



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	All students will attain grade level proficiency in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI)	ELPI Baseline is pending CDE data release due to limited number of ELPAC test administrations.	The ELPI is not being reported due to the suspension of 2020 ELPAC Testing.	ELPI: 56.3%	ELPI: 64.5%	ELPI: 65%
ELPI Reclassification Rate	ELPI Reclassification Rate: 19-20: 6%	Reclassification Rate: 5.5%	Reclassification Rate: 21.9%	Reclassification Rate: 44.9%	ELPI Reclassification Rate: 12%
ELPI % met status on the State Language Assessment	ELPI % met status: 18-19: 50.2%	The ELPI is not being reported due to the suspension of 2020 ELPAC Testing. However, students were assessed in 2021 and the per the CDE Summative ELPAC Reports, PUHSD had the following results: Level 4- 22.3% Level 3- 43.1% Level 2- 26.6% Level 1- 7.9%	As per ELPAC Report CMI had the following results: Level 4- 22.5% Level 3- 50.5% Level 2- 26% Level 1- 1%	Dashboard Status Progress 1 Level- 58.6% Maintain Level 4- 5.9% Maintain Current Level- 22.6% Decreased Level- 12.9%	ELPI % met status: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual SARC Report on Teacher Credentialing	2019-20: 100% of staff are appropriately assigned and fully credentialed in area taught.	SARC 2020-21: 100 % of staff are assigned and fully credentialed in the areas taught.	SARC 2021-22: 74.2% of staff are assigned and fully credentialed in the areas taught.	SARC 2022-23: SARC Data has not been fully released by CDE as of this date.	100% of staff are appropriately assigned and fully credentialed in area taught
Every pupil in the school district has sufficient access to standards aligned instructional materials	2020-21: 100% of students have access to standards aligned instructional materials	SARC and Williams Report: 100 % of students have access to standards aligned instructional materials.	SARC and Williams Report: 100 % of students have access to standards aligned instructional materials.	SARC and Williams Report: 100 % of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials
California Dashboard Self Reflection Tool Implementation of the academic content and performance standards adopted by the State Board of Education	2018-19: Baseline Priority 2- Overall Average Score of 4.0	Overall Score of 3.6	Overall Score of 4.0	Overall Score of 4.0	Priority 2- Overall Average Score of 4.3
California Dashboard Self Reflection Tool Programs and services enable English Learners to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency	2018-19: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0	Score of 3	Overall Score of 4.0	Overall Score of 4.0	Priority 2 CCSS and ELD Standards- Average Score of 4.7
Academic Indicator (Grades 5-8 and 11) ELA	2018-19: Average Distance from Standard:	The Academic Indicator was not reported due to the suspension of 2020	2021-2022 Average Distance from Standard:	2022-23 Average Distance from Standard: All Students: -22	Average Distance from Standard: All Students- Status: 1. Change: 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students- Status: -19.7. Change: 14.8</p> <p>English Learners- Status: -85.2. Change: 6.1</p> <p>Homeless- Status: -39.7. Change: 9.</p> <p>Socioeconomically Disadvantaged- Status: -34.8. Change: 12.5.</p> <p>Students with Disabilities- Status: -119. Change: 15.5</p> <p>African American- Status: -48. Change: 8.5.</p> <p>Asian- Status: 117.7 Change: 51.5</p> <p>Filipino- Status: 84.7. Change: 1.5</p> <p>Hispanic- Status: -31.9. Change: 15.</p> <p>White- Status: -31.1 Change: 10.1</p> <p>Two or More Races- Status: 37.8. Change: 30.3</p>	<p>CAASPP and LEA discretion for administering local assessments in 2021. PUHSD administered the SBAC in ELA for students in grades 5-8 and 11 in spring 2021. The percent of students scoring Standard Met or Exceeded per the CDE CAASPP Reporting site is as follows:</p> <p>All Students- 41.4%</p> <p>English Learners- 6.9%</p> <p>Homeless- 32.0%</p> <p>Socioeconomically Disadvantaged-40.1%</p> <p>Students with Disabilities- 23.1%</p> <p>African American- 31.2%</p> <p>Asian- N/A</p> <p>Filipino- N/A</p> <p>Hispanic- 41.1%</p> <p>White- 52.4%</p> <p>Two or More Races- N/A</p>	<p>All Students: 28.9 points</p> <p>Current English Learners: 117.6</p> <p>Reclassified: 6.1</p> <p>English Only: 28.9</p> <p>Homeless: 95/1Hispanic: 31.1 points</p> <p>Socioeconomically Disadvantaged: 31.4 points</p> <p>Groups by Performance levels:</p> <p>African American: 128.3</p> <p>American Indian: n/a</p> <p>Asian: n/a</p> <p>Filipino: n/a</p> <p>Foster Youth: n/a</p> <p>Homeless: 95.1</p> <p>Two or more races: 55.1</p> <p>Students with Disabilities: n/a</p> <p>White: 78.8</p>	<p>English Learners: -59.2</p> <p>Hispanic: -24.2</p> <p>Socioeconomically Disadvantaged: -24.7</p>	<p>English Learners- Status: -65.2. Change: 20</p> <p>Homeless- Status: -19.7. Change: 20</p> <p>Socioeconomically Disadvantaged- Status: -14.8. Change: 20</p> <p>Students with Disabilities- Status: -99. Change: 20</p> <p>African American- Status: -28. Change: 20</p> <p>Asian- Status: 117.7 Change: Maintain</p> <p>Filipino- Status: 84.7. Change: Maintain</p> <p>Hispanic- Status: -11.9. Change: 20</p> <p>White- Status: -11.1 Change: 20</p> <p>Two or More Races- Status: 57.8. Change: 20</p>
Academic Indicator (Grades 5-8 and 11) Math	2018-19: Average Distance from Standard:	The Academic Indicator was not reported due to the	2021-2022: All Students: 103.4 Current EL: 174.5	2022-23 Average Distance from Standard:	Average Distance from Standard:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students- Status: -100. Change: 12. English Learners- Status: -147.8. Change: 3.9. Homeless- Status: -121. Change: 9.1. Socioeconomically Disadvantaged- Status: -111.4. Change: 8.7. Students with Disabilities- Status: -190.6. Change: 7.3 African American- Status: -128.2. Change: 7 Asian- Status: -50.7. Change: 67.1 Filipino- Status: 13.6. Change: 25.2 Hispanic- Status: -110.9 Change: 9.9 White- Status: -59.9. Change: 13.3 Two or More Races- Status: -54.9. Change: 28.7</p>	<p>suspension of 2020 CAASPP and LEA discretion for administering local assessments in 2021. PUHSD administered the SBAC in Math for students in grades 5-8 and 11 in spring 2021 The percent of students scoring Standard Met or Exceeded per the CDE CAASPP Reporting site is as follows:</p> <p>All Students- Status- 17.3% English Learners- 5.2% Homeless- 12.0% Socioeconomically Disadvantaged- 16.1% Students with Disabilities- 7.7% African American- 26.7% Asian- N/A Filipino- N/A Hispanic- 16.8% White- 26.1% Two or More Races- N/A</p>	<p>Reclassified: 81.7 English Only: 98</p> <p>Groups by Performance levels: English Learners: 131.6 Hispanic: 106.6 Socioeconomically Disadvantaged: 106 African American: 128.3 American Indian: n/a Asian: n/a Filipino: n/a Foster Youth: n/a Homeless: 95.1 Two or more races: 55.1 Students with Disabilities: n/a White: 78.8</p>	<p>All Students: -105.1 English Learners: -134.5 Hispanic: -24.2 Socioeconomically Disadvantaged: -107.8</p>	<p>All Students- Status: -80. Change: 20. English Learners- Status: -127.8. Change: 20. Homeless- Status: -101. Change: 20. Socioeconomically Disadvantaged- Status: -91.4. Change: 20. Students with Disabilities- Status: -170.6. Change: 20. African American- Status: -108.2. Change: 20. Asian- Status: -30.7. Change: 20. Filipino- Status: 33.6. Change: 20. Hispanic- Status: -90.9 Change: 20. White- Status: -39.9. Change: 20. Two or More Races- Status: -34.9. Change: 20.</p>

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.

Implementation of Strategies/Activities:

ELA & Math Intervention courses

Increase of designated ELD course (Academic English)

Tutoring (teacher, Link crew, Paper.co)

Standards-based grading including a retake policy change

Scheduled and use of IABs

HMH Reading Inventory assessments

Focus on Essential standards

Targeted interventions using MTSS and RTI strategies. (Social Worker)

Professional Development (T4 Learning [literacy focus], Science conference, AVID, Spanish conference, etc.)

Plato/Edmentum courses for credit recovery.

Implementation of Exact Path Edmentum program to support Math and ELA instruction.

Teacher collaboration and professional development time allocated

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.

1.1 Provide extra curricular opportunities and supports for students to improve academic proficiency:

Tutoring/Targeted Interventions (Inside and outside of regular school day or weekends)

Teacher 1/7th opportunities for intervention

Summer Bridge Programs

Increased purchase of independent reading books/materials/software/programs/supplemental reading supports

1.2 Increase teacher capacity to deliver outstanding standards based first best instruction:

Professional Development in Close Reading/literacy, Writing, Grading, RTI, SEL.

AVID Training for all content areas

1.3 Provide supplemental materials and supplies to support teachers and increase academic success for all students:

Assessment support materials aligned with essential standards and CAASPP

Supplemental ELD materials/supports

1.4 Provide credit recovery and advancement to students:
Credit recovery course offerings (Plato/Edmentum and lower class sizes for restart classes)
Increase AP course offerings

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

Focusing on essential standards increased the use of the Standards-Based Grading policy change for over half of the current teachers
Students had increased opportunities for interventions
Students had the opportunity to retake assessments resulting in increased motivation and student success
Increased MTSS support for Academics, Behavior & Social Emotional incidents focused on keeping students in class.
Pass rate in math, social studies, PE and electives was increased
Suspension rate remained steady from previous school year
Social-Emotional incident rate increased
Social worker (wellness center) effectively monitored SEL data throughout the year and determined that the wellness center is greatly needed for post-pandemic SEL concerns.
Professional development (PD) opportunities for teachers allowed for an increase of collaborative training and focus. ELA teachers at the middle school level was provided year long PD and support to enhance literacy.
Focus on collaboration and common formative assessment (CFAs)
Focus on Teacher Clarity using close reading strategies. Teachers reported increased success on in class assessments.
School wide use of LEARNING TARGETS & SUCCESS CRITERIA

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.

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 students will graduate from high school prepared for post-secondary and career options.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Graduation Rate	<p>CA Dashboard 2018-19 Graduation Rate: 91.9% Dashboard Performance Level: Green SWD: 76.6% Dashboard Performance Level: Orange White: 93.3% Dashboard Performance Level: Green EL: 85.9% Dashboard Performance Level: Green</p> <p>Local Indicator for 2019-20: 91.4%</p>	<p>No CA Dashboard data available for 2020-21</p> <p>2020-21 Dataquest Data Graduation Rate: 100% SWD Graduation Rate: 100% White Graduation Rate: 100% EL Graduation Rate: 100%</p>	<p>No CA Dashboard data available for 2021-22</p> <p>2021-22 Dataquest Data Graduation Rate: 100% SWD Graduation Rate: 100% White Graduation Rate: 100% EL Graduation Rate: 100%</p>	<p>Graduation Rate: 100% Dashboard Performance Level: Blue SWD: 100% Dashboard Performance Level: Blue White: 100% Dashboard Performance Level: Blue EL: 100% Dashboard Performance Level: 100%</p> <p>Local Indicator: 100%</p>	<p>CA Dashboard 2023-24 Graduation Rate: Maintain between 92%-94% Dashboard Rate (2023-24): 93.5% Dashboard Performance Level: Green SWD: 74.2% Dashboard Performance Level: Green White: 93.4% Dashboard Performance Level: Green EL: 88.9% Dashboard Performance Level: Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA A-G Completion Rate: All Students	Local A-G Completion Rate (2019-20): 98.2%	A-G Completion Rate: Dataquest (2020-21): 100%	A-G Completion Rate: Dataquest (2021-22): 96%	A-G Completion Rate: Dataquest (2022-23): 98%	Local A-G Completion Rate (2023--24): 100%
LEA AP Scores: All Students	Local Pass Rate (2019-20): 49%	Local Pass Rate (2020-21): 28%	Local Pass Rate (2021-22): 29%	Local Pass Rate (2022-23): 26%	Local Pass Rate (2023-24): 35%
LEA EAP Scores: All 11th grade students	Local EAP ELA Scores (2018-19) ELA Scores 17.72% (College Ready) Decrease 2.3% 31.35% (College Ready Conditional) Decrease 2.65% Math 3.32% (College Ready) Decrease .28% 13.25% (College Ready Conditional) Decrease 1.35%	Data not available for 2019-20	Local EAP ELA Scores (2021-22) ELA Scores 27.18% (Standard Exceeded) 44.66% (Standard Met) 16.50% (Standard Nearly Met) 11.65% (Standard Not Met) Math 2.91% (Standard Exceeded) 12.62% (Standard Met) 40.78% (Standard Nearly Met) 43.69% (Standard Not Met)	Local EAP ELA Scores: ELA Scores 6.8 point (College Ready) increased: Yellow Math • 1.6 point (College Ready) Maintained: Red	EAP ELA Scores Increase Standard Met or above by 3% EAP Math Scores Increase Standard Met or above by 3%
College and Career Indicator (CCI)	(2018-19) Prepared: 34.1% Approaching Prepared: 23.8%	No CA Dashboard data available for 2020-21	No CA Dashboard data available for 2021-22	(2022-23) Prepared: 59%	(2023-24) Prepared: 43.1% Approaching Prepared: 32.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Not Prepared: 42.1%				Not Prepared: 33.1%
LEA FAFSA Completion: All 12th grade students	Local FAFSA Completion Rate (2019-20): 100%	Local FAFSA Completion Rate (2020-21): 90%	Local FAFSA Completion Rate (2021-22): 100%	Local FAFSA Completion Rate (2022-23): 100%	Local FAFSA Completion Rate (2023-24): 100%
LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD	Local AVID Participation Rate (2019-20): 261 students	Local AVID Participation Rate (2020-21): 352	Local AVID Participation Rate (2021-22): 232	Local AVID Participation Rate (2022-23): 214	Local AVID Participation Rate (2023-24): Maintain student enrollment 350-380

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.

Graduation Rate maintained at 100%
 AVID Course offerings maintained
 College visits/tours offered (up to 15 opportunities per AVID student)
 Professional Development offered maintained
 FAFSA submission and completion with support from RCOE coach
 FAFA nights/supports
 Parent workshops on “How to get your kid to college”
 A-G completion rate remains high
 AP course offerings maintained based on AP Potential Reports
 Concurrent Enrollment support for CMI students to continue receiving college credit
 PLTW offerings
 Biomedical

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

No dropout indicators
AVID courses slightly decreased
AVID course for 6th grade was removed due to elective constraints
CMI students visited/toured colleges (Middle and High School students)
Almost 100% of CMI teachers have attended at least 1 AVID professional development
100% FAFSA submission & completion rate
PUHSD graduation requirement
FAFSA nights put on by counselors
Counseling staff worked one-on-one with students/families
Parent workshops led by counselors to teach parents about college readiness and process

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

98% A-G completion
All A-G courses are available at CMI and students are placed according to the PUHSD course sequence guidelines
AP course offering maintained
The AP potential report was used to determine specific AP course needs and student placement in those courses
Added AP Spanish for the first time due to a high pass rate in this subject matter in past years
Dual enrollment numbers decreased but Concurrent enrollment numbers increased
A challenge with this is that a CMI student wanting dual enrollment may need to enroll at another campus in the district but that class may not fit in their daily schedule
CMI does not currently have a teacher/s that trained in any dual enrollment courses or, dual enrollment courses may need to be offered outside of regular school hours
PLTW courses maintained
Professional development for training for certificated staff

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.

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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 departments and sites will provide a safe and positive environment for staff and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Suspension Rate: All students	Local Suspension Rate (18-19): 6%	Local Suspension Rate (20-21): 6.86%	Local Suspension Rate (21-22): 5.9%	Local Suspension Rate (22-23): 1.47%	LEA Suspension Rate: All students Dashboard: 4.5% Performance level: Green
LEA Suspension Rate: African American	Local Suspension Rate (18-19): 13.4%	Local Suspension Rate (20-21): 11.76%	Local Suspension Rate (21-22): 12.8%	Local Suspension Rate (22-23): 0.1%	LEA Suspension Rate: African American Dashboard: 6.0% Performance level: Green
LEA Suspension Rate: Students with Disabilities	Local Suspension Rate (18-19): 11.5%	Local Suspension Rate (20-21): 10.90%	Local Suspension Rate (21-22): No Data	Local Suspension Rate (22-23): 0.1%	LEA Suspension Rate: Students with Disabilities Dashboard: 6.0% Performance level: Green
Expulsion Rate All Students	Local Indicator Expulsion Rate (19-20): .22%	Local Indicator Expulsion Rate (20-21): .34%	Local Indicator Expulsion Rate (21-22): .29%	Local Indicator Expulsion Rate (22-23): .58%	Maintain Expulsion Rate less than .3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate All Students	Local Dropout Rate (19-20): .02%	Local Dropout Rate (20-21): 0%	Local Dropout Rate (21-22): 0%	Local Dropout Rate (22-23): 0%	Maintain Middle School Drop Out Rate less than .0%
High School Dropout Rate All Students	Local Drop Out Rate (19-20): All Students 19-20: 2.7%	Local Drop Out Rate (20-21): All Students 20-21: 0%	Local Drop Out Rate (21-22): All Students 21-22: 0%	Local Drop Out Rate (22-23): All Students 22-23: 0%	Maintain High School Drop Out rate of less than 3%
LEA Attendance Rate All Students	LEA Attendance Rate: All Students 19-20 Attendance Rate: 94.5% ADA to Enrollment: 92.8%	LEA Attendance Rate (20-21): All Students Attendance Rate: 95.6% ADA to Enrollment: 94.3%	LEA Attendance Rate (21-22): All Students Attendance Rate: 92.3% ADA to Enrollment: ?	LEA Attendance Rate (22-23): All Students Attendance Rate: 94.64% ADA to Enrollment: 96.5%	LEA Attendance Rate: All Students Attendance Rate: 95% ADA to Enrollment 94.5%
Chronic Absenteeism Rate All Students	Local Indicator: All Students Chronic Absenteeism Rate All Students 19-20: 18.1% Dashboard 2018-19: 21.2% Performance level: Red	Local Indicator: All Students Chronic Absenteeism Rate All Students 20-21: Data is 1 year in arrears	Local Indicator: All Students Chronic Absenteeism Rate All Students 21-22: 5.3% Performance level: Orange	Local Indicator: All Students Chronic Absenteeism Rate All Students 22-23: 15.78%	Local Indicator: All Students Chronic Absenteeism Rate All Students 23-24: 18.1% Dashboard: 15.2% Performance level: Yellow
Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero	Local Indicator: Incidents: Zero	Local Indicator: Incidents: zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	Local Indicator: California Healthy Kids Survey Survey conducted in 2016-2017	Local Indicator: 2021-22 California Healthy Kids Survey Responses: 75	Local Indicator: 2021-22 California Healthy Kids Survey Responses: 111	Local Indicator: 2022-2023 California Healthy Kids Survey Responses: 409	Local Indicator: CA Healthy Kids Survey: 1,000 responses

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 addition of a more robust MTSS/PBIS strategy was implemented year over last year. Increased student incentives and PBIS implementation.

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.

Expenditures are commensurate with the current budget allocations.

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

Our after action reports and collaborations adjustments are instituted as part of our action plan for the upcoming school year.

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

As part of our continuous improvement strategies we refine protocols through active and reflective data analysis. We also provide other means of correction, interventions, the implementation of 5 Student Systems, and continue to provide social emotional support through PBIS.

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

Goals and Actions

Goal

Goal #	Description
4	Secure and strengthen the home- school- community connections and communications.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participating in or attending trainings/workshops and conferences.	2020-21: Districtwide Parent Participation: 10,780	2021-22 Districtwide Parent Participation: 11,029	2022-23 Districtwide Parent Participation: 15,612	2023-2024 Districtwide Parent Participation: District Metric	Increase Parent Participation by 6% (697) to 12,321
Infinite Campus Parent Portal	2020-21: IC Parent Portal Accounts: 673	2021-2022: IC Parent Portal Accounts: 650	2022-23: IC Parent Portal Accounts; 920	C Parent Portal Accounts: 950	Increase Parent Portal Accounts by 20% (135) to 808
California School Parent Survey (CSPS)	2019-20: 510 out of 1,703 Parent/Community responded Annual Survey	2021-22: Parent/Community responses: 12	2022-23: Parent/Community responses: 22	2023-2024: Parent/Community responses: 48	Increase Parent Survey responses by 20% (102) to 612
California School Staff Survey (CSSS)	2020-21: 0	2021-22: Survey responses: 24	2022-23: Survey responses: 7	27	Increase Staff Survey responses by 50% (50) to 50
Access to information via Social Media	Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865	Facebook followers: 6,234 Twitter followers: 3,955 Instagram: 925	Facebook followers: 1.4K Twitter followers: 392 Instagram: 1.7K	Facebook followers: 1.525K Twitter followers: 388 Instagram: 2.006 K	Increase Social Media access by 20% for each platform. Facebook followers by 2,430 = 14,578 Twitter followers by 901 = 5,406

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Instagram by 1,013 = 6,078

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.

Increase the number of engagement activities and collect better metrics for all attended functions using 5 Star Student Systems.

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.

Expenditures are commensurate with the current budget allocations.

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

Our processes are evaluated after every parent/community engagement event, and modifications are implemented through collaborative team meetings. Our continuous implementation of these actions have resulted in a 75% increase in overall parent engagement numbers.

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.

Continue to refine protocols through active and reflective data analysis. Also increase accountability for data collection through 5Star Student Systems. Increased collaboration with PELI, parents, community members, Military, AAPAC, SSC, and CCAC. CMI offers multiple opportunities for parent engagement throughout the year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
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