

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 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.	The ELPI Data is reported below under ELPAC Assessment EL Progress towards English Language Proficiency	The ELPI Data is reported below under ELPAC Assessment EL Progress towards English Language Proficiency	ELPI: 65%
EL Reclassification Rate	EL Reclassification Rate: Data Quest (19-20): 6%	The Reclassification Rate: Data Quest: 2020-21 year was 2.5%	The Reclassification Rate: Data Quest: 2021-22 RFEP rates have not yet been released. Preliminary estimates from RCOE have a 15.7% RFEP rate.	The Reclassification Rate: Data Quest: 2022-23 RFEP rates have not yet been released. Preliminary district estimates show an 18.2% RFEP rate.	EL Reclassification Rate: Data Quest: 12%
ELPAC Assessment: EL Progress towards English Language Proficiency	ELPI: CA Dashboard (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,	ELPI: 51.1% EL students who progressed at least one ELPI level- 49.8% EL students who Maintained ELPI level 4- 1.3% EL students who maintained lower ELPI	ELPI: 45.9% EL students who progressed at least one ELPI level- 44.7% EL students who Maintained ELPI level 4- 1.3% EL students who maintained lower ELPI	ELPI: CA Dashboard: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		PUHSD had the following results: Level 4- 15.1% Level 3- 34.6% Level 2- 32.42% Level 1- 17.9%	levels (i.e, levels 1, 2L, 2H, 3L, or 3H)- 29.5% EL students who decreased at least one ELPI Level.- 19.4%	levels (i.e, levels 1, 2L, 2H, 3L, or 3H)- 32.3% EL students who decreased at least one ELPI Level.- 21.7%	
Annual SARC Report on Teacher Credentialing	SARC 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: 78.7% of staff are assigned and fully credentialed in the areas taught.	SARC 2021-22: 78.7% of staff are assigned and fully credentialed in the areas taught. *2021-22 is most recent data release.	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	SARC and Williams Report: 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	2020-21 Dashboard: Overall Average Score of 4.0	2021-22 Dashboard: Overall Average Score of 4.0	2022-23 Dashboard: Overall Average Score of 4.1	Priority 2- Overall Average Score of 4.3
California Dashboard Self Reflection Tool Programs and services enable English Learners to access the CCSS and	2018-19: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0	2020-21: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0	2021-22 Dashboard: Overall Average Score of 4.0	2022-23 Dashboard: Overall Average Score of 4.1	Priority 2 CCSS and ELD Standards- Average Score of 4.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the ELD standards to gain academic content knowledge and English language proficiency					
Academic Indicator (Grades 5-8 and 11) ELA	<p>2018-19: Average Distance from Standard: All Students- Status: -19.7. Change: 14.8 English Learners- Status: -85.2. Change: 6.1 Homeless- Status: -39.7. Change: 9. Socioeconomically Disadvantaged- Status: -34.8. Change: 12.5. Students with Disabilities- Status: -119. Change: 15.5 African American- Status: -48. Change: 8.5. Asian- Status: 117.7 Change: 51.5 Filipino- Status: 84.7. Change: 1.5 Hispanic- Status: -31.9. Change: 15. White- Status: -31.1 Change: 10.1 Two or More Races- Status: 37.8. Change: 30.3</p>	<p>The Academic Indicator was not reported due to the suspension of 2020 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: All Students- 48.21% English Learners (Ever ELs)- 39.7% Homeless- 35.7% Socioeconomically Disadvantaged- 43.47% Students with Disabilities- 11.68% African American- 39.80%</p>	<p>Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change. 2022 Dashboard results Average Distance from Standard: All Students- Status: -45.5. English Learners- Status: -120.7. Homeless- Status: -96.8. Socioeconomically Disadvantaged- Status: -65. Students with Disabilities- Status: -140.9.</p>	<p>Average Distance from Standard: All Students- Status: -36.9. Change: 9.3 English Learners- Status: -112.1. Change: 8.8 Homeless- Status: -57.7. Change: 43.3 Socioeconomically Disadvantaged- Status: -50.6. Change: 15.1 Students with Disabilities- Status: -130.8. Change: 13.9 African American- Status: -45.8. Change: 24.5 Asian- Status: 54.8 Change: -7.6 Filipino- Status: 63.6. Change: 54.3 Hispanic- Status: -49.4. Change: 10.7 White- Status: -12.1 Change: -9.2 Two or More Races- Status: 20.8. Change: 1.8</p>	<p>Average Distance from Standard: All Students- Status: 1. Change: 20 English Learners- Status: -65.2. Change: 20 Homeless- Status: -19.7. Change: 20 Socioeconomically Disadvantaged- Status: -14.8. Change: 20 Students with Disabilities- Status: -99. Change: 20 African American- Status: -28. Change: 20 Asian- Status: 117.7 Change: Maintain Filipino- Status: 84.7. Change: Maintain Hispanic- Status: -11.9. Change: 20 White- Status: -11.1 Change: 20 Two or More Races- Status: 57.8. Change: 20</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Asian- 70.73% Filipino- 89.36% Hispanic- 43.78% White- 60.92% Two or More Races- 65.21%	African American- Status: -68 Asian- Status: 62.4 Filipino- Status: 54.3. Hispanic- Status: -59.7. White- Status: -0.7 Two or More Races- Status: 19.6.		
Academic Indicator (Grades 5-8 and 11) Math	2018-19: Average Distance from Standard: 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	The Academic Indicator was not reported due to the 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: All Students- Status- 21.09% English Learners (Ever ELs)- 15.95% Homeless- 11.48%	Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change. 2022 Dashboard results Average Distance from Standard: All Students- Status: -131.5. English Learners- Status: -184.4. Homeless- Status: -186.2.	Average Distance from Standard: All Students- Status: -138.2 Change: -4.9 English Learners- Status: -188.1. Change: -3.7 Homeless- Status: -158.1. Change: 35.8 Socioeconomically Disadvantaged- Status: -149.7 Change: -2.9 Students with Disabilities- Status: -217.7. Change: -6.6 African American- Status: -150.1. Change: 9 Asian- Status: -39.4 Change: .5 Filipino- Status: -25.6. Change: 10.6 Hispanic- Status: -149.2. Change: -4.5	Average Distance from Standard: 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White- Status: -59.9. Change: 13.3 Two or More Races- Status: -54.9. Change: 28.7	Socioeconomically Disadvantaged- 17.63% Students with Disabilities- 3.49% African American- 15.46% Asian- 44.73% Filipino- 65.91% Hispanic- 17.21% White- 32.94% Two or More Races- 32.56%	Socioeconomically Disadvantaged- Status: -144.8. Students with Disabilities- Status: - 202.6. African American- Status: -153.6 Asian- Status: -38.9 Filipino- Status: -36.2. Hispanic- Status: - 143.5. White- Status: -89 Two or More Races- Status: -101.	White- Status: -120 Change: -26.5 Two or More Races- Status: -100.9. Change: 2.3	White- Status: -39.9. Change: 20. Two or More Races- Status: -34.9. Change: 20.

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.

1.1 Literacy Across the Curriculum and Enhancement of the Core Curriculum-

This action was fully implemented.

Success:

All teachers in the district were provided professional development on Integrated ELD at the districtwide PD event in October. The training focused on Literacy strategies for English Learners in all content areas and differentiated instructional strategies for students at different ELPAC levels. Teachers were given time to explore the Ellevation Strategies platform and collaborate with colleagues to analyze and evaluate a variety of instructional resources, lesson plans, and materials to support Literacy across the Curriculum for English Learners. All teachers in the district were provided professional development by our district Academic Coaches to improve student literacy in all content areas. The focus of the PD this year was on writing in different content areas and teachers were provided strategies for writing and given time to collaborate with other teachers under the guidance of the Academic Coaches.

Challenges:

Challenges for this action included teacher absences during mandated professional development days and difficulty pulling teachers from regular instructional days to provide professional development.

1.2 Targeted Support Services and Implementation of Multi-Tiered System of Support (MTSS)

Success:

The ATS teacher, Speech Pathologist, and Program Specialist positions were fully funded and staffed. The reduced class sizes for Reading Intervention sections were in place during the 2023-24 school year. The Late Bus for after school support program at Pinacate was offered.

Challenges:

There were no challenges in implementing these actions/services.

1.3 Instructional Technology-

Success:

Provided training and support for the integration of technology in all content areas
All positions were funded and staffed during the 2023-24 school year.
All students were provided their own district Chromebook and teachers were provided Laptops and additional Educational Technology.

Challenges: There were no challenges in implementing this action, all actions were implemented successfully.

1.4 English Learner Supplemental Services

Success:

Designated ELD sections were offered at reduced class size so that teachers could provided supplemental monitoring and intervention services.
Each comprehensive school site had an EL Teacher Lead, on partial release, to provided instructional support for teachers, and provided supplemental monitoring and support for English Learners.

Challenges:

There were limited challenges in implementing this action, some of the sites had difficulty with staffing and some ELD sections were covered by long term guest teachers.

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 Difference between Budgeted \$1,856,493 and Estimated Actual Expenditures \$2,059,446 is (\$202,953)

Justification: Salary increases and bonuses, extra duty and subs

1.2 Difference between Budgeted \$1,308,558 and Estimated Actual Expenditures \$1,352,758 is (\$44,200)

Justification: Salary increases and bonuses, increased software expenditures than budgeted

1.3 Difference between Budgeted \$2,111,394 and Estimated Actual Expenditures \$2,111,394 is \$0

Justification:

1.4 Difference between Budgeted \$1,976,042 and Estimated Actual Expenditures \$1,652,507 is \$323,535

Justification: Budgeted for more EL Release Sections than used

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

1.1 Literacy Across the Curriculum and Enhancement of the Core Curriculum-

The 2023 Dashboard now reports both status and change along with the color designation. For the ELA Academic Indicator, the Asian and Filipino subgroups achieved a designation of "Green," and the Two or More races subgroup achieved a status of "Yellow." All other subgroups were in the Orange category. For the Math Academic Indicator, the Asian subgroup was Yellow and Filipino subgroup achieved a status of Green. All other subgroups were in the Orange or Red Categories.

Success:

- The focus on Literacy Across the Curriculum was an effective action to help students readjust to regular instruction and improve towards proficiency in ELA and Math however there needs to be continued work to improve literacy and align instruction to the rigor of the CAASPP.
- All teachers were trained at the district PD days on Literacy across the curriculum with a focus on writing in the different content areas.

1.2 Targeted Support Services and Implementation of Multi-Tiered System of Support (MTSS).

This action was proven to be effective; there has been an intentional effort to reduce suspensions and expulsions across PUHSD. In terms of discipline responses a specific area of focus was to be more aware of the whole child and take an intervention rather than punitive approach. In pursuit of this goal an alternative to suspension program was implemented at all of the Perris Union High School District's school sites. Students with nonviolent offenses were placed in the alternative to suspension coaching program which taught restorative practices. Students were able to focus on what they did and how to correct their behaviors for the future. They are a way of working with conflict that puts the focus on repairing the harm that has been done, and includes all of the parties involved. Each ATS teacher trained intensively for a week at the beginning of the school year by a third party organization on the best practices to use in ATS. There was also monthly visits by the consultants and the Office of Student Services to help continue to address the concerns of our teachers or paraeducators in ATS. The goal was that this would not only reduce overall suspensions and expulsions, but also address disproportionality, particularly in the areas of African American students and students with disabilities. A review of the alternative to suspension data has demonstrated the interventions have had a dramatic impact.

1.3 Instructional Technology- Provide training and support for the integration of technology in all content areas.

Site Instructional Technology TOSAs continued to provide training and support for teachers, administrators, and classified staff on a daily basis. Extensive training was provided for all PUHSD teachers at the district professional development event and the district TOSAs provided ongoing trainings in a variety of formats including Ed Camps, individualized coaching, and Twitter chats. T

This action was effective as it was crucial to support teachers in the use of multiple Educational Technology platforms including Canvas, the district Learning Management System.

1.4 English Learner Supplemental Services

The reduced class sizes in Designated ELD sections were critical for teachers to provide additional monitoring and intervention for EL students. This was the second year using the Ellevation platform which helped us document progress and interventions to enhance the this process. Teachers completed individual monitoring forms for students in their Designated ELD section. The forms ask teachers to evaluate student performance in the Listening, Speaking, Reading, and Writing domains, document interventions provided in the classroom, and suggest additional interventions if applicable. The EL Teacher Lead release sections were also extremely effective in providing additional supports for English Learners. EL Leads assisted in the assessment of students, providing push-in interventions and instructional coaching for teachers, and professional development on ELD Standards and effective strategies for ELs.

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.

Changes to Goal: No change

Changes to Metrics: Eliminated ELPAC Assessment metric due to redundancy with the ELPI. The ELPI used to include ELPAC results and Reclassification Rates but is now based strictly on the ELPAC and the percentage of students who improve every year. Listing the ELPI and the ELPAC results is repetitive.

Changes to Actions and Services:

- Action 1.2 is being moved in to LCAP Goal #3 as it is more closely related to pupil services related actions and services.
- LCAP Goal #5: Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness, will be eliminated and the Actions 5.1 and 5.2 activities and strategies will be embedded in the 2024-25 LCAP Goal #1 & #3.

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	CA Dashboard 2019-20 Graduation Rate: 91.4% 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	No CA Dashboard data available for 2020-21 2020-21 Data Quest Data All Students: 90.5% English Learners: 80.6% Foster Youth: 68.2% Homeless: 86.6% SED: 89.7% SWD: 81.4% African American: 82.9% Hispanic: 89.6% White: 93.1%	2021-22 CA Dashboard Graduation Rate: All Students: 91.4% English Learners: 84% Foster Youth: 81.6% Homeless: 91.4% SED: 90.5% SWD: 77.4% African American: 86.2% Hispanic: 90.9% White: 92.3%	CA Dashboard 2023-24 Graduation Rate: All Students: 91.9% English Learners: 85.9% Foster Youth: 84.6% Homeless: 80.9% SED: 91.7% SWD: 78.6% African American: 86.5% Hispanic: 92.2% White: 90.8%	CA Dashboard 2023-24 Graduation Rate: Maintain between 92%-94% All Students: 92-94% English Learners: 88.6% Foster Youth: 70.2% Homeless: 88.6% SED: 90.7% SWD: 82.4% African American: 84.9% Hispanic: 90.6% White: 94.4%
LEA A-G Completion Rate: All Students	A-G Completion Rate: Data Quest (2019-20): All Students: 33.7%	A-G Completion Rate: Data Quest (2020-21): All Students: 39.9%	A-G Completion Rate: CA Dashboard (2021-22):	A-G Completion Rate: Dashboard Additional Reports (2022-23)	A-G Completion Rate: CA Dashboard (2023-24):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 11.1% Foster Youth: 0.0% Homeless: 24.7% SED: 29.8% SWD: 5.1% African American: 28.0% Hispanic: 29.2% White: 40.5%	English Learners: 11.7% Foster Youth: 0.0% Homeless: 26.4% SED: 36.6% SWD: 5.7% African American: 26.1% Hispanic: 37.0% White: 44.3%	All Students: 27.7% English Learners: 7.6% Foster Youth: 5.3% Homeless: 20.1% SED: 23.9% SWD: 4.4% African American: 25.4% Hispanic: 24.6% White: 30.1%	All Students: 37.9% English Learners: 12.9% Foster Youth: 7.7% Homeless: 23.2% SED: 34.0% SWD: 10.2% African American: 33.9% Hispanic: 33.2% White: 46.7%	All Students: 43% English Learners: 13.7% Foster Youth: 1.0% Homeless: 28.4% SED: 38.6% SWD: 6.7% African American: 28.1% Hispanic: 39.0% White: 46.3%
LEA AP Scores: All Students	Local Pass Rate (2019-20): All Students: 42.5% English Learners: 0.4% Foster Youth: 0.0% Homeless: 2.7% SED: 74.6% SWD: 0.0% African American: 2.2% Hispanic: 58.7% White: 16.6%	Local Pass Rate (2020-21): All Students: 32.3% English Learners: 2.6% Foster Youth: 0.0% Homeless: 1.7% SED: 71.3% SWD: 0.6% African American: 2.4% Hispanic: 55.7% White: 16.1%	Local Pass Rate (2021-22): CA Dashboard All Students: 36.4% English Learners: 17.6% Foster Youth: 1.8% Homeless: 12.4% SED: 84.2% SWD: 15.7% African American: 6.0% Hispanic: 67.7% White: 16.2%	Local Pass Rate (2022-23): All Students: 37.66% English Learners: 2.08% Foster Youth: 0% Homeless: 2.36% SED: 67.08% SWD: 0.69% African American: 3.61% Hispanic: 58.61% White: 14.03%	Local Pass Rate (2023-24): All Students: 36.9% English Learners: 3.6% Foster Youth: 1.0% Homeless: 2.7% SED: 75.3% SWD: 1.6% African American: 3.4% Hispanic: 59.7% White: 18.1%
LEA EAP Scores: All 11th grade students	EAP ELA Scores 2018-19 English Language Arts	EAP ELA Scores 2020-21 English Language Arts	EAP ELA Scores 2021-22 English Language Arts	EAP ELA Scores 2022-23 English Language Arts	EAP ELA Scores 2020-21 English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)
	All Students- 23.0% English Learners (Ever ELs)- 15.1% Homeless- 17.7% Socioeconomically Disadvantaged-18.1% Students with Disabilities- 0.5% African American- 22.1% Hispanic- 17.5% White- 31.4%	All Students- 24.9% English Learners (Ever ELs)- 17.4% Homeless- 21.1% Socioeconomically Disadvantaged-21.4% Students with Disabilities- 1.6% African American- 21.0% Hispanic- 20.1% White- 30.2%	All Students- 17.2% English Learners (Ever ELs)- 12.3% Homeless- 4.2% Socioeconomically Disadvantaged- 13.8% Students with Disabilities- 2.2% African American- 13.0% Hispanic- 12.8% White- 26.2%	All Students- 12.21% English Learners (Ever ELs)-0.3% Homeless- 7.88% SED-9.75% SWD- 2.72% African American- 10.97% Hispanic- 9.81% White- 19.79% EAP ELA College Ready Conditional (Standard Met)	All Students- 27.9% English Learners (Ever ELs)- 20.4% Homeless- 24.1% Socioeconomically Disadvantaged-24.4% Students with Disabilities- 2.6% African American- 24.0% Hispanic- 24.1% White- 34.2%
	EAP ELA College Ready Conditional (Standard Met)	EAP ELA College Ready Conditional (Standard Met)	EAP ELA College Ready Conditional (Standard Met)	All Students- 26.67% English Learners (Ever ELs)-2.59% Homeless-22.17% SED-24.73% SWD- 9.83% African American- 26.16% Hispanic- 24.82% White- 32.39%	EAP ELA College Ready Conditional (Standard Met)
	All Students- 33.1% English Learners (Ever ELs)- 33.6% Homeless- 28.1% Socioeconomically Disadvantaged-32.5% Students with Disabilities- 11.2% African American- 26.5% Hispanic- 33.9% White- 36.7%	All Students- 34.6% English Learners (Ever ELs)- 32.4% Homeless- 28.1% Socioeconomically Disadvantaged-33.4% Students with Disabilities- 14.4% African American- 29.2% Hispanic- 35.5% White- 32.4%	All Students- 29.3% English Learners (Ever ELs)- 24.3% Homeless- 20.8% Socioeconomically Disadvantaged-26.0% Students with Disabilities- 7.9% African American- 26.1% Hispanic- 28.3% White- 32.6%	EAP Math College Ready (Standard Exceeded) All Students- 2.49%	All Students- 37.6% English Learners (Ever ELs)- 35.4% Homeless- 31.1% Socioeconomically Disadvantaged-36.4% Students with Disabilities- 16.4% African American- 32.2% Hispanic- 38.5% White- 35.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 6.0% English Learners (Ever ELs)- 4.2% Homeless- 4.4% Socioeconomically Disadvantaged-5.4% Students with Disabilities- 0.5% African American- 1.8% Hispanic- 3.6% White- 10.2%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 17.1% English Learners (Ever ELs)- 13.5% Homeless- 11.3% Socioeconomically Disadvantaged-14.6% Students with Disabilities- 0.5% African American- 12.4% Hispanic- 14.8% White- 21.1%</p>	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 7.6% English Learners (Ever ELs)- 3.7% Homeless- 3.1% Socioeconomically Disadvantaged-5.4% Students with Disabilities- 0% African American- 1.5% Hispanic- 4.4% White- 11.3%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 20.3% English Learners (Ever ELs)- 18.1% Homeless- 12.7% Socioeconomically Disadvantaged-18.0% Students with Disabilities- 2.9% African American- 15.0% Hispanic- 18.2% White- 23.5%</p>	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 3.2% English Learners (Ever ELs)- 1.8% Homeless- 1.4% Socioeconomically Disadvantaged-1.9% Students with Disabilities- .4% African American- .8% Hispanic- 1.7% White- 6.7%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 10.6% English Learners (Ever ELs)- 6.8% Homeless- 2.7% Socioeconomically Disadvantaged-8.9% Students with Disabilities- 0.9% African American- 7.0% Hispanic- 8.1% White- 16.0%</p>	<p>English Learners (Ever ELs)- 0% Homeless- 1% SED-1.82% SWD- 0.21% African American- 2.56% Hispanic- 1.79% White-3.65%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students-9.17% English Learners (Ever ELs)- 0.76% Homeless- 5.97% SED: 7.91% SWD- 1.26% African American- 8.79% Hispanic-7.75% White- 11.98%</p>	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 9.6% English Learners (Ever ELs)- 5.7% Homeless- 5.1% Socioeconomically Disadvantaged-8.4% Students with Disabilities- 1% African American- 3.5% Hispanic- 7.4% White- 14.3%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 23.3% English Learners (Ever ELs)- 21.1% Homeless- 15.7% Socioeconomically Disadvantaged-21.0% Students with Disabilities- 4.9% African American- 18.0% Hispanic- 21.2% White- 26.5%</p>
LEA CTE Course Completers	CTE Course Completers:	LEA CTE Course Completers	LEA CTE Course Completers	LEA CTE Course Completers	LEA CTE Course Completers:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(who are part of the graduation cohort)	Data Quest (2019-20): 5.8%	Data Quest (2020-2021): All Students: 8.3% English Learners: 3.5% Foster Youth: 0.0% Homeless: 6.9% SED: 8.0% SWD: 1.8% African American: 5.7% Hispanic: 7.4% White: 12.0%	CA Dashboard (2021-2022): All Students: 9.1% English Learners: 0.8% Foster Youth: 2.6% Homeless: 6.7% SED: 8.4% SWD: 4.1% African American: 8.5% Hispanic: 8.7% White: 7.7%	Data Quest (2022-2023): All Students: 12.4% English Learners: 10.3% Foster Youth: 11.5% Homeless: 7.2% SED: 12.6% SWD: 5.3% African American: 10.5% Hispanic: 13.1% White: 10.6%	CA Dashboard (2023-24): All Students: 10.3% English Learners: 4.5% Foster Youth: 1.0% Homeless: 7.9% SED: 9.0% SWD: 2.8% African American: 6.7% Hispanic: 9.4% White: 14.0%
LEA FAFSA Completion: All 12th grade students	Local FAFSA Completion Rate (2019-20): 80%	Local FAFSA Completion Rate (2020-21): 72%	Local FAFSA Completion Rate (2021-22): 82%	Local FAFSA Completion Rate (2022-23): 80.14%	Local FAFSA Completion Rate (2023-24): 89%
LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD	Local AVID Participation Rate (2019-20): 2,017 total students English Learners: 5.9% Foster Youth: 0.4% Homeless: 5.9% SED: 53.3% SWD: 2.8% African American: 5.6% Hispanic: 78.9%	Local AVID Participation Rate (2020-21): 2,083 total students English Learners: 6.8% Foster Youth: 0.2% Homeless: 5.5% SED: 79.3% SWD: 3.3% African American: 4.7% Hispanic: 79.3%	Local AVID Participation Rate (2021-22): 1921 total students English Learners: 6.2% Foster Youth: 0.2% Homeless: 5.7% SED: 78.2% SWD: 3.1% African American: 5.1% Hispanic: 80.1%	Local AVID Participation Rate (2022-23): 1980 total students English Learners: 5.56% Foster Youth: 0.56% Homeless: 7.24% SED: 77.17% SWD: 2.47% African American: 7.93% Hispanic: 76.62%	Local AVID Participation Rate (2023-24): Maintain student enrollment 2100-2200 English Learners: 7.8% Foster Youth: 1.2% Homeless: 7.5% SED: 80.3% SWD: 4.3% African American: 6.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 8.8%	White: 8.5%	White: 8.7%	White: 7.85%	Hispanic: 81.3% White: 10.5%
College and Career Indicator (CCI)	CA Dashboard CCI Indicator: (2019-20) Prepared: 35% Approaching Prepared: 18.9% Not Prepared: 46.2%	No CA Dashboard CCI Indicator Available for 2020-21	No CA Dashboard CCI Indicator Available for 2021-22	CA Dashboard CCI Indicator: (2022-23) Prepared: 32.4% Approaching Prepared: 20.8% Not Prepared: 46.9% English Learners: 10% Foster Youth: 11.5% Homeless: 20.2% SED: 29.3% SWD: 5.3% African American: 25% Hispanic: 28.7% White: 41.4%	CA Dashboard CCI Indicator: (2023-24) Prepared: 39.7% Approaching Prepared: 25.8% Not Prepared: 34.5%
LEA Percentage of pupils who have completed both A-G and CTE	% A-G and CTE Completers: 2019-20: 1.4% CALPADs	Data Quest % A-G and CTE Completers 2020-2021: All Students: 4.6% English Learners: 1.3% Foster Youth: 0.0% Homeless: 3.6% SED: 4.4% SWD: 0.90% African American: 2.4% Hispanic: 4.2%	CA Dashboard % A-G and CTE Completers 2021-2022 All Students: 4.6% English Learners: 0.0% Foster Youth: 0.0% Homeless: 2.2% SED: 3.7% SWD: 0.3% African American: 5.4% Hispanic: 4.1%	Data Quest % A-G and CTE Completers 2022-23: All Students: 7.1% English Learners: 3.9% Foster Youth: 3.8% Homeless: 5.2% SED: 6.8% SWD: 0.9% African American: 3.2% Hispanic: 7.0%	Data Quest % A-G and CTE Completers 2023-24: All Students: 5.6% English Learners: 2.3% Foster Youth: 1.0% Homeless: 4.6% SED: 5.4% SWD: 1.9% African American: 3.4% Hispanic: 5.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		White: 6.0%	White: 3.4%	White: 7.5%	White: 7.0%

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.

2.1 Student Support and Interventions

This action has been fully implemented with mixed results.

Successes:

Students continue to recover credits in order to maintain A-G status and complete graduation requirements. In an effort to address the after effects of COVID 19, the district extended modified credits for graduation to the class of 2024 and provided increased opportunities at the comprehensive sites for students to access credit recovery through Plato and not have to commute to the alternative education site. Increase in A-G completion overall for students, for Foster Youth (+12.97), Homeless (+9.4%), Socioeconomically Disadvantaged (+54.91), and Hispanic students (+38.87). The district counselors, regularly ran data for site counseling teams regarding student progress toward attaining A-G. Site teams then utilized this data to conduct transcript analysis with the guidance of the district team in order to validate courses for A-G when possible. Additionally, students had access to Graduation Alliance which allowed for them to retake A-G courses. The district also made an explicit effort to review and revise courses of study and submit to the CMP in order to increase the A-G offerings at sites for students. Incentives and acknowledgements for student attaining A-G status also helped to gain buy-in from students and improve the district A-G rates.

Began the process of vertical articulation through developing PLCs by identifying essential standards and reviewing scope and sequence to meet the academic needs of students.

Challenges:

Decrease in Homeless graduation rate by 10.5%

Decrease in the White graduation rate by 1.5%

Decrease in A-G completion rates for English Learners (-0.68%), Students with Disabilities (-0.89%), African American students (-20.5%), and White students (-13.59%).

While many external efforts were made to improve graduation rates and A-G rates, the challenge is that students are not being successful in their courses. There is a lack of common assessments to facilitate data driven instruction. A focus on data driven instruction would lead to best, first instruction and eliminate the need for as many students needing validation to maintain A-G and credit recovery to be on track for graduation.

2.2 CTE Pathways

This action has been fully implemented with mixed results.

Successes:

Increase in CTE pathway completers for all students by 3.3% with a pass rate of 84.51%. This reflects an increase in all subgroups as well. All CTE courses of study are now current and pathway coding has been cleaned-up and revised in the SIS for accuracy in reporting moving forward. Accurate coding and training for counselors in pathway sequence contributed to the increase. CTE Pathway offerings are aligned with student interests and optimal employment/growth opportunities also help ensure student stay committed to completing pathways.

Challenges:

Pathways were not accurately aligned and students were not placed in the correct order of concentrator and then capstone to be considered completers. Now that internal documents have been revised this will carry over into the SIS system. Counselor training is ongoing.

2.3 Comprehensive Counseling Programs:

This action has been fully implemented, but there is a need to continue to support comprehensive counseling programs as a component of college and career readiness.

Successes:

Professional development provided throughout the year for improving systems provided by RCOE focused on data literacy, systems thinking, and improvement science.

Counseling teams provided opportunities to attend numerous county professional developments designed to improve professional practice including CSU/UC validation and requirements, CCGI, and an overall understanding of the ACSA National Model.

Comprehensive NCAA training to support student athletes both academically and social-emotionally.

Counselors also received monthly professional development and collaboration time to learn systems for MTSS, SSTs, and 504s; this will be ongoing.

Increased A-G completion by 10% at comprehensive high schools through data analysis and transcript analysis resulting in increased validation.

Challenges:

Budget cuts will result in counseling reductions in the 2024-25 school year and the repercussions were felt in resignations with some support staff in 2023-24.

There is still a lack of consistency in practices in sites across the district and a need in continued professional development and support around district wide expectations for counselors and systems of support.

2.4 College and Career Readiness

This action has been fully implemented but needs to include the comprehensive counseling program as part a a holistic approach to improving student outcomes.

Successes:

Students continue to enroll and successfully complete dual enrollment courses with 1,185 students enrolled in 2022-23 and a 90% passing rate. The district has worked extensively to expand partnerships with neighboring community colleges to increase opportunities for dual enrollment including increasing section offerings and access to annex programs..

Students submitted 2,565 more applications to public colleges and universities in 2022 with a total of 3,832 applications submitted. Counselors were pivotal in working one-on-one with students on application completion and students expanded their selection process through two college fairs hosted by the district.

Over half, 53.2%, were either prepared or approaching prepared according to the College and Career Indicator designated on the California Dashboard. This is a direct result of the increase in A-G fostered by the efforts of counselors in validating courses on transcripts, access to A-G credit recovery options, and the increase in A-G course offerings for original credit on campuses.

The increase in courses that meet the A-G requirements by rewriting multiple courses to submit to the CMP for A-G approval were made possible through the intentional support from the district academic coaches and teacher dedication to revising courses during pullout days.

Challenges:

FAFSA/CADAA completion and AVID participation remained status quo.

Student EAP scores in English (-7.62%) and Math (-2.14%) decreased in both standard exceeded and standard met. Based on the amount of courses requiring validation for A-G, it is evident that students are not being successful in acquiring the information and standards in their courses on the first attempt. The lack of aligned scope and sequence as well as common assessments impacts teachers ability to implement Tier 1 and Tier II academic interventions.

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.

2.1 Difference between Budgeted \$8,671,407 and Estimated Actual Expenditures \$8,572,884 is \$98,523

Justification: Over budgeted due to raises and step in column

2.2 Difference between Budgeted \$5,024,885 and Estimated Actual Expenditures \$5,150,311 is (\$125,426)

Justification: All services were implemented. Additional CTE teachers were hired to support student enrollment requests in district CTE programs. More students are participating in CTE courses at schools across the district with the growth in enrollment at Liberty High School, our newest comprehensive high school.

2.3 Difference between Budgeted \$1,726,030 and Estimated Actual Expenditures \$1,930,590 is (\$204,560)

Justification: All services were implemented. Over budget due to raises, step and column designations.

2.4 Difference between Budgeted \$1,455,243 and Estimated Actual Expenditures \$1,311,868 is \$143,375

Justification: All services were implemented. Over budgeted RCOE contract and College Board

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

2.1 Student Support and Interventions: This action has been effective with mixed results. PUHSD continues to offer a variety of ways for students to recover credits to stay on track for graduation and in many cases earn or maintain A-G status. The credit recovery for A-G has been more successful than for graduation. This is evidenced in the minimal growth in the graduation rate and the increase of 10% in A-G completion at the comprehensive high schools; however, the increase was not evident in half of the subgroups with African American students having the largest disparity with a 20.5% decrease in A-G completion. It is important to note that fewer students graduated with the 130 credits permitted during COVID-19 in 2022-23 with the exception of Foster, Homeless, and African American Youth. There was also an increase in the total number of full PUHSD graduates with the full district requirements in 2022-23 with the exception of Students with Disabilities, Foster, and Homeless youth. In order to fully understand why students were initially struggling to pass courses and why they required credit recovery, teams of teachers will meet in order to identify academic gaps through vertical articulation. Another challenge that was identified was the lack of real time data from common formative assessments and the lack of analysis conducted from available data sources.

2.2 CTE Pathways: This action has been effective with mixed results. Overall, the number of PUHSD students completing a CTE Pathway increased by 3.3% to a total of 12.4% with a pass rate of 84.51%. Much of this growth and success can be attributed to the selection of pathways aligned to student interest and industry opportunities for students. PUHSD also works closely with the Riverside County Office of Education to ensure that courses are accurately designed and that highly qualified industry experts are teaching these courses. The increase exceeded projections by 2.1%. A challenge that was identified and limited further growth was in how CTE courses were coded in the Student Information System (Infinite Campus) and how these courses were reported to CalPads. Upon discovering the errors, it was determined that there was a need to meet with Education Services, all site administrators working with counseling and CTE, relevant counselors, and the Student Information System Coordinator to rectify the pathway alignment and coding.

2.3 Comprehensive Counseling Programs: This action has been effective, but there is a need to continue to support comprehensive counseling programs as a component of college and career readiness. As a means of supporting the comprehensive counseling programs in PUHSD, it was recognized that the Director of Pupil Services and Director of Curriculum and Instruction must collaborate in taking a multifaceted approach to providing district training and outside professional development opportunities. The Riverside County Office of Education has been pivotal in providing coaching along with training and professional development to support the improvement of systems at all sites across the district. It was also determined that counselors have received guidance on 504 plans, SSTs, NCAA support for student athletes, college and career indicators, CCGI reporting, CMP, and continued work on transcript analysis. One barrier is the overall lack of consistency that is still evident and will continue to be a focus that PUHSD works to systematize policies and practices so there are equitable opportunities for students regardless of the school of attendance.

2.4 College and Career Readiness: This action has been effective but needs to include the comprehensive counseling program as part a a holistic approach to improving student outcomes. Student enrollment in dual enrollment surged in 2022-23 by 528 students to a total of 1,185 students with a 90% passing rate. These students received college credits as well as satisfying their high school graduation requirements in designated courses. This increase and positive outcomes in dual enrollment could account for the decrease in students taking AP courses by 31 students to a total of 1,667 with a pass rate of 38%. Students also submitted significantly more applications to public colleges and universities indicating an increase in preparedness for post secondary educational opportunities; this is also evidenced by the increase in A-G completion and the initial report of College and Career Indicator on the California Dashboard. The greatest barrier to college and career

readiness is evidenced in the dismal Math and English performance demonstrated on the EAP results derived from SBAC/CAASPP performance indicators. Students' performance dropped significantly on both exceeding standard and meeting standard in each subject area. While English scores are comparable to districts in the county, Math scores are amongst the lowest. There is an obvious need to intervene and support teachers and students in an effort to improve Math performance so students can continue to be college and career ready. PUHSD has sought assistance from the Riverside County Office of Education to assist with this monumental task of improving student outcomes in Math across the district. The lackluster performance could also be attributed to the stagnated efforts of professional learning communities that persisted following COVID-19. PUHSD recognizes the value in returning to academically proven best professional and practices.

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.

Change to Goal: No change

Changes to Metrics: For 2024-25, the following metrics will be eliminated: LEA AP Scores and FAFSA Completion

Changes to Actions and Services: For 2024-25, Action 2.4 will be included in Action 2.3, eliminating the need for Action 2.4

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	Suspension Rate: Data Quest (19-20): 4.8%	Suspension Rate: Data Quest (20-21): 0% Sub Group Local Indicator: as of June 2022 English Learners: 9.15% Foster Youth: 21.05% Homeless: 9.01% SED: 7.36%	Suspension Rate: Data Quest (21-22): 7.3% Sub Group Local Indicator: English Learners: 8.8% Foster Youth: 20.9% Homeless: 8.8% SED: 8.4%	Suspension Rate: Data Quest (22-23): 6.4% Local Indicator: English Learners: 8.2% Foster Youth: 15.9% Homeless: 8.4% SED: 9.6% Data Quest for the 2023-2024 school year is not available. Infinite Campus: as of April 30, 2024. Local Indicator: English Learners: 10.12% Foster Youth: 15.8% Homeless: 7.6% SED: 0% SWD: 12.4%	LEA Suspension Rate: All students Data Quest: 4.2% Performance level: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Suspension Rate: African American	Suspension Rate: Data Quest (19-20): 7.9%	Suspension Rate: Data Quest (20-21): 0% Local Indicator: as of June 2022 African American: 11.76%	Suspension Rate: Data Quest (21-22): 12.2%	Suspension Rate: Data Quest (22-23): 10.1% Data Quest for the 2023-2024 school year is not available. Infinite Campus: as of April 30, 2024. Local Indicator: Students Overall: 4.49% African American: 7.84%	LEA Suspension Rate: African American Data Quest: 6.0% Performance level: Green
LEA Suspension Rate: Students with Disabilities	Suspension Rate: Data Quest (19-20): 7.9%	Suspension Rate: Data Quest (20-21): 0% Local Indicator: as of June 2022 Students with Disabilities: 10.94%	Suspension Rate: Ed-Data (21-22) SWD: 11.6%	Suspension Rate: Data Quest (22-23): 9.6% Our subcategories will be reported at the conclusion of the school year.	LEA Suspension Rate: Students with Disabilities Data Quest: 4.5% Performance level: Green
Expulsion Rate All Students	Indicator Expulsion Rate: Data Quest (19-20): .22%	Indicator Expulsion Rate: Data Quest (20-21): 0% Sub Group Local Indicator: as of June 2022 African American: 6.25% English Learners: 18.75	Indicator Expulsion Rate: Data Quest (21-22) : 0.1% Sub Group Local Indicator: African American: 0.1% English Learners: 0.1% Foster Youth: 0%	Indicator Expulsion Rate: Data Quest (22-23) : 0.1% Sub Group Local Indicator: English Learners: 0.1% Currently (23-24): 0%	Maintain Expulsion Rate less than .2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth: 0%			
Middle School Dropout Rate All Students	Dropout Rate: Data Quest (19-20): 0%	Middle School Dropout Rate: Data Quest (20-21): 0%	Middle School Dropout Rate: Data Quest (21-22): 0%	Middle School Dropout Rate: Local SIS (22-23): 0% No data to report yet for the 23-24 school year.	Maintain Middle School Drop Out Rate less than .02%
High School Dropout Rate All Students	Drop Out Rate: All Students Data Quest (19-20): 5.5%	High School Dropout Rate: Data Quest (20-21): 6.5%	High School Dropout Rate: Ed-Data (21-22) : 5.5%	High School Dropout Rate: Data Quest (22-23): 6.5% No data to report yet for the 23-24 school year.	Maintain High School Drop Out rate of less than 3%
LEA Attendance Rate All Students	LEA Attendance Rate: All Students (19-20) Attendance Rate: 97.6% ADA to Enrollment: 96.3%	LEA Attendance Rate: All Students (20-21): 89.6% ADA to Enrollment: 87.6%	LEA Attendance Rate: All Students (21-22): 91.0% ADA to Enrollment: 87.5%	LEA Attendance Rate: Infinite Campus (22-23): 89.2% (Grades 9-12) Infinite Campus (22-23): 87.52% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): 87.02% LEA Attendance Rate: Infinite Campus (23-24) for P2 All Students (no CMI): 88.94%	LEA Attendance Rate: All Students Attendance Rate: 95% ADA to Enrollment 94.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Total enrollment grades 7-8 (no CMI): 88.5% Total enrollment grades 9-12 (no CMI): 88.98%	
Chronic Absenteeism Rate All Students	Chronic Absenteeism Rate All Students (19-20): 17.0% CA Dashboard 2018-19: 21.2% Performance level: Red	Chronic Absenteeism Rate: All Students Dataquest (20-21): 27.3% Dataquest (20-21): 37.5% (grade 7-8/PMS)	Chronic Absenteeism Rate: All Students Data Quest (21-22) : 40.8% Data Quest (21-22) : 45.1% (grade 7-8 PMS)	Chronic Absenteeism Rate: All Students Data Quest (22-23) : 35.9% (Grades 9-12) Data Quest (22-23) : 47.2% (Grades 7-8 PMS) No data to report yet for the 23-24 school year.	Chronic Absenteeism Rate All Students 23-24: 11.6% CA Dashboard: 5.9% 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
School Climate Survey	Local Indicator: California Healthy Kids Survey Survey (2020-21): 340 responses	Local Indicator: California Healthy Kids Survey (2021-2022): 570 7th graders: 84 9th graders: 250 11th graders: 236 School Safety: 54.67% of	Local Indicator: California Healthy Kid Survey (2022-2023) : 3,938 7th graders: 589 9th graders: 2,010 11th graders: 1,329	Local Indicator: California Healthy Kid Survey (2023-2024) : 4,192 7th graders: 467 9th graders: 1,995 11th graders: 1,730	Local Indicator: California Healthy Kid Survey (2023-2024) : 4,500 7th graders: 650 9th graders: 2,200 11th graders: 1,800

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		respondents felt safe at school School Connectedness: 48.33% of respondents felt connected to school	School Safety: 49% of respondents felt safe at school School Connectedness: 45.75% of respondents felt connected to school	School Safety respondents felt safe at school: 7th graders: 52% 9th graders: 56% 11th graders: 54% School Connectedness: 7th graders: 49% 9th graders: 48% 11th graders: 47% Respondents felt connected to school.	School Safety: 60% of respondents felt safe at school School Connectedness: 55% of respondents felt connected to school

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.

Action 3.1: Universal Support Services

The action of Universal Support Services has been effective for the 2023-2024 school year.

Successes:

- Each school had an assistant principal, counselor, program specialist, behavior specialist, substance abuse specialist, social worker and an alternative to suspension teacher. They met on a weekly basis as a team to discuss how best to address students to ensure that all students were supported in each of those areas. This led to the decrease in suspension rates across the board.
- There was a weeklong professional development offered for the team at the beginning of the school year. Many of the support providers met with our Director of Special Education on a weekly basis to ensure that there were common practices and to address any obstacles that they may experience.

There were clear tiers of support for each of the domains.

Challenges:

- There has been a restructuring of these supports for the 2024/2025 school year.
- The academic counselor was not included in these discussions so there may have been a gap in the follow through by others on the campus.

- There was a focus on students overall. There was not a concentrated focus on the various subgroups, but consequently we did see a decrease in the suspension rate for all of our subgroups.

Action 3.2: Targeted and Intensive Support Services

This action was proven to be effective for the 2023-2024 school year.

Successes

- All of our sites had an Alternative To Suspension (ATS) on their campuses.
- Each of the ATS teachers had a week-long training at the beginning of the school year.
- There were site visits by our outside consultant group to each campus to review common practices at each of our ATS.
- There was a weekly meeting with each of these teachers with the Office of Student Services to address any obstacles that they may have encountered during the week.
- There were social workers assigned to each school site to help address our at-risk populations.
- Each week the social workers met with our Director of Special Education to align common practices.
- Each site had a Substance Abuse and Behavior Specialist that provide wrap around services to students experiencing anxiety, depression, suicide ideation, or other mental or behavior issues.

Challenges:

- There has been a restructuring of these supports for the 2024/2025 school year.
- We did not focus on the other domains (academic or attendance) to give our students their tiered academic supports.
- There was a focus on students overall. There was not a concentrated focus on the various subgroups, but consequently we did see a decrease in the suspension rate for all of our subgroups.

Action 3.3: Student Engagement and Participation

This action was proven to be effective for the 2023-2024 school year.

Successes:

- There were monthly meetings with our assistant principals who work with attendance. The purpose of these meetings were to: Address chronic absenteeism, develop common practices, seek further guidance from the Office of Student Services
- Two attendance specialists work to track, follow up, and meet with students and parents that are chronically absent from school. To facilitate this work, a system to track and monitor student attendance (A2A) has been purchased and implemented.
- Our attendance specialists also made phone calls to connect with families whose students were not attending schools or who are chronically absent.
- Each site created Tiers of Intervention to support student participation and engagement. Tier 1, Tier 2 and Tier 3 supports were outlined. Tier 1 supports included; clear, concise and consistent communication, student support, regular monitoring and mental wellness supports. Tier 2 and 3 supports included; identify barriers and supports.
- Sites created incentive programs to celebrate students' success in both academic and behavior.

Challenges:

- There were inconsistencies in the tracking of students through the various tiers of attendance intervention because we were using two different systems (A2A and IC).

- There was data that nobody knew how to follow up with the students because of the multiple sources which caused students to be missed and not followed up on.

Action 3.4: Safety and Security

This action continues to be effective in meeting the Williams Compliance ensuring that all facilities are safe.

Successes:

- Facilities per Williams compliance was met at 100%.
- All sites, District Office, and Student Services Center have Safety Plans in place.

Challenges:

- Provide a unified response to our sites for listening to their safety concerns and what assistance they need.
- We would like to continue to work with our students so that they feel connected to the school site.

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.

3.1 Difference between Budgeted \$1,755,394 and Estimated Actual Expenditures \$1,698,023 is \$57,371

Justification: Over budgeted Increase salaries and benefits and added bonus.

3.2 Difference between Budgeted \$2,007,009 and Estimated Actual Expenditures \$2,165,500 is (\$158,491)

Justification: Increase salary and benefits and added bonus.

3.3 Difference between Budgeted \$715,406 and Estimated Actual Expenditures \$766,545 is (\$51,139)

Justification: Increase salary and benefits and added bonus.

3.4 Difference between Budgeted \$124,660 and Estimated Actual Expenditures \$137,373 is (\$12,713)

Justification: Increase in contracts for Risk Management for Campus Security training.

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

Action 3.1:

The action of Universal Support Services has been effective for the 2023-24 school year. The number of students who have been suspended have decreased across all demographics by approximately 80%. There was a concerted effort to train intensively at the

beginning of the school year and provide weekly support for each of these providers. This support and training led them to have data-rich conversations as a team on a weekly basis so that no student was left behind. All students were able to receive one of the tiers of intervention by the service providers. If a student were to move from one school to another, then they would be provided the same support because of the training by our district office. The site teams were able to discover the antecedents to the behaviors instead of simply addressing the surface-level behaviors that were exhibited. As we went into LCAP planning this year the data that was gathered has helped us recognize our students' greatest areas of need and helped to ensure that resources are directly tied to the support most required. We will continue to work on utilize the resources that we have in place currently to address the needs of our students.

Action 3.2:

This action was proven to be effective; there has been an intentional effort to reduce suspensions and expulsions across PUHSD. In terms of discipline responses a specific area of focus was to be more aware of the whole child and take an intervention rather than punitive approach. In pursuit of this goal an alternative to suspension program was implemented at all of the Perris Union High School District's school sites. Students with nonviolent offenses were placed in the alternative to suspension coaching program which taught restorative practices. Students were able to focus on what they did and how to correct their behaviors for the future. They are a way of working with conflict that puts the focus on repairing the harm that has been done, and includes all of the parties involved. Each ATS teacher trained intensively for a week at the beginning of the school year by a third party organization on the best practices to use in ATS. There was also monthly visits by the consultants and the Office of Student Services to help continue to address the concerns of our teachers or paraeducators in ATS. The goal was that this would not only reduce overall suspensions and expulsions, but also address disproportionality, particularly in the areas of African American students and students with disabilities. A review of the alternative to suspension data has demonstrated the interventions have had a dramatic impact.

To help in the reduction of suspensions and expulsion numbers we were able to align our discipline practices districtwide. There was a districtwide accountability matrix that each site was to follow this year. This ensured there were equitable practices shared across the District. There was some room within the accountability matrix so that the school sites could use their discretion in working with students on an individual basis.

In support of this work PUHSD has partnered with social workers. Our goal is to have social workers at each site that can engage the social emotional concerns of our students. The efforts to reduce suspensions and expulsion has been a success. The work of our social workers was to engage the students with outside resources that could help students and their families address their needs that may fall outside of the general scope of the educational environment, yet still has an impact on their progress.

Action 3.3:

This action was effective. We are still experiencing high levels of Chronic Absenteeism. We have multiple systems that we are using to track student attendance and unfortunately there are multiple data points that are being used which will cause us to focus on multiple points. When students are going through the SART/SARB process there is not a clear sense of the interventions that have taken place with the students because of these multiple sources of information.

We have not focused on a true Response To Intervention model with attendance. We do not have a clear delineation of a line of duties and responsibilities. This is something that we will work on so that we can further focus on our individual students and how we can provide them

the most appropriate support. Each of our school sites have bright spots with the lines of duties and responsibilities. Now it is time to combine these bright spots and bring them together as a district mission of providing the best interventions for our students with regard to attendance. The District Office has two Attendance Techs and two community liaisons and we would like for them to work in concert with our school sites so that they are in more of a supportive role. The development of a tiered system along with clearly stated duties and responsibilities will address our Chronic Absenteeism rate with a hopeful decrease.

Action 3.4: This action continues to be effective in meeting the Williams Compliance ensuring that all facilities are safe. The District Director of Security provides ongoing professional development opportunities for campus supervisors.

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.

Change to Goal: No change

Changes to Metrics: For 2024-25, additional metrics will be added to a new Action 3.5. Shall include: # of visits to the wellness center and types of services.

Changes to Actions and Services:

- For 2024-25, an Action 3.5 will be added to address the student mental health and wellbeing.
- LCAP Goal #5: Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness, will be eliminated and the Actions 5.1 and 5.2 activities and strategies will be embedded in the 2024-25 LCAP Goal #1 & #3.

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 District Parent Participation: 2,004	2022-2023 District Parent Participation: 12,471	2023-24 District Parent Participation: as of May 1st: 10,781	Increase Parent Participation by 6% (748) to 13,219
Parent participation in the Community Advisory Committee for Special Education (CAC)	2020-21: CAC average/participation attendance is 1	2021-22: CAC average/participation attendance is 2	2022-2023: CAC average/participation attendance is 2	2022-2023: CAC average/participation attendance is 1	Maintain 2 CAC Special Education Parent Advisors
California School Parent Survey (CSPS)	2019-20: 510 out of 1,703 Parent/Community responded Annual Survey	2021-22: Parent/Community responded Annual Survey: 77	2022-2023: Parent/Community responded Annual Survey: 319 MS: 13 HS: 295	2023-2024: Parent/Community responded Annual Survey: MS: 54 HS: 518 Total: 589	Increase Parent Survey responses by 20% (102) to 612
California School Staff Survey (CSSS)	2020-21: 0	2021-22: Staff Responses: 262	2022-2023: Staff Responses: 457 MS: 26 HS: 398	2023-2024: Staff Responses: MS: 15 HS: 131	Increase Staff Survey responses by 10% (46) to 503

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to information via Social Media	2020-21: Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865	2021-22: Facebook followers: 14,000 Twitter followers: 14,000 Instagram: 7,200	2022-2023: Facebook followers: 16,400 Twitter followers: 6,400 Instagram: 15,500	2023-2024: Facebook followers: 16,716 Twitter followers: 7,188 Instagram: 21,642 As of May 1st	Increase Social Media access by 10% for each platform. Facebook followers by 1,640 = 18,040 Twitter followers by 640 = 7,040 Instagram by 1,550 = 17,050
Infinite Campus Parent Portal	IC Parent Accounts: 8,273	2021-22: IC Parent Accounts: 10,549	No data	This metric will be discontinued.	This metric will be discontinued in 2022-23

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.

Action 4.1: Building the capacity of educators to do work in partnership with parents/families.

Successes: This action was fully implemented

- The District Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) Virtual Training conducted at the start of the school year, followed by monthly virtual site visits from Family Engagement Consultant, have yielded positive results. This approach of commencing with general training at the beginning of the school year and following up with monthly site visits, based on research-based methodologies, has proven beneficial for educators, community liaisons, students, and parents.
- Bilingual Community Liaisons assigned to each school site have effectively fostered strong connections between educators and families.
- Offering in-person, Zoom, and Google Meet interpretation for parent workshops and events has been highly successful.

Challenges:

- Despite promotional efforts, teachers often remain unaware of existing partnerships with parents/families.
- The transition of new administrators has understandably shifted focus away from immediate engagement with families.

Action 4.2: Provide training/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.

Successes: This action was fully implemented

- The Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) Districtwide Initiative, utilizing research-driven methodologies, has effectively trained and supported parents, families, family engagement leaders, educators, and community members to enhance overall student success.
- Positive Parenting Workshops addressing mental health, relationship building, and parent empowerment have been well-received.
- Stronger Together Workshops held in both semesters have provided valuable information and resources to parents and community members, emphasizing the importance of parental engagement.
- Dual Enrollment Informational Workshops hosted by the ASPIRE (District Counselors) Team have been beneficial.
- The Parent Project series, covering topics such as Arguing and Family Conflict, Improving Academic Performance & Attendance, Teen Drug Prevention, and Identifying Local Resources, has been instrumental.
- All workshops have been offered in both in-person and virtual formats to ensure accessibility for all families.

Challenges:

- No challenges

Action 4.3: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Success: This action was fully implemented

- RCOE's CAREspace workshops, focusing on mental health and social-emotional well-being, have provided valuable resources to students and parents.
- The Perris Valley Resource Center has offered a diverse range of resources and services at no cost, which have been distributed to families through printed materials or shared via Peachjar.
- The Grandparents Raising Grandchildren support group offers opportunities for socialization, information sharing, skill-building, peer support, and access to community resources.
- Collaborative efforts with local authorities, such as inviting the local police department to share information on drug prevention, have been beneficial.
- Love for Life / Stronger Together initiatives offer a plethora of community resources, including parenting tips, immigration assistance, and bullying prevention.
- Partnerships with the City of Perris and the City of Menifee have facilitated the sharing of information and resources with our families.

Challenges:

- Despite the availability of resources and communication efforts, some families struggle to physically access resources on campus.

Action 4.4: Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents, and community members on a regular basis.

Successes: This action was fully implemented

- Information dissemination to families via various channels such as Blackboard (text, voice, email), social media platforms (Facebook, Instagram, Twitter), and Peachjar has been effective.
- The use of video cameras to capture and share information in a visually engaging manner, with short mini-videos posted on social media, has yielded positive results.

Challenges:

- Balancing the volume of information to avoid overwhelming families.
- The creation and promotion of informational videos for every event pose logistical challenges but efforts are made to maximize communication channels.

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.

4.1 Difference between Budgeted \$28,731 and Estimated Actual Expenditures \$12,729 is \$16,002

Justification: Not as much extra duty as budgeted

4.2 Difference between Budgeted \$288,310 and Estimated Actual Expenditures \$272,915 is \$15,395

Justification: All services were implemented. Didn't fully expend budget for conferences.

4.3 Difference between Budgeted \$624,505 and Estimated Actual Expenditures \$623,478 is \$1,027

Justification: All services were implemented.

4.4 Difference between Budgeted \$205,486 and Estimated Actual Expenditures \$237,910 is (\$32,424)

Justification: All services were implemented. Under budgeted RCOE contract.

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

Action 4.1: Building the capacity of educators to do work in partnership with parents/families.

The District's initiative to build educator capacity for partnering with parents and families has been moderately effective. The District Parent Engagement Leadership Institute (PELI) and Action Team for Partnerships (ATP) Virtual Training, combined with monthly virtual site visits from a Family Engagement Consultant, have yielded positive results. This structured approach has effectively supported educators, community liaisons, students, and parents. Additionally, Bilingual Community Liaisons assigned to each school site have successfully strengthened connections between educators and families, and offering interpretation for parent workshops and events through various platforms has been highly successful. However, despite promotional efforts, many teachers remain unaware of these partnerships. PUHSD can develop a comprehensive communication strategy to ensure teachers are aware of available partnerships and resources. Additionally, continuous training through workshops and webinars will equip teachers with practical tools for building strong partnerships with parents and families. These actions will ensure greater awareness, participation, and a stronger home-school connection.

Action 4.2: Providing Training/Workshops/Courses for Parents and Community Members

The District's efforts in providing training and workshops for parents and community members have been highly effective. The Parent Engagement Leadership Institute (PELI) and Action Team for Partnerships (ATP) Districtwide Initiative have successfully trained and supported parents, families, family engagement leaders, educators, and community members, enhancing overall student success. Positive Parenting Workshops, addressing key areas such as mental health and relationship building, along with the Stronger Together Workshops, have been well-received. Dual Enrollment Informational Workshops and the Parent Project series have also been instrumental in providing critical resources and information. Offering these workshops in both in-person and virtual formats has ensured that they are accessible to all families, contributing significantly to their effectiveness.

Action 4.3: Integrating Community Resources and Services

The integration of community resources and services has proven to be effective in strengthening school programs, family practices, and student learning. RCOE's CAREspace workshops have provided valuable mental health and social-emotional resources to students and parents. The Perris Valley Resource Center's no-cost services have been widely distributed to families through printed materials and Peachjar. Support groups like Grandparents Raising Grandchildren have offered critical socialization, information sharing, and access to community resources. Collaborative efforts with local authorities and initiatives like Love for Life / Stronger Together have enhanced the availability of community resources. Despite some families struggling to access resources on campus, these efforts have significantly bolstered family engagement and support.

Action 4.4: Facilitating Two-Way Communication

Ensuring effective two-way communication between schools, parents, and community members has been effectively achieved through various strategies. The District's use of communication channels such as Blackboard, social media platforms, and Peachjar has facilitated efficient information dissemination to families. Additionally, the use of technology to create engaging and informative short videos for social media has yielded positive results. While balancing the volume of information to avoid overwhelming families remains a challenge, and the logistical complexities of creating informational videos for every event persist, the overall communication strategy has been effective in keeping families well-informed and engaged.

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.

Change to Goal: No change

Changes to Metrics: For 24-25 school the following metrics will be eliminated: Access to Information via Social Media, will be replaced with Parent Square Analytics to better track and disaggregate data determine how parents are engaged and contributing,

Changes to Actions and Services: No changes

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
5	Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator (Grades 5-8 and 11) ELA	<p>2021-22: Status was reported in the 2021-22 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.</p> <p>2021-22 Dashboard results Average Distance from Standard: All Students- Status: -45.5. Homeless- Status: -96.8.</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>2022-23 Dashboard results Average Distance from Standard: All Students- Status: -36.9 (+9.3) Homeless- Status: -57.7 (+43.4) Students with Disabilities- Status: -130.8 (+13.9)</p>	<p>Average Distance from Standard: All Students- Status: 1. Change: 20 Homeless- Status: -19.7. Change: 20 Students with Disabilities- Status: -99. Change: 20</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities- Status: - 140.9.				
Academic Indicator (Grades 5-8 and 11) Math	<p>2021-22: Status was reported in the 2021-22 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.</p> <p>2021-22 Dashboard results Average Distance from Standard: All Students- Status: - 131.5. Homeless- Status: - 186.2. Students with Disabilities- Status: - 202.6.</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>2022-23 Dashboard results Average Distance from Standard: All Students- Status: - 138.2 (-4.8) Homeless- Status: - 158.1 (+35.9) Students with Disabilities- Status: - 217.7 (-6.6)</p>	<p>Average Distance from Standard: All Students- Status: - 80. Change: 20. Homeless- Status: - 101. Change: 20. Students with Disabilities- Status: - 170.6. Change: 20.</p>
Chronic Absenteeism (Grades 7-8)	2021-22 Students with Disabilities: Very High Homeless: Very High	New metric for 2023-24	New metric for 2023-24	2022-23 Dashboard results: Average Distance from Standard:	Students with Disabilities: High Homeless: High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Outcomes will be described in Year 3	Outcomes will be described in Year 3	All Students - Status: - 47.8%. (+1.9) Students with Disabilities -Status: - 57.5% (+.9%) Homeless - Status: - 53.6%. (-.1%)	As indicated on the CA Dashboard
Chronic Absenteeism (Grades 9-12)	2022-23 Chronic Absenteeism - (Infinite Campus as of June 1, 2023) 2022-23 Grades 9-12 - TBD 2022-23 District Wide - TBD 2021-22 Chronic Absenteeism (Ed.Data.org) 2021-22 Grades 9-12 - 40% 2021-22 District Wide - 40.2%	New metric for 2023-24 Outcomes will be described in Year 3	New metric for 2023-24 Outcomes will be described in Year 3	2022-23 Chronic Absenteeism - (Infinite Campus as of June 1, 2023) 2022-23 Grades 9-12 - TBD 2022-23 District Wide - TBD 2021-22 Chronic Absenteeism (Ed.Data.org) 2021-22 Grades 9-12 - 40% 2021-22 District Wide - 40.2%	Chronic Absenteeism: Grades 9-12 - TBD District Wide - TBD
Suspension Rate	2021-22 Students with Disabilities: Very High Homeless: Very High	New metric for 2023-24 Outcomes will be described in Year 3	New metric for 2023-24 Outcomes will be described in Year 3	2023-24 Dashboard results: Average Distance from Standard: All Students- Status: 6.4% suspended at least one day Students with Disabilities - Status: 9.5%. (-2.1%)	Students with Disabilities: High Homeless: High As indicated on the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Homeless - Status: 8.4%. (-.6%)	
Attendance Rate	<p>2022-23 Attendance Rate (as of P2 per Infinite Campus) SWD - 87.36% Homeless - 85.85%</p> <p>2021-22 Attendance Rate (as of P2 per Infinite Campus) SWD - 84.96% Homeless - 85.18%</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>2022-23 Attendance Rate (as of P2 per Infinite Campus) SWD - 87.36% Homeless - 85.85%</p> <p>2021-22 Attendance Rate (as of P2 per Infinite Campus) SWD - 84.96% Homeless - 85.18%</p>	<p>Attendance Rate: SWD - 88% Homeless - 87%</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.

5.1 Targeted and Intensive Support Services:

The planned actions for providing targeted and intensive support services were successfully implemented, leading to notable improvements in the Academic Indicator for ELA, with increases observed among all students, including homeless students and students with disabilities (SWD). Additionally, the Academic Indicator for math showed progress for homeless students. However, the implementation faced challenges, as the Academic Indicator for math decreased for both the overall student population and SWD, highlighting the need for further refinement and support in this area.

Success:

- Academic Indicator for ELA showed increases for all students, Homeless and SWD.
- Academic Indicator for math showed increases for Homeless students

Challenges:

- Academic Indicator for math showed decreases for all students and SWD.

5.2 Universal Supports:

The implementation of universal supports showed mixed results. On the positive side, the planned actions effectively reduced chronic absenteeism rates among homeless students, demonstrating the success of the interventions targeted at this vulnerable group. However, the same actions did not yield the desired outcomes for SWD, as their chronic absenteeism rates increased. This indicates a need for a more tailored approach to address the unique challenges faced by SWD in improving their attendance.

Success:

- Chronic Absenteeism rates slightly decreased for homeless students.

Challenges:

- Chronic Absenteeism rates increased for SWD.

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.

5.1 Difference between Budgeted \$148,000 and Estimated Actual Expenditures \$24,052 is \$123,948

Justification: Services rendered where at no cost: Academic Coaches, TutorMe

5.2 Difference between Budgeted \$148,000 and Estimated Actual Expenditures \$29,174 is \$118,826

Justification: Services rendered where at no cost: Academic Coaches, TutorMe

This substantial difference was also due to the provision of no-cost services by Academic Coaches and the TutorMe platform. The availability of these no-cost resources meant that the district could deliver the planned support without incurring the expected expenses, resulting in a more cost-effective implementation than initially planned.

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

5.1 Targeted and Intensive Support Services:

Planned actions aimed at providing academic intervention and support services, including individualized tutoring, academic monitoring, and personalized academic plans, were effective and tailored to address the academic needs of all students, with a focus on homeless students and those with disabilities. The substantive differences between planned actions and actual implementation suggest that strategies were as effective as anticipated in addressing ELA needs for all students, particularly homeless students and those with disabilities. Modest gains in ELA indicators among these groups indicate a positive impact, despite slight declines in math performance overall. These findings suggest that interventions designed for ELA may have effectively influenced other academic areas as well.

5.2 Universal Supports:

While wrap-around services aimed at reducing chronic absenteeism and suspension rates among students with disabilities (SWD) and homeless students may not have led to desired reductions in chronic absenteeism rates, making this action ineffective. The decision to maintain these services and conduct further analysis reflects a proactive approach to addressing student needs. Though outcomes may not have met initial expectations, the commitment to continued monitoring, analysis, and adjustment of interventions underscores a dedication to improving outcomes for these student groups in the future.

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.

Change to Goal: Goal #5 will be eliminated and actions will be embedded in the 2024-25 LCAP Goals #1, #2, #3.

Changes to Metrics: The metrics and corresponding actions will be reflected in the 2024-2025 LCAP Goal #1, Goal #2, and Goal #3

Changes to Actions and Services: No changes

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