

# 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
Health Sciences High and Middle College	Javier Vaca Director	jvaca@hshmc.org 619-528-9070

# Goals and Actions

## Goal

Goal #	Description
1	All students will benefit from the maintenance of a strong base program that is foundational to student academic success at HSHMC.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Local Indicator 1 tools.	100% of teachers are appropriately assigned and fully credentialed	100%	100%	81.1 % of teachers  100% Teachers of English Learners	100%
Access to Standards aligned instructional materials, as measured by tools in Local Indicator 1.	100% of students have sufficient access to California Standards aligned instructional materials	100%	100%	100% of students have sufficient access	100%
School facilities are in good repair, as measured by Local Indicator 1 - FIT Report.	100% of the facilities are safe, clean and functional, and maintained in good repair.	100%	100%	100% of the facilities are safe, clean and functional, and maintained in good repair	100%
Progress in implementing California state academic standards, as measured by	ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 History- Social Science - 4 CTE - 5	ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 History- Social Science - 4 CTE - 5	ELA - 5 (Full Implementation) ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5	ELA - 5 (Full Implementation and Sustainability) ELD - 5 Math - 5	ELA - 5 ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 4 Physical

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sections 3 and 4 of the Reflection Tool in the Local Indicator for Priority 2.	(Full implementation and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3	(Full implementation and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3	(Full implementation and Sustainability) Health - 5 (Initial Implementation) Physical Education - 5 VAPA - 5 World Languages - 5	Science - 5 History- Social Science - 5 CTE - 5 Health - 5 Physical Education - 5 VAPA - 5 World Languages - 5	Education - 4 VAPA - 4 World Languages - 4
Percent of students who have access to a Broad Course of Study, including programs and services provided for unduplicated pupils and individuals with exceptional needs, as measured by the adopted course of study and the narrative in the Local Indicator for Priority 7.	100% of all students, including unduplicated pupils and individuals with exceptional needs	100%	100%	100% of all students have access, including unduplicated pupils and individuals with exceptional needs	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.

The Basic Services at HSHMC continue to be delivered in a high-quality manner to the benefit of all students and staff. There have been no substantive changes to the implementation plan. All metrics met or exceeded the Desired Outcome, with the exception of the percent of teachers who are appropriately assigned and fully credentialed. It should be noted that the data posted from CDE for this outcome is actually from 2021-2022, and was impacted by the change to a new way of gathering information by CDE, which resulted in 12.6% of the FTEs being classified as unknown/incomplete. HSHMC believes 100% of their teachers have been appropriately assigned and fully credentialed every year.

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.

Material differences were found in Action 2, Beyond Credentialing, and Action 3, Repair and Maintenance costs. The increase in expenditures for Action 2 was due to the fact that HSHMC supported additional teachers to earn advanced degrees and certifications to directly impact student learning. The school had a cohort of new educators complete induction to become highly qualified teachers that meet state requirements. The increase in expenditures for Action 3 due to the need for additional, unplanned, building repairs to ensure a safe, clean learning environment for staff and students.

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

All actions were effective in making progress toward the attainment of Goal 1 of the three year LCAP cycle, as demonstrated by meeting all Desired Outcomes, except one (which was explained above).

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.

Based on discussions with our educational partners, two new actions were added to more clearly distinguish between academic basic services, and social/emotional health and safety basic services. Both are equally important to promoting student success, but had not been as clearly defined and differentiated in the descriptions. By naming them separately it will provide reminders to consider both areas when defining the base program (Tier 1) at HSHMC.

**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	Student achievement will be accelerated through a defined system of high-quality instruction supported by academic and social- emotional programs and interventions.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide assessments in ELA and Math Since statewide assessment results are not available from 2020, the 2019 results will be used as a baseline. Moving forward interim local assessment results may be used until CAASPP results are available again.	English Language Arts (2019 SBAC) All students - 5.3 points above standard EL - 78.4 points below standard Socioeconomically Disadvantaged - 9.9 points below standard Students with Disabilities - 67.9 points below standard Math - (2019 SBAC) All students - 108.2 points below standard EL - 190.2 points below standard Socioeconomically Disadvantaged - 128.3 points below standard Students with Disabilities - 148.4 points below standard Data also demonstrates EL	2020-21 (scores not comparable due impact of COVID) ELA - 49.6% met or exceeded standard: EL - 15.8; SWD - 6.6; SED - 47.84 Math - 20.2% met of exceeded standards; EL - 0%; SWD - 0%; SED - 12%	2022 SBAC: English Language Arts: All students - 44.8 points below standard - EL - 102.8 points below standard - SED - 54.6 points below standard - SWD - unknown, small sample size Math: All students - 145.9 points below standard - EL - 165.2 points below - SED - 146 points below - SWD - 241.4 below	ELA - 62.3 points below standard (all students) <ul style="list-style-type: none"> <li>EL - 140.4 pts below standard</li> <li>Hispanic - 80.9 pts below</li> <li>SED - 77 pts below</li> <li>SWD - 121.9 pts below</li> </ul> African Am. - 36.3 pts below  Math - 178.7 points below standard (all students) <ul style="list-style-type: none"> <li>EL - 254.5 pts below standard</li> <li>Hispanic - 189.5 pts below</li> </ul>	English Language Arts (SBAC) All students - 15 points above standard EL - at or above standard Socioeconomically Disadvantaged - 10 points above standard Students with Disabilities - at or above standard Math - (SBAC) All students - at standard EL - at or near standard Socioeconomically Disadvantaged - at or near standard Students with Disabilities - at or near standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access to CCSS and academic content knowledge.			<ul style="list-style-type: none"> <li>• SED - 188.1 pts below</li> <li>• SWD - 224.3 pts below</li> <li>• African Am. - 156.5 pts below</li> </ul>	
Other Pupil Outcomes	California Science Test - 17.97% met or exceeded standards (grade 12) Physical Fitness Test - set baseline next time the test is given, possibly in 2022	CST - 27.7% met or exceeded standards Fitness Test results not available at this time	CAST - all students 13.9% met or exceeded standards PFT - not available	22.89% met or exceeded standards	California Science Test - 25% met or exceeded standards Physical Fitness test - exceed baseline once established
English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.	2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.	EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%	EL Progress - 44.2% making progress toward English Proficiency Reclassification - 14 students (approx. 14%)	31.7% making progress Reclassification rate = 13.3%	55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate
Improvement in College and Career Indicators from California Schools Dashboard	A-G completion rate - 98.4% from CCI report (2020) Percent Prepared on College and Career Indicator on the California Dashboard - 83.8% (2020) CTE Pathway Completion in CCI report - 24.2% (2020) *HSHMC will monitor	A-G completion - 92.2% Percent Prepared - data not available CTE Pathway Completion - 23.4% (2021)	A-G Completion rate: 95.9% Pathway Completion rate: 21.7% completed at least one CTE Pathway	% Prepared - 86.9% (Very High on Dashboard) A-G CTE - 23%	A-G completion rate - 98% or above in CCI report Percent Prepared on College and Career Indicator on the California Dashboard - 85% or above CTE Pathway Completion in CCI report - 25% or above *HSHMC will monitor

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups				disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups
DUPLICATE - See #3 English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.	2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.	EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%			55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate
Graduation Rate, disaggregated	2020 Graduation Rate - 97.3% all students EL - 93.3% Socioeconomically Disadvantaged - 96.7% Students with Disabilities - 88.9%	20-21 Graduation Rate - 98.1% EL - 96.8% SED - 97.7% SWD - 94.4%	21-22 Graduation Rate - 99.4%- EL - 100% - SED - 99.4% - SWD - 96.7%	97.2% graduated EL - 93.3% SED- 96.9% Hispanic - 98.1% SWD - 88.5% African-American - 92.6%	Graduation Rate - 98% all students EL - 97% Socioeconomically Disadvantaged - 98% Students with Disabilities - 95%
High School Dropout Rate will decrease, or remain below 1%	High School, All students - 1.3% Dropout rate HSHMC does not have middle school students	2021 = 0.6%	2022 - 0	0.69%	High School - below 1%
Suspensions and Expulsions	2020 Suspension Rate - all students = 0.2 % 2020 Expulsion rate - all students = 0	2021 - 0% Suspensions 2021 - 0 Expulsions	Suspensions: 0.2% Expulsions: 0	Suspensions 0.2% Expulsions 0	Suspension Rate - all students = remain below 1% Expulsion rate - all students = 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance and Chronic Absenteeism rates	Attendance rate 2020 - 97.24% Chronic Absenteeism 2020 - approximately 4%, the closure of the school to inperson learning makes this data point hard to compare with other years.	Attendance rate 2021-22: 90.21% Chronic Absenteeism 2021 = 12.4%	Attendance rate - 90.5% Chronic Absenteeism: 37.4%	Attendance Rate - 90% Chronic Absenteeism - 37.4%	Attendance rate 2020 -98% Chronic Absenteeism 2020 - 3%
Advanced Placement Pass Rate	HSHMC does not offer Advanced Placement Courses	HSHMC does not offer Advanced Placement Courses	HSHMC does not offer Advanced Placement Courses	HSHMC does not offer Advanced Placement Courses	HSHMC does not offer Advanced Placement Courses
Surveys results on school safety and connectedness	Site survey on safety and connectedness (2020-21)	Connectedness: 82.3% of students feel that school is a welcoming and friendly place Safety: 79.3% of students feel respected by teachers at the school and 69.5%feel they have a teacher that they can talk to if they have a problem.	Connectedness - 78.1% of students feel that school is a welcoming and friendly place Safety- 74.8% of students feel respected by teachers at the school and 66.9%feel they have a teacher that they can talk to if they have a problem.	Safety - 74.4% (I have a teacher I can talk to) Connectedness - 84.2%	Connectedness - 90% Safety - 85%

## 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.

All actions included in the 2023-24 LCAP Goal 2 were carried out as planned. In some instances a few minor adjustments were made to improve the implementation based on data. Especially after the 2023 Dashboard release staff worked with educational partners to begin planning on how to improve the actions, so as to improve the outcomes, in the coming year. In some instances staff took a proactive approach and begin small scale implementation of some new ideas in the current school year. (See below for specific examples)



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.

Material differences were found in Actions 2, 7 and 8:

Action 2 - HSHMC provided additional training and professional learning for the staff around ELD instruction integrated in the classroom in response to the data released in the 2023 California School Dashboard.

Action 7 - There was an increase in extra-curricular activities, both as an effort to build community and due to the opening of our new outdoor space, Kippy's. This space opened up more venues and space for student sports activities and community events.

Action 8 - HSHMC recognized a need to provide even more training to staff on best practices when implementing Restorative Practices to support students' social emotional learning and well being.

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

The academic measures on the California School Dashboard demonstrated a need to reassess the effectiveness of our actions, and to reach out to our educational partners to gain more, and different ideas for lifting student academic achievement.

For English Learner Progress we reached out to the San Diego County Office of Education to consult with us on improving our EL program. Along with this we dropped our previous staff development around English Learner strategies and began a new system of support for teachers that centered around 2 nine-week cycles of PLC (small groups of staff) focusing on different domains of the ELPAC to learn about, practice, and get feedback on different instructional strategies.

For ELA and Math we started by transitioning from our old student tutoring schedule and procedures to a new interventions course based on iReady scores, where students are grouped according to their level and area of need.

Additional changes included: No longer planning our competencies/assessments in isolation by subject or PLC to focus on this more as a whole school while looking at examples from SBAC that included more complex and rigorous content. We mimicked these ideas in projects and assessments in our classrooms while sharing ideas with the whole school.

Also we started focusing on iReady as a whole staff to better learn about the progress of our students throughout the year. The data from iReady was used to alter classroom instruction based on the needs of the students and used to implement more targeted interventions during tutorials.

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.

For the 2024-25 LCAP a new action was added to Goal 1, called Academic Program, which will allow the school to more thoroughly define the expectations for the Tier 1 academic program.

In Goal 2 the actions were reorganized to better distinguish the different types of supplemental support (Tiers II and III) available for both academic and social/emotional support. This resulted in two new actions - Supplemental Support for Students with Disabilities, and Supplemental Support for Social Emotional Learning. These complement the current Actions that we are keeping - Supplemental Support for English Learners and Supplemental Support for At-risk Students. We believe these changes, which incorporate the changed actions listed in the section above will provide a more structured intervention system (MTSS based) that uses student interim data on a regular basis to address the needs of students who are at risk of not achieving at grade level. Targeted, evidence based strategies will be planned and implemented that are related to both the content being addressed and the possible barriers to learning that a student is experiencing. Moving from a more general "extra help" way of supporting students to a more focused, data-informed, approach, we believe will allow us to be more effective in accelerating the learning curve of all students, and especially for those students in the unduplicated student groups, who may have distinctly different challenges to their success.

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

# Goals and Actions

## Goal

Goal #	Description
3	Student and family voice, in partnership with HSHMC staff, will build engagement and enhance the welcoming and inclusive climate and culture at HSHMC

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain the level of parent input in decision making at HSHMC, as measured by the Local Indicator on Parent and Family Engagement, #11, which states "Rate the LEAs progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community."	#11 - Full implementation and Sustainability	#11 - Full implementation and Sustainability	#11 - Full implementation and Sustainability	#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	#11 - Full implementation and Sustainability
Promoting Parental Participation in programs for unduplicated students	The baseline for 2020-21 may not be comparable to future years due to COVID	Outreach strategies - principal office hours, parent advisory meetings, Survey (3	Outreach strategies - principal office hours, parent advisory meetings, Survey (4	Outreach strategies - principal office hours, parent advisory meetings, Survey (4	Outreach strategies - # increases Events held - # increases

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and individuals with exceptional needs, as measured by the number and types of both outreach strategies and events held	restrictions. Outreach strategies - 2 Events held - 2	strategies Events held - office hours - weekly survey - annually advisory meetings - 2	strategies ) Events held - Principal office hours - weekly survey - annually advisory meetings - 2 Community Partnership planning	strategies ) Events held - Principal office hours - weekly survey - annually advisory meetings - 3 Community Partnership planning	
DUPLICATE Promoting Parental Participation in programs for unduplicated students and individuals with exceptional needs, as measured by the number and types of both outreach strategies and events held					
Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey	Parent/Family Climate Survey - establish baseline MyVoice Student Survey - 2019-20 students feeling welcomed - 81% students feeling valued - 48.4%	Parent/Family Climate Survey 2021: 85% of the parents wanted to increase parent involvement at HSHMC, including involvement in work/advisory groups and/or as volunteers.	Parent/Family Climate Survey 2021: 83% of the parents wanted to increase parent involvement at HSHMC, including involvement in work/advisory groups and/or as volunteers. Student Survey - 78.1%feel the school is welcoming and friendly to students	Parent/Family Climate Survey - <ul style="list-style-type: none"> <li>feeling valued - 77%</li> <li>feeling welcomed - 68%</li> </ul>	90% 75%
DUPLICATE Increase positive responses on Parent/Family Climate					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey Increase feelings of being valued and welcomed on MyVoice student survey					

## 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.

All actions in Goal 3 were implemented as planned.

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

There were no material differences between Budgeted Expenditures and Estimated Actuals for the goal.

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

HSHMC has a history of working effectively with Educational Partners. This is the core of our College and Career program. Additionally our families have many opportunities to engage with the school through organized parent meetings, Principal Office Hours, and school events. There is room for improvement of course, however the biggest challenge we have is in the metrics associated with this goal. So for the 2024-25 LCAP we focused on fine-tuning, and clearly defining, our actions and metrics to try and make our community engagement even more effective, and bring in even more voices to our conversations.

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.

See above,.

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

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023