study Charter will have a teacher to student ratio of 20:1, which is 20% less than the legally required 25:1 ratio for independent study. This will allow teachers additional time to spend with unduplicated students beyond the minimum required services. This is a new action which supports student attendance and access to learning. (Metric 2A/5A). This action was not implemented due to staffing shortages across the state.

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.

2023-2024 PLANNED CHANGES

GOAL This goal will not change in 24-25.

METRICS AND OUTCOMES

Added metric to address Priority 4A ELA, Math, and Science Performance

Metric 5A and 5B will be moved to Goal 2

Metric 9A and 9b will be moved under Metric 7B

Metric 7C will be added to address programs and services for students with disabilities.

ACTIONS

Action 1.1, 1.2, 1.3, 1.5, 1.6 1.17 will be combined under 1 action of Basic Services. This includes an increase to office support staff (registrar) from 0.8 to 1.0 FTE

Action 1.4 and 1.15 will stay the same. A new action will be added under Metric 4E/4D to add a 6 hour EL Intervention Paraeducator

Action 1.7 will remain the same (intervention). Additional intervention options will be added for students.

Action 1.10 (College/Career) was removed and moved to PD Action 1.13

Action 1.11 will continue and be increased to also include support for career pathways.

Action 1.12 will continue as this is a component of the changing technology and curriculum and added to 1.02 Basic Instructional Materials to include both software and hardware needs for students.

Action 1.13 will continue per the staff survey and need for training on various content areas to support learners, with a focus on Socio-Economically Disadvantaged and English Learner Students.

Action 1.14 was removed and integrated into the online curriculum (added to 1.02).

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	Provide a safe and equitable learning environment for all students and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.c- School Facilities maintained in good repair	100% 2020-21 FIT Report	2021-2022 FIT report - all facilities in good condition.	2022-23 FIT report - all facilities in good condition.	2023-24 FIT report - PROJECTED to have all facilities in good condition.	100%
3.a- Parental Involvement - LCAP Survey	Spring 2021 (38.71% & 58.06% strongly agreed or agreed) 2021 LCAP Parent Survey	97.87% of parent responses to the safety/climate survey in the LCAP were positive responses. Our LCAP data indicates that parents feel that our school is safe.	89.90% of parent responses to the safety/climate survey in the LCAP were positive responses. Our LCAP data indicates that parents feel that our school is safe.	94.22% of parent responses to the climate survey in the LCAP were positive responses. Our LCAP data indicates that parents feel that our school is safe. 96.40% of parent responses to the safety survey in the LCAP were positive responses. Our LCAP data indicates that parents feel that our school is safe. 2023-24 LCAP Parent Survey	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.b- Parent Involvement (Unduplicated Students)	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p> <p>2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide emails and teacher communications.</p>	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p>	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p>	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p>	100%
3.c- Parental Involvement (Individuals with Exceptional Needs)	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p> <p>2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide</p>	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p>	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p>	<p>100% Tracy Independent Study Charter has documentation verifying announcements and contacts made throughout the school year.</p> <p>2023-24 Parent Advisory Board</p> <p>2023-24 ELAC</p>	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	emails and teacher communications.			Monthly Newsletters	
5.a- School attendance Rate	2020-2021: 80.9% AERIES Attendance Data	2021-2022: 85.3% AERIES Attendance Data	2022-23: 85.43 % 2022-23 AERIES Attendance Data	2023-24 Projection: 86.0%	98%
5.b- Chronic Absenteeism Rate		2021-2022: 24.5% 2022 CA Dashboard	30% 2022 CA School Dashboard	24.3% 2023 CA School Dashboard	1%
6.a- Pupil suspension rate- the percentage of pupils who are suspended at least once during the academic year	0% 2019-20 AERIES Discipline Dashboard	2021-2022: 0% AERIES Discipline Dashboard	2022-23: 0% AERIES Discipline Dashboard	2023-24 Projection: 0%	0%
6.b- Pupil expulsion rate- the percentage of pupils who are expelled from the district during the academic year	0% 2019-20 AERIES Discipline Dashboard	2021-2022: 0% AERIES Discipline Dashboard	2022-2023: 0% AERIES Discipline Dashboard	2023-2024 Projection: 0%	0%
6.c- School Climate and Safety	School Safety Climate Data: Parents: 16% and 28% strongly agreed and agreed that there	School Safety / Climate Data: Staff: 93.75% Responded positively to climate	School Safety / Climate Data: Staff: 82.67% Responded positively to climate	School Safety / Climate Data: Staff: 94.87% Responded positively to climate	85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students were safe at school.</p> <p>Students: 16% and 44%% strongly agreed/agreed that they felt safe at school.</p> <p>Staff: 43% and 29% strongly agreed/agree that they felt safe at work.</p> <p>2021 - LCAP Parent, Student and Staff Surveys</p>	<p>questions on the LCAP Survey.</p> <p>90.00% Responded positively to safety questions on the LCAP Survey</p> <p>Students: 94.19% Responded positively to climate questions on the LCAP Survey.</p> <p>92.68% Responded positively to safety questions on the LCAP Survey</p> <p>Parents: 95.60 % Responded positively to climate questions on the LCAP Survey.</p> <p>97.87% Responded positively to safety questions on the LCAP Survey</p> <p>2022 LCAP Survey Data</p>	<p>questions on the LCAP Survey.</p> <p>93.02% Responded positively to safety questions on the LCAP Survey</p> <p>Students: 77.65%% Responded positively to climate questions on the LCAP Survey.</p> <p>67.43% Responded positively to safety questions on the LCAP Survey</p> <p>Parents: 89.90% Responded positively to climate questions on the LCAP Survey.</p> <p>87.62% Responded positively to safety questions on the LCAP Survey</p> <p>2023 LCAP Survey Daya</p>	<p>questions on the LCAP Survey.</p> <p>92.00% Responded positively to safety questions on the LCAP Survey</p> <p>Students: 94.98% Responded positively to climate questions on the LCAP Survey.</p> <p>91.88% Responded positively to safety questions on the LCAP Survey</p> <p>Parents: 94.22% Responded positively to climate questions on the LCAP Survey.</p> <p>96.40% Responded positively to safety questions on the LCAP Survey</p> <p>2024 LCAP Survey Daya</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8.a- Other pupil outcomes -	Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for Tracy Independent Study Charter will be advertised and available to students 5 days a week.	Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for Tracy Independent Study Charter will be advertised and available to students 5 days a week.	Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for Tracy Independent Study Charter will be advertised and available to students 5 days a week.	Ongoing Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for Tracy Independent Study Charter available to students 5 days a week.	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.

In the previous year, Tracy Independent Study Charter School made significant strides in implementing various actions aimed at enhancing educational services and support for students.

Fully Implemented Action items according to the outlined plan:

- 2.1 ****FIT Deferred Maintenance**** - Complete deferred maintenance at the site, per district timeline to meet facility district standards and to address areas identified from the FIT Report.
- 2.2 ****HVAC and Water filtration**** - TISCS purchased HVAC units and water filtration systems to promote clean air and water.
- 2.4 ****Prevention Services****- TISCS curriculum, suicide awareness and sex education/awareness.
- 2.5 ****Staff Training-Unconscious Bias**** - Provide Unconscious Bias and Culture Competency Training for all TISCS staff to increase awareness and positive responsiveness to diversity and equity. This was done through resources made available at TUSD Professional Learning and resources sent in weekly newsletters.
- 2.7 ****Mental Health/ Social/Emotional & Behavioral Agencies****- Contract with outside agencies to provide academic, social/emotional, and behavioral support (Tier 2) for the needs of TISCS students in K- 12.
- 2.6 ****Parent Education****- Parent education services and programs can be accessed by TISCS parents, and provided by TUSD.

Partially Implemented Action Items:

2.3 **Personal Protective Equipment (PPE)** - Purchase PPE for students and staff of TISCS to address COVID-19 as the need arise.(No additional costs anticipated for 2022- 2023).

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.

Action 2.4 Prevention Services \$10,000 was spent, which was lower than the budgeted amount. Students did not opt to use the services that were offered by prevention services.

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

Action 2.1 (FIT Report) was effective per the FIT Report (Metric 1C)

Action 2.2 (HVAC and Water Filtration) was effective as the HVAC and Water filtration systems have been maintained (Metric 1C)

Action 2.3 (PPE) was effective in addressing climate and safety issues as evidenced by Metric 6C and contributed to the positive change in safety for students and parents. (Metric 6C)

Action 2.4 (Prevention Services) was effective in addressing topics of suicide awareness and sex education. They have also supported families of unduplicated pupils that had issues with enrollment and registration. Metric 3 and Metric 6 both are reflective of this action's efficacy. (Metric 3A, Metric 3B, Metric 3C, Metric 6C)

Action 2.5 (Staff Training) was implemented through the use of resources sent for teachers to access. The efficacy of this can be measured by Metric 5A (Attendance Rates) and 6C (School Climate and Safety) both of which had shown positive growth.

Action 2.6 (Parent Education) Services were offered through TUSD and the Charter and are reflective in Metric 3A, 3B, and 3C.

Action 2.7 (Mental Health, SEL, and Behavioral Agencies) Services were offered through contracted outside agencies to provide academic, behavioral, and social/emotional support for students at Tracy Independent Study Charter School. Metric 6C show that students responses for climate and safety have increased.

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.

2024-2025 PLANNED CHANGES

GOAL This goal will not change in 24-25.

METRICS AND OUTCOMES

Priority 5 Metrics (Pupil Engagement) from Goal 1 will be moved to Goal 2 to align with the goal to provide a safe and equitable learning environment for all students and staff.

ACTIONS

Changes

Action 2.1, 2.2, 2.3 (FIT Report, HVAC and Water Filtration, and PPE) were combined into one action item to address maintenance and facilities needs.

Continue with

Action Item 2.4 (New 2.02) Prevention Services support which includes, but not limited to, suicide awareness and sex education

Action Item 2.5 (New 2.03) Staff Training (Unconscious Bias) to support awareness and positive responsiveness to diversity and equity.

Action Item 2.6 (New 2.07) Parent Education Provide student/family training, counseling and support services with a focus on English Learners, Foster and Homeless Youth, Low - Income students, and students at risk.

Action Item 2.7 (New 2.06) Mental Health/ Social/Emotional & Behavioral Agencies contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of Tracy Independent Study Charter students in K- 12 (i.e. Mental Health Workers, etc.) ,Tier 2.

Per the needs assessment, we will be adding the following actions:

Add Action Item (new 2.04) to improve student engagement and attendance (Metric 5A)

Add Action Item (new 2.05) to increase communication to the community and families.(Metric 3A)

Add Action Item (new 2.08) to offer extracurricular activities and promote positive school culture.(Metric 6C)

Add Action Item (new 2.09) to provide transportation to students that live with the TUSD boundaries to encourage attendance and provide intervention (Metric 5A)

Add Action Item (new 2.10) to provide support for EL families and 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
November 2023