

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.

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Goals and Actions

Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 10%	In 2021-2022 the RFEP rate was 8.33%	In 2022-2023 the RFEP rate was 15.79%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 24.21%

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 comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

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.

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

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

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

Monitoring Progress in Reading and Math:

Effectiveness: The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

Ineffectiveness: However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

Increasing English Learner Reclassification Rates:

Effectiveness: Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

Ineffectiveness: Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

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.

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

Goal Refinement:

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

Metrics and Desired Outcomes:

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

Actions:

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

Adjustment to i-Ready Diagnostic Proctoring: We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

Early Review of Typical i-Ready Growth: To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

Development and Refinement of ELD Plan: Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all 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.

Goals and Actions

Goal

Goal #	Description
2	All stakeholder groups will demonstrate active engagement in the school program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

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 comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

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 between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

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

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

Biweekly Contact:

Effectiveness: The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

Ineffectiveness: However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

Chronic Absenteeism:

Effectiveness: Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

Ineffectiveness: Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

Suspension Rate:

Effectiveness: The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

Ineffectiveness: Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

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.

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

Expected Outcomes:

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

Metrics:

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

Actions:

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for 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.

Goals and Actions

Goal

Goal #	Description
3	All students will graduate with the knowledge and skills needed for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.8%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 50%	The 2020-2021 grad rate was 73.6%	The 2021-2022 grad rate was 88.9%	The 2022-2023 grad rate was 72.4%	The desired outcome for the 2023-2024 grate rate is 90%.
Increase the percentage of students prepared and approaching prepared as defined by the CCI	No baseline	In 2020-2021, the percentage of students completing a-g requirements was 17.7%	In 2021-2022, the percentage of students completing a-g requirements was 25.4%	In 2022-2023, the percentage of students completing a-g requirements was 41%	The desired outcome for the 2023-2024 school year is 32.9%

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, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

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 between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

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

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

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

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

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