

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	Develop a College and Career Culture

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Adjusted Drop-Outs	0 Fall 2020 Snapshot CALPADS 1.12	0 Fall 2021 Snapshot CALPADS 1.12	0 Fall 2022 Snapshot CALPADS 1.24	13 Fall 2023 Snapshot CALPADS 1.24	Below 5
Drop-out rate (4-year cohort) (DataQuest)	5.9% School Year 2019-2020	7.5% School Year 2020-2021	3.7% School Year 2021-2022	6.5% School Year 2022-2023	5.7% or below
Graduation rate (4-year cohort) (DataQuest)	91.5% School Year 2019-2020 (Revised Requirements in place due to COVID)	85.3% School Year 2020-2021	91.8% School Year 2021-2022	90.0% School Year 2022-2023	89% or above
A-G completion rate for all seniors (4-year cohort) (Dataquest)	43.0% School Year 2019-2020	41.2% School Year 2020-2021	46.2% School Year 2021-2022	45.6% School Year 2022-2023	46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE: Number of CTE completers (Grades 9 -12)	376 School Year 2019-2020 CALPADS EOY CTE 3.14	533 School Year 2020-2021 CALPADS EOY CTE 3.19	345 School Year 2021-2022 CALPADS EOY CTE 3.19	198 School Year 2022-2023 CALPADS EOY CTE 3.19	600
AG/CTE: Number of graduates who met A-G and completed a CTE Pathway CA School Dashboard	44 School Year 2019-2020	155 School Year 2020-2021	182 School Year 2021-2022	151 School Year 2022-2023	100
AP Test Takers: Percent that received 1 or more AP Scores of 3 or higher	49% School Year 2019-2020 (RASI) Due to COVID Testing was conducted at home and fewer students tested 36.9% School Year 2018-2019	30% School Year 2020-2021	38% School Year 2021-2022	41% School Year 2022-2023	45%
ELA EAP Percent of College Ready/Conditionally (Grade 11 SBAC)	40% School Year 2018-2019	55.4% School Year 2020-2021	45.8% School Year 2021-2022	46.6% School Year 2022-2023	45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math EAP percent of College Ready/Conditionally (Grade 11 SBAC)	19% School Year 2018-2019	22.7% School Year 2020-2021	10.4% School Year 2021-2022	11.8% School Year 2022-2023	25%
AVID trained teacher rate (Elementary Schools)	37% School Year 2020-2021	41% School Year 2021-2022	46% School Year 2022-2023	88% School Year 2023-2024	80%
CCI: College & Career Indicator	40.2% Percentage Prepared Fall 2020 CA School Dashboard	4-year and 5-year combined cohort graduates 10.2% Percent with AP score of 3 or higher in at least two AP exams 27.4% Completed at least one CTE Pathway 35% Completed A-G requirements 13.5% Completed A-G requirements AND at least	4-year and 5-year combined cohort graduates 6.5% Percent with AP score of 3 or higher in at least two AP exams 26.0% Completed at least one CTE Pathway 40.1% Completed A-G requirements 14.9% Completed A-G requirements AND at least 1 CTE Pathway	41.7% Prepared Medium Status Fall 2023 CA School Dashboard	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		1 CTE Pathway 22% Percent of students completing one semester, two quarters or two trimesters of College Credit Courses 14.2% Percent of students completing two semester, three quarters or three trimesters of College Credit Courses 9.3% Percent of students who earned a State Seal of Biliteracy	20.8% Percent of students completing one semester, two quarters or two trimesters of College Credit Courses 15.4% Percent of students completing two semester, three quarters or three trimesters of College Credit Courses 9.2% Percent of students who earned a State Seal of Biliteracy		
Access to a Broad Course of Study (CA School Dashboard Local Indicator)	Standard Met Fall 2019	Standard Met Fall 2021	Standard Met Fall 2022	Standard Met Fall 2023	Standard Met

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.

Overall, the implementation of the actions for Goal 1 have been fully implemented

- 9 out of 12 actions were full implemented
- 3 out of 12 actions were implemented partially, and
- 0 out of 12 actions were minimally or not implemented.

Partial Implementation/Substantive Differences

Action 5 - Develop and support project-based learning to increase college-readiness - While project-based learning is valued, professional development to increase the effective use of it did not occur as planned due to a shortage of substitute teachers.

Action 7- Implement services to increase college-going rates for underrepresented students - The PSAT, SAT, and ACT were not offered and will be removed.

Action 8 - Provide research-based GATE instruction to identify more underrepresented students as gifted or talented and support the district's goal to increase representation in accelerated, AP courses in high school - Support, assessments, supplemental materials and activities did occur. However, professional development did not occur due to a shortage of substitute teachers.

Successes

Action 1 - Expand AVID to include grades K-12 - Approximately 140 teachers attended AVID Summer Institute to learn how to implement AVID strategies in their daily instruction. Benefits of AVID strategies are evident across the district and include increased usage of organizational strategies, note-taking, and study skills. Seniors enrolled in AVID Elective received over \$900,000 in aid for college and committed to various colleges.

Action 9 - Specialized Schools and Programs - PUSD used the year to research and plan its first Dual Language Immersion program to begin in fall of 2024.

Action 12 - Summer School - Summer school was offered to all K-8 students and 9-12 students in need of making up credits. Students in elementary and middle school received instruction in reading and math to mitigate learning loss. Enrichment opportunities increased student engagement.

Challenges

Action 5 - Develop and support project-based learning to increase college-readiness - While Project-Based Learning is evident in several classes particularly at the secondary level, awareness appears to be low. Educational partners are not aware of this type of learning, nor

where it is occurring.

Action 7 - Implement services to increase college-going rates for underrepresented students - The PSAT, SAT, and ACT were not offered this school year.

Action 8 - Provide research-based GATE instruction to identify more underrepresented students as gifted or talented and support the district's goal to increase representation in accelerated, AP courses in high school - While assessments, enrichment activities, and field trips were full implemented, the professional development did not occur due to lack of substitute 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.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services on the following actions.

Action 5 - Develop and Support Project-Based Learning to Increase College-Readiness

This action was completely implemented. However funds from the Educator Effectiveness grant were used.

Action 7 - Implement Services to Increase College-Going Rates for Underrepresented Students

The PSAT was not offered to students this school year. Therefore, the estimated actuals were much lower than the budgeted amount.

Action 8 - Provide Research Based GATE Instruction to Identify More Underrepresented Students as Gifted or Talented and Support the District's Goal to Increase representation in Accelerated, AP Courses In High School

Funds were used to support GATE assessments and enrichment activities. However, a consultant was not used for professional development. This action will be revised to reflect professional development that is in alignment with the districtwide instructional initiatives.

Action 9 - Specialized Schools and Programs

This year was the planning year for a new Dual Language Immersion Program. Implementation will begin with four kindergarten classes beginning in the 2024-2025 school year. Minimal funds were spent.

Action 12 - Summer School to Improve Academic Skills of Unduplicated Students

Since K-8 summer school was funded through ELOP funds, the only programs to fund were high school. This was under budgeted and will be adjusted for next year.

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

Action 1 - Expand AVID to Include Grades K-12, Including Continuation High School, to Increase College-Going Rate of Target Students and Provide Early Awareness of College to Parents and Students This action has been in place for a few years and continues to be relevant. Sites developed AVID Site Plans with a focus on expanding implementation of AVID strategies. District support included professional development and planning by Curriculum Specialists. Additionally, site coaches supported each grade level and department to implement agreed-upon AVID strategies as outlined in the site AVID plans. As a result, the focus on college and career continues to expand. In addition to an increased awareness of college and career opportunities, students are learning to use important skills that will benefit success in school and beyond, such as organization, notetaking, repeated reading, and writing. The following data suggests that staff and parents are satisfied with AVID. Of the completed staff surveys, 94% teachers are satisfied with AVID classes and schoolwide implementation. Middle school and high school teachers are also satisfied with AVID enrichment opportunities, as indicated by 96% satisfaction rate on surveys. In addition, 97% parents reported satisfaction with AVID. Of the completed student surveys, 72% middle school students and 70% high school students believe AVID will help prepare them for college. Due to the high satisfaction rate and the connection to college and career preparation, this action will remain in the LCAP.

The following combined actions continue to yield skills, connections, and awareness toward college and career preparedness - Action 2 (Develop New Courses to Expand College-Going, Leadership Opportunities, Increase AP Participation, and A-G Completions), Action 3 (Maintain and Expand Current CTE Programs), Action 4 (Create New CTE Courses and Pathways to Increase Career Readiness and Graduation Rate), Action 5 (Develop and Support Project-Based Learning to Increase College-Readiness), Action 6 (Maintain College Counselors, College and Career Centers, Support Staff), and Action 7 (Implement Services to Increase College-Going Rates for Target Students). Staff, students and parents responded favorably when surveyed about the above actions. The following percentages of high school teachers reported high levels of satisfaction with connected actions - CTE courses (95%), AP classes (90%), Dual Enrollment (90%), Counselor (86%), and College and Career Center (97%). In addition, 97% middle school teachers reported satisfaction with Project Lead the Way and MESA. Parents were also asked about specific actions connected to college and career. The following percentages of parents reported high levels of satisfaction with connected actions - Project Lead the Way (96%), AP/Honors classes (96%), CTE courses (97%), JROTC (95%), College and Career Centers (96%). Finally, students were asked about the connections of these actions with school, college, and career preparation. 85% middle school students reported that quality counseling prepares them for high school and beyond. High school students reported the following 92% of freshmen report that school prepares them to complete the college admission process. 78% of freshmen reported that CTE courses prepare them for career goals. 86% of freshmen reported that AP classes and 85% of freshmen reported that Honors classes successfully prepare them for success in a 4-year college or university. CTE has become an integral part of each high school, including the Continuation High School. A robust MESA Program served 250 students from middle and high schools, providing STEM experiences that enhance Project Lead the Way Engineering courses that are offered in grades 6-12. The metrics outlined in this goal also indicate that these actions are successful (A-G Completion Rate, AG/CTE Completers, ELA EAP Percentage of College Ready/Conditionally). As a result of the strong connection and satisfaction, these actions will continue.

Action 8 - Provide Research Based GATE Instruction to Identify More Underrepresented Students as Gifted or Talented and Support the District's Goal to Increase Representation in Accelerated, AP Courses in High School This was the second year the GATE screening was

conducted with an online assessment. The new format has provided a more accurate means for assessing students. In addition, when surveyed, 94% of parents indicated they were satisfied or very satisfied with GATE instruction and activities. This action will be continued.

Action 9 - Specialized Schools and Programs. PUSD used the 2023-2024 school year to plan for its first Dual Language Immersion program. The first class will begin in the 2024-2025 school year. This action will continue.

Action 10 - Expand Odyssey High School to Increase Options for Secondary Students. While Odyssey High School, serves a smaller population than the comprehensive high school, it provides a unique path of learning that meets the needs of the students enrolled. The feedback from students at the Student Focus group was that the STEM focus provides valuable opportunities for the future. Additionally, the participants from the Districtwide LCAP Meeting rated Odyssey High School as "Very Effective" and recommended that the action continue to be supported through the LCAP. This action will be continued in the LCAP.

Action 11 - Provide Online Courses for High School Students. Online courses were offered to students who needed credits in order to graduate. Other students accessed the online courses through Independent Study which was offered for the second year. When surveyed, 86% of high school staff indicated that the online courses benefited students.

Action 12 - Summer School to Improve Academic Skills Summer school was offered to all students in the summer of 2023. The instructional focus was on providing the necessary skills for students to be successful in the 2023-24 school year. Enrichment was also embedded in summer school, which provided for a well-rounded program. Credit recovery and preparation for AP coursework was offered at the high school level. When surveyed, 97% of high school teachers rated summer school favorably. Similar programs will be offered in the summer of 2024. Focus on necessary skills for success rather than remediation has been a positive shift that sets students up for a stronger start to the next school year.

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

While many of the actions in the goal will remain the same, the 2024-2027 LCAP will have five new goals that are aligned to the new Strategic Plan.

Accordingly, the new goals will be as follows:

- Goal 1 - Elevate Deeper Learning and College, Career, and Life Readiness
- Goal 2 - Implement Comprehensive Professional Learning, Leading to Effective Change
- Goal 3 - Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
- Goal 4 - Enhance Family and Community Engagement
- Goal 5 - Build an Inclusive and Equitable School District

Actions that will continue and will be realigned to the new LCAP Goals.

Action 1 - Expand AVID to include grades K-12, including continuation high school, to increase college-going rate of target students and provide early awareness of college to parents and students.

Action 2 - Develop new courses to expand college-going, leadership opportunities, increase AP participation, and A-G completion.

Action 3 - Maintain and Expand Current CTE Programs.

Action 4 - Create new CTE courses and pathways to increase career readiness and graduation rate.

Action 6 - Maintain College Counselors, College and Career Centers, Support Staff

Action 9 - Specialized Schools and Programs - this action will continue as a support for Dual Language Immersion.

Action 11 - Provide online courses for high school students

Action 12 - Summer School to improve academic skills of unduplicated students

The following actions will be revised or discontinued -

Action 5 - Develop and Support Project-Based Learning to Increase College-Readiness - while project-based learning is valued, this action will be reworked to enhance and develop current practices in the classroom.

Action 7 - Implement services to increase college-going rates for underrepresented students - portions of this action will continue and will be realigned to the new LCAP Goals. However, the PSAT will not be supported in the new LCAP. Rather other measures will be used to support the goal to increase participation in advanced level and AP courses.

Action 8 - Provide research based GATE instruction to identify more underrepresented students as gifted or talented and support the district's goal to increase representation in accelerated, AP courses in high school.- portions of this action will continue and will be realigned to the new LCAP Goals. Services to support students identified as GATE will continue and will be realigned to the new LCAP Goals. However, the district will provide professional development to support teachers rather than contracting for professional development. This change will ensure that teachers learn strategies that are aligned with district initiatives.

Action 10 - Expand Odyssey High School to increase options for secondary students - Since Odyssey High School is now an established school in the district, it will not need such extensive support from the LCAP.

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	Support High Quality Teaching and Learning with State Standards

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator (California School Dashboard)	<ul style="list-style-type: none"> 24.4 points below standard Maintained change of 0.7 points Orange performance color School Year 2018-2019 (CA School Dashboard Fall 2019)	<ul style="list-style-type: none"> 44 points below standard (PUSD Estimate) 34% Met or Exceeded School Year 2020-2021 while in distance learning	<ul style="list-style-type: none"> 30.2 points below standard No change was reported Low status School Year 2021-2022 (CA School Dashboard Fall 2022)	<ul style="list-style-type: none"> 29.8 points below standard Maintained 0.4 Points Low status (Orange) SY 2022-23 (CA School Dashboard Fall 2023)	increase by 2 points
Math Academic Indicator	<ul style="list-style-type: none"> 59.8 points below standard Decline of -3.1 points Orange performance color School Year 2018-2019 (CA School Dashboard Fall 2019)	<ul style="list-style-type: none"> 96 points below standard (PUSD Estimate) 15% Met or Exceeded School Year 2020-2021 while in distance learning	<ul style="list-style-type: none"> 88.3 points below standard No change was reported Low Status School Year 2021-2022 (CA School Dashboard Fall 2022)	<ul style="list-style-type: none"> 81.9 points below standard Increased 6.4 Points Medium status (Yellow) SY 2022-23 (CA School Dashboard Fall 2023)	increase by 2 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate for English Learners	6.8% (DataQuest) Report year 2020-2021 Data Year 2019-2020	7% as of April 12, 2022	9% as of April 12, 2023	24% School Year 2022-2023	at least 12%
English Learner Proficiency Indicator (ELPI)	46.5% making progress towards English language proficiency No Change Reported Status medium School year 2018-2019 (CA School Dashboard Fall 2019)	34.2% School Year 2020-2021 PUSD Estimate	48.2% making progress towards English language proficiency No Change Reported Medium status School year 2021-2022 (CA School Dashboard Fall 2022)	53.7% making progress Increased 5.5% (CA School Dashboard Fall 2023)	50%
Percent Of Students With Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	100%	100%	100%	100%	100%
Teachers will be appropriately assigned and fully credentialed (California School Dashboard)	100%	7 total teacher misassignments Fall 2022 CA School Dashboard Local Indicator	Replaced by the new metric below given the current measurement is no longer aligned with state monitoring. The new metric below was added for monitoring.	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher assignment monitoring outcomes (CA School Dashboard Local Indicator 1)	The Every Student Succeeds Act enacted updated Teacher Equity Definitions at the Federal level that eventually changed the way California reports teachers who are appropriately assigned and fully credentialed. Data was reported June 2022 for the first time.	2.8% Ineffective 2.3% out-of-field Data Year 2020-2021	Pending release of most recent results.	87% Clear (% of teaching FTE) SY 2021-2022	Set target based on new results
Implement State Standards: Compliance in providing courses aligned with state standards	100%	100%	100%	100%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Overall, the implementation of the actions for Goal 2 have been fully implemented

- 17 out of 20 actions were full implemented
- 3 out of 20 actions were implemented partially, and

- 0 out of 20 actions were minimally or not implemented.

Partial Implementation/Substantive Differences

Action 4 - Collaborative Forms of Professional Growth - Professional development is a valued action. However, due to a substitute teacher shortage, this action was not implemented to the fullest extent. A pool of substitute teachers were recently hired, which will support release time for professional growth activities.

Action 12 - Staffing for Instructional Technology Implementation - The Technology Coordinator position was vacant this year due to staffing shortages. This position is valued and will not be vacant next school year.

Action 20 - Leadership Support - This year there was an initial implementation for instructional leadership but included all principals rather than just new principals.

Challenges

Actions 1 (Lead Teachers to Support Implementation of Effective Standards-based Instruction), 2 (Professional Development to Support Quality Instruction), 4 (Collaborative Forms of Professional Growth), and 9 (Site-based Interventions) - Since there was a shortage of substitute teachers, release time was minimal.

Successes

Action 5 - Maintain 1:1 Digital Devices to All TK-12 Students - All students use digital devices at school and home as a learning tool.

Actions 10 (Curriculum and Professional Development Focused on Designated and Integrated ELD for English Learners and Standards-aligned ELA Instruction for English Learners) and 11 (Provide Support to Identify English Learners and Progress toward Learning English) - Designated ELD is fully implemented at all schools with standards-aligned curriculum. Integrated ELD is evident throughout the district. Sites use data to monitor student progress and adjust instruction as needed. Effectiveness of these actions have yielded a 5.5% increase on the English Learner Progress Indicator on the California School Dashboard.

Action 13 - Digital and Print Supplemental Materials to Support Core Instruction - This was the second year with a digital assessment that was purchased and implemented for all K-8 students. Digital personalized instructional support was also included. As a result, teachers were able to more effectively monitor student progress, provide interventions, and adjust instruction based on student need.

Action 15 - Support New Teacher Induction - This action has been highly effective in ensuring our new teachers are not only completing the compliance portion of induction, but also are receiving support to ensure success in their first years as 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.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services on the following actions.

Action 1 - Lead Teachers to Support Implementation of Effective Standards-Based Instruction for Underrepresented and At-Risk Students
This action was fully implemented. However Educator Effectiveness funds were used.

Actions 2 (Professional Development to Support Quality Instruction), 4 (Collaborative Forms of Professional Growth), and 9 (Site-based Interventions)

All of these actions are valued. However, due to a shortage a substitute teachers, they were not implemented to the fullest extent. Also portions of these actions were funded with ESSER III funds. These actions will continue next school year. A pool of substitute teachers were recently hired, which will support release time.

Action 13 - Digital and Print Supplemental Materials to Support Core Instruction

This action was fully implemented. However many of the purchases were made from ESSER III funds.

Action 15 - Support New Teacher Induction

This action was fully implemented. However, the Educator Effectiveness Grant was used to support it this year.

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

The following combined actions continue to support high quality teaching and learning with state standards - Action 1 (Lead Teachers to Support Implementation of Effective Standards-Based Instruction), Action 2 (Professional Development to Support Quality Instruction), Action 3 (Content Specialists to Develop High Quality Curriculum, Assessments and Professional Development in Core and Elective Classes), Action 4 (Collaborative Forms of Professional Growth), and Action 15 (Support New Teacher Induction). While there continued to be many challenges in providing professional development due to a shortage of substitutes, overall, teachers reported that these actions helped to effectively implement instruction as indicated through survey responses. Accordingly, depending on the professional development, 76% - 89% of all teachers reported professional development helped with instruction. 81% of teachers reported that professional development specific to First Best Instruction helped with instruction. 86% of teachers reported that New Teacher Induction helped implement instruction. 91% of elementary and middle school teachers reported that the professional development on effective use of iReady was valuable and supported student learning. 88% of teachers reported that professional development specific to AVID helped with instruction. 81% of teachers reported that professional development focused on the science of reading (Getting Reading Right) supported instructional practices. These actions will continue.

The following combined actions continue to support high quality teaching and learning with state standards - Action 5 (Maintain 1:1 Digital Devices to All TK-12 Students), Action 6 (Web-Based Programs to Enhance Digital Literacy, Research, Communication, and Collaboration Skills for Students, Teachers, and Parents), Action 12 (Staffing for Instructional Technology Implementation), and Action 13 (Digital and Print Supplemental Materials to Support Core Instruction). Students access lessons, assignments, and various tools through digital devices regularly. In addition, when students are not able to attend school in-person, learning can continue with the use of devices. Student surveys revealed that up to 96% of students regularly use online platforms regularly. Approximately 91% of teachers reported that software and instructional programs benefit student learning. This action supports high quality teaching and learning and will be continued.

The following combined actions are in the development stage and continue to support high quality teaching and learning with state standards -Action 7 (Develop a District, Multi-Tiered System of Support), Action 8 (Monitor Unduplicated Students' Academic and Behavior Progress through Online Data Reports) and Action 9 (Site-Based Interventions to Support Positive Behavior, Improve Achievement in ELA, and Other Content Areas, Reduce D/F Rates in Grades 6-12 and Assure Students are Academically Prepared for Rigorous High School Courses). Interventions based on student need are crucial to ensure students success. In addition monitoring is key to identification as well as determining student growth. These actions fall under the Multi-Tiered System of Support, which is currently being developed as a district and site framework. Teachers responded favorably when surveyed about academic and behavior interventions - 91% responded that academic interventions benefit students and 76% responded that behavior interventions benefit students. These actions will remain in the LCAP for the 2023-2024 school year.

The following combined actions continue to support high quality teaching and learning with state standards -Action 10 (Curriculum and Professional Development Focused on Designated and Integrated ELD for English Learners and Standards-Aligned ELA Instruction for English Learners) and Action 11 (Provide Support for Use of ELPAC to Identify English Learners and Progress toward Learning English). Instructional strategies designed to support the needs of English Learners is the key toward their academic success. Site coaches worked with district Curriculum Specialists to develop professional development based on specific site needs. Additionally, there was a 5.5% increase on the English Learner Progress Indicator on the California School Dashboard.. These actions will continue to be supported in the LCAP.

Action 16 - Provide Music, PE Instruction, and After School Activities to Increase Engagement and Maximize Learning Teams of PE and music teachers provided quality, specialized instruction to all K-5 students while teachers collaborated in grade-level teams to plan common lessons, analyze assessments and learn from each other. Parent feedback and survey results consistently rate this time as something highly valued and it is embedded in the culture of K-5 schools: 94% of teachers surveyed stated PE and music instruction are valuable for students; as a result, this service will continue. After school athletics were offered at middle schools. Teachers used this activity to provide coaching and mentoring, which supported student connectedness. Stipends were provided to teachers who organized athletic events after school. Teacher survey results consistently rate the value of this extra-curricular activity as high; based on this feedback, these services will continue.

The following combined actions continue to support high quality teaching and learning with state standards -Action 17 (Increase Engagement with School through Arts) and Action 18 (Libraries/Learning Centers). An important factor for a solid, well-rounded education is to have access to all forms of the Arts and current resources and supports. Parents and staff responded favorably to both actions, when surveyed about the instructional value as well as the benefits to students. In regard to the Arts, 97% of parents reported being satisfied or very satisfied

and 93% of teachers reported that their students benefit from music instruction. Additionally, 86% of teachers responded that students benefitted from additional library books. These two actions will continue to be supported by the LCAP.

Action 19 - Transitional Kindergarten and Preschool Classes. Current research supports the benefits of early educational opportunities for all students and particularly for students with disabilities, English Learners, and students living in poverty. Students who regularly attend school prior to kindergarten develop crucial academic and social skills that are necessary for success in school and beyond. In addition, students have access to early interventions and supports as needed. The students that attended the programs supported by this action are more prepared for the rigorous academic expectations in kindergarten and beyond. As a result, this action will remain in the LCAP.

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

While many of the actions in the goal will remain the same, the 2024-2027 LCAP will have five new goals that are aligned to the new Strategic Plan.

Accordingly, the new goals will be as follows:

- Goal 1 - Elevate Deeper Learning and College, Career, and Life Readiness
- Goal 2 - Implement Comprehensive Professional Learning, Leading to Effective Change
- Goal 3 - Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
- Goal 4 - Enhance Family and Community Engagement
- Goal 5 - Build an Inclusive and Equitable School District

Actions that will continue will be realigned to the new LCAP Goals.

Action 1 - Lead Teachers to support implementation of effective standards-based instruction for underrepresented and at-risk students

Action 2 - Professional Development to Support Quality Instruction

Action 4 - Collaborative Forms of Professional Growth

Action 5 - Maintain 1:1 digital devices to all TK-12 students

Action 6 - Web-based programs to enhance digital literacy, research, communication, and collaboration skills for students, teachers, and parents

Action 7 - Develop a District, Multitiered System of Support

Action 8 - Monitor underrepresented students' academic and behavior progress through online data reports

Action 9 - Site-based interventions to support positive behavior, improve achievement in ELA, and other content areas, reduce D/F rates in grades 6-12 and assure students are academically prepared for rigorous high school courses

Action 11 - Provide support to identify English Learners and progress toward learning English

Action 13 - Digital and Print Supplemental Materials to Support Core Instruction

Action 15 - Support New Teacher Induction.

Action 16 - Provide Music, PE Instruction, and After School Activities to Increase Engagement and Maximize Learning for Underrepresented

Students

Action 18 - Libraries/Learning Centers

Action 19 - Transitional Kindergarten and Preschool Classes

Action 20 - Leadership Support

The following actions will be revised or discontinued -

Action 3 - Content Specialists to develop high quality curriculum, assessments and professional development in core and elective classes - The position of Curriculum Specialist has been eliminated as a result of reorganization. Curriculum development, professional learning and coaching will be provided through Academic Coaches.

Action 10 - Curriculum and professional development focused on Designated and Integrated ELD for English Learners and standards-aligned ELA instruction for English Learners - The position of Curriculum Specialist has been eliminated as a result of reorganization. Curriculum development, professional learning and coaching will be provided through Academic Coaches.

Action 12 - Staffing for Instructional Technology Implementation - While most of this action will remain in the LCAP and realigned to the new LCAP Goals, the Technology Coaches will no longer be supported as a result of the district reorganization. Curriculum development, professional learning and coaching will be provided through Academic Coaches

Action 14 - Core Support - This action will be supported through general funds and will not be reflected in the LCAP.

Action 17 - Increase Engagement with School through the Arts - While the Arts will continue to be an area of focus, much of this action will be supported through other funding sources. Also, the position of Curriculum Specialist has been eliminated as a result of reorganization.

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	Create Positive School Climate and Environments Conducive to Learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions (TK-12)	0% during distance learning due to COVID 20-21 1.8% School Year 2019-2020	1.2% as of March 31, 2022	2.5% as of March 31, 2023	2.2% as of March 31, 2024	Below 2%
Expulsions	0 during distance learning due to COVID 20-21 Estimate 0 SY 19-20 (DQ)	1 as of April 12, 2022	2 as of April 12, 2023		Below 5
Chronic absenteeism (K-8)	13% as of May 31, 2021 School Year 2020-2021 8.7% SY 19-20 (DQ)	43% as of March 31, 2022 46.5% chronically absent (Very high status) Fall 2022 Dashboard	35% as of March 31, 2023 32.5% chronically absent Declined 13.9% Fall 2023 Dashboard	28% as of March 31, 2024	Below 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Cumulative Rate PUSD Dashboard	94.7% as of May 31, 2021	89.1% as of June 22, 2022	91.4% as of May 19, 2023	92.9% as of May 1, 2024	96% or above
5th grade students- Feeling safe at school - Percent in agreement	90.2% School Year 2019- 2020 LCAP Survey & Student Perceptions Survey "I feel safe while I am in school in general." School Year 2020- 2021: not administered due to COVID	93% School Year 2021- 2022 California Healthy Kids Survey "Do you feel safe at school?"	94% School Year 2022- 2023 California Healthy Kids Survey "Do you feel safe at school?"	95% School Year 2023- 2024 California Healthy Kids Survey "Do you feel safe at school?"	93%
7th Grade students- Feeling safe at school-Percent in agreement "I feel safe from harm while in my classes."	87.6% School Year 2020- 2021 LCAP Survey & Student Perceptions Survey	80.4% School Year 2021- 2022 LCAP Survey & Student Perceptions Survey	82% School Year 2022- 2023 LCAP Custom CHKS Module Z2.4	79% School Year 2023- 2024 LCAP Custom CHKS Module Z2.4	90%
12th Grade students- Report Feeling safe at school - Percent in agreement "I feel safe	82.0% School Year 2020- 2021	86.8% School Year 2020- 2021	92% School Year 2022- 2023 LCAP Custom CHKS Module Z2.4	89% School Year 2023- 2024 LCAP Custom CHKS Module Z2.4	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
from harm while in my classes."					
ES Staff - Students benefit from Safe and Civil Schools (Elementary Staff Agree/ Strongly Agree)	77.7% School Year 2020-2021 LCAP Staff Survey	84.3% School Year 2021-2022 LCAP Staff Survey	88% School Year 2022-2023 LCAP Staff Survey	82% School Year 2023-2024 LCAP Staff Survey	90%
MS Staff: Students benefit from Safe and Civil Schools (Middle School Agree/ Strongly Agree)	89% School Year 2020-2021 LCAP Staff Survey	87% School Year 2021-2022 LCAP Staff Survey	80% School Year 2022-2023 LCAP Staff Survey	81% School Year 2023-2024 LCAP Staff Survey	90%
School facilities in good or excellent repair. (School Accountability Report Card)	100%	100%	100%	100%	100%
Parents: School is a safe place for my child. (Agree/ Strongly Agree)	95.1% School Year 2020-2021 Title/LCAP Parent Survey	96% School Year 2021-2022 Title/LCAP Parent Survey	94% School Year 2022-2023 Title/LCAP Parent Survey	97% School Year 2023-2024 Title/LCAP Parent Survey	95%

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.

Overall, the implementation of the actions for Goal 3 have been fully implemented

- 10 out of 12 actions were full implemented
- 2 out of 12 actions were implemented partially, and
- 0 out of 12 actions were minimally or not implemented.

Partial Implementation/Substantive Differences

Action 2 - School Connectedness and Engagement - Most of this action was implemented. However, components that required substitute coverage were limited due to lack of substitute teachers.

Action 5 - Class Size Support - While combination classes were eliminated, K-3 class-size ratios were not lowered consistently across the district.

Challenges

Action 4 - Collaborative Teaching Supports - In the past, this model has proven to be successful. However, after further evaluation, it has been determined that co-teaching supports and professional development are a need in order to increase the effectiveness for all students enrolled in these classes. A team attended training on effective co-teaching. The plan is to continue with this action and provide supports and professional development next school year.

Successes

Action 2 - School Connectedness and Engagement - Social-emotional learning was a focus across the district. Curriculum designed to support social-emotional learning was purchased and implemented.

Action 3 - Support for Positive Attendance to Maximize Learning Time - Supports for positive attendance proved to be successful. According to the California School Dashboard, chronic absenteeism declined 13.9%.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services on the following actions.

Action 2 - School Connectedness and Engagement

The increase in expenditures is due to an increase in salary rate.

Action 3 - Support for Foster Youth Students

The increase in expenditures is due to an increase in salary rate

Action 10 - Support for long-term infrastructure and equipment

The budgeted amount was decreased from prior year. However, the amount budgeted was not sufficient. This will be adjusted for the next LCAP.

Action 11 - Technology Infrastructure to Support Teaching and Learning

This action was fully implemented. However, ESSER III funds were used this year.

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

The following combined actions continue to support positive school climate and environments conducive to learning - Action 2 (School Connectedness and Engagement) and Action 3 (Support for Positive Attendance to Maximize Learning Time). The deans at the comprehensive high school promoted positive student behavior by interacting with students and parents on behavior needs. Teachers on Special Assignment were assigned to two high needs K-5 schools to monitor students with chronic absenteeism and provide outreach to parents; supplemental playground staffing at K-5 schools assured students were safe and well supervised; Behavior Intervention Specialists and counselors offered social emotional support; Behavior Specialists and Social Workers were assigned to elementary and middle schools with highest need. Feedback from principals reflect a high need for social workers and counselors to support students and families; data shows a national increase in suicidal ideation in middle and high school students, affirming how essential these mental health supports are. Social emotional supports continue to be a need for students. The social emotional curriculum and materials that were adopted and purchased for all K-5 and 6-8 schools have been implemented by counselors. These supports and programs have benefitted students as evidence by student surveys. Accordingly, 85% of 7th grade students and 86% of 9th grade students responded favorably to the statement, "There is a teacher or some other adult from my school who really cares about me." Additionally, 87% of 5th grade students responded favorably when asked, "Do the teachers and other grown-ups from your school check on how you are feeling?" Staff also reported benefits from the services and professional development provided under these actions. The following data demonstrates the percentages of teachers that believe specific support staff and programs benefitted students in the area of social emotional needs: 72% for Behavior Intervention Specialists; 92% for Counselors and Social Workers; 67% for Capturing Kids Hearts; 78% for Where Everyone Belongs; 76% for Restorative Practices; and 74% for Second Step; and 83% for Safe and Civil Schools. As a result, these actions will be continued in the 2024- 2025 LCAP.

The following combined actions continue to support positive school climate and environments conducive to learning - Action 4 (Collaborative Teaching Support) and Action 5 (Class Size Support). Teachers were funded to eliminate combination classes to address early literacy and

differentiated needs of low-income students and provide stable staffing at one middle school, formerly supported by QEIA funds. These efforts resulted in consistent and experienced teachers at these sites. Research supports the need to provide equitable education for students in high-poverty schools by assuring they learn from teachers with experience. Collaborative teaching in middle and high school continued to increase positive behavior and improve academic performance for students with disabilities. Each middle and high school provided collaborative teaching in one or more content areas to increase inclusion. When surveyed, 96% of parents reported that they are satisfied or very satisfied with Inclusive Classrooms taught by Co-teachers. These actions continue to benefit students and will be included in the 2023-2024 LCAP.

The following combined actions continue to support positive school climate and environments conducive to learning - Action 6 (Support for Foster Youth Students), Action 7 (Support for Homeless Students), and Action 8 (School Nursing Services). A dedicated counselor served to coordinate services for Foster Youth and homeless students in transitional housing. Counselors at selected K-5 schools, middle schools, high school campuses with highest number of Foster Youth students were partially funded (20%) to provide greater focus on the needs of Foster Youth. Case Carriers provided academic tutoring, mentoring, information on graduation and college admission requirements and regular communication with youth in care. Foster Youth students attended visits to college campuses to increase awareness of college. Professional development on approaches for addressing trauma and strategies to meet the needs of homeless students and families was provided for counselors and social workers. Additional services offered to these two student groups included case management, linkage to mental health services as needed, linkage to medical, dental and vision services as needed, family check-ins, bi-weekly food, hygiene, clothing, homework supplies drive-thru events, parent education opportunities in district and also opportunities with LACOE and Cerritos College, housing referrals for homeless and when placed in permanent homes - assistance with furniture, household necessities, referrals for job training and placement opportunities, support and sponsoring through donations for free prom attire and tickets, and assistance with advocacy for students wishing to exercise right to school of origin. Outcome data for students in foster care show their performance is low in attendance and academics. School nursing services addressed students' and families' health needs, worked with families to improve attendance, provided parent outreach on health and wellness to students. Additionally, the nurses conducted vision and hearing screening for students throughout the district. All services provided under these actions directly supported students academically and social-emotionally and will be continued next school year.

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

While many of the actions in the goal will remain the same, the 2024-2027 LCAP will have five new goals that are aligned to the new Strategic Plan.

Accordingly, the new goals will be as follows:

- Goal 1 - Elevate Deeper Learning and College, Career, and Life Readiness
- Goal 2 - Implement Comprehensive Professional Learning, Leading to Effective Change
- Goal 3 - Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
- Goal 4 - Enhance Family and Community Engagement

- Goal 5 - Build an Inclusive and Equitable School District

Actions that will continue will be realigned to the new LCAP Goals.

Action 2 - School Connectedness and Engagement

Action 3 - Support for Positive Attendance to Maximize Learning Time

Action 5 - Class Size Support

Action 6 - Support for Foster Youth Students

Action 7 - Support for Homeless Students

Action 8 - School Nursing Services

The following actions will be revised or discontinued -

Action 1 - Base Program - The same base program will be supported. However, different funding will be used

Action 4 - Differentiated and Collaborative Teaching Support - While many of the components of this action will continue, professional development will be provided through the district in order to ensure alignment with district professional learning initiatives.

Action 9 - Support for Safe and Clean Facilities - The same support will be in place. However, different funding will be used

Action 10 - Support for long-term infrastructure and equipment - The same support will be in place. However, different funding will be used

Action 11 - Technology Infrastructure to Support Teaching and Learning - The same support will be in place. However, different funding will be used

Action 12 - Address Technology and Security Needs - The same support will be in place. However, different funding will be used

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	Develop Parent and Community Partnerships

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Families find school events relevant and engaging	Develop survey to be administered to families participating in district and school site events on a scale of 1 to 5. Calculate the average and report a baseline in Year 1 outcome.	96.5% average (4 or 5) as of April 12, 2022 School Year 2021-2022	97.5% average (4 or 5) as of April 6, 2023 School Year 2022-2023	98.0% average (4 or 5) as of April 30, 2024 School Year 2023-2024	96% or above
Parent portals accessed by at least 1 parent per student	58% as of May 31, 2021	57% as of March 31, 2022	53% as of April 30, 2023	53% as of April 30, 2024	65% or above
Feel welcome at school sites - Parents (% Agree or Above)	93.8% School Year 2020-2021	95.5% School Year 2021-2022	96.3% School Year 2022-2023	97.0% School Year 2023-2024	96% or above
This school actively seeks input from parents before making important decisions.	92.9% School Year 2020-2021	90.6% School Year 2021-2022	89.6% School Year 2022-2023	91.8% School Year 2023-2024	96% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Agree/ Strongly Agree) • Parents					

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.

Overall, the implementation of the actions for Goal 4 have been fully implemented

- 2 out of 3 actions were full implemented
- 0 out of 3 actions were implemented partially, and
- 1 out of 3 actions were minimally or not implemented.

Minimal on Not Implemented/Substantive Differences

Action 2 - Parent Outreach and Liaisons - The job description was drafted and is titled Community Liaison. This action will not be continued in the 2024-2025 LCAP.

Challenges

Action 2 - Parent Outreach and Liaisons - As mentioned above this action was not implemented. Parent/community partnership is valued. However, we believe the plan for an effective partnership must be fully developed through a comprehensive needs assessment prior to adding staff.

Successes

Action 3 - Home School Communication - A communication platform was purchased and implemented that supports home school communication via phone calls, text, and email.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services on the following actions.

Action 1 - Parent Education

One districtwide series of parent classes was offered this school year. As a result, the expenditures were significantly lower than the amount budgeted.

Action 2 - Parent Outreach and Liaisons

Parent Liaisons were not hired this year. As a result, the expenditures were significantly lower than the amount budgeted.

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

All of the implemented actions in this goal were valued by parents and staff. According to staff surveys, 82% of teachers indicated that students benefitted from parent workshops and trainings. According to parent surveys, 92% of parents expressed that parent trainings and workshops provide information that they can use to help their child(ren) learn. A new parent communication system was implemented through this goal. According to staff surveys 89% of teachers indicated that students benefitted from parent school communication through ParentSquare. According to parent surveys, 77% of the parents reported using it regularly to communicate with the school and/or district. Parent education was offered to parents with a focus on how parents can support their child's education at home. During all LCAP and DELAC meetings, participants expressed that support for parent education and communication is necessary. There was a strong trend towards continuing and increasing these opportunities for meaningful parent engagement opportunities and parent education.

Since Action 2 was not implemented, there is no data to support the effectiveness or ineffectiveness. As mentioned above, this action will not be included in the new LCAP.

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

While many of the actions in the goal will remain the same, the 2024-2027 LCAP will have five new goals that are aligned to the new Strategic Plan.

Accordingly, the new goals will be as follows:

- Goal 1 - Elevate Deeper Learning and College, Career, and Life Readiness

- Goal 2 - Implement Comprehensive Professional Learning, Leading to Effective Change
- Goal 3 - Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
- Goal 4 - Enhance Family and Community Engagement
- Goal 5 - Build an Inclusive and Equitable School District

Actions that will continue will be realigned to the new LCAP Goals.

Action 1 - Parent Education

Action 3 - Home School Communication

The following actions will be revised or discontinued -

Action 2 - Parent Outreach and Liaisons - Parent Liaisons were not hired this year. This action will not be continued in the new LCAP. Parent support will be integrated with current structures and supports and will be part of a comprehensive plan based on identified need.

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	Students with Special Needs

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: ELA for Students with Disabilities (New metric added in year 2)	(New metric added in year 2)	(New metric added in year 2)	105.1 points below standard No change was reported Very low status School Year 2021-2022 (CA School Dashboard Fall 2022)	96.9 points below standard Increased 8.2 Points Low status (Orange) SY 2022-23 (CA School Dashboard Fall 2023)	Increase by 3 points
Academic Indicator: Math for Students with Disabilities (New metric added in year 2)	(New metric added in year 2)	(New metric added in year 2)	149.5 points below standard No change was reported Very low status School Year 2021-2022 (CA School Dashboard Fall 2022)	140.9 points below standard Increased 8.6 Points Low status (Orange) SY 2022-23 (CA School Dashboard Fall 2023)	Increase by 3 points
Chronic absenteeism (TK-8) Students with Disabilities	(New metric added in year 2)	(New metric added in year 2)	56% Status No change was reported Very high	40.5% chronically absent Declined 15.5% Yellow	Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(New metric added in year 2)			School Year 2021-2022 (CA School Dashboard Fall 2022)	Number of Students: 1,266 (CA School Dashboard Fall 2023)	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

The implementation of all 6 actions in Goal 5 have been fully implemented. There were no substantive differences.

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.

All budgeted expenditures were spent. There were no material differences.

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

All the actions in this goal proved to be effective as indicated by the metrics. All goals were met and actually exceeded desired results - see Measuring and Reporting Results above.

The success of the actions in this goal is due to the integration of these actions within other actions in the LCAP. The actions were embedded, thus creating consistency across the district and will be continued in the next LCAP.

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

While many of the actions in the goal will remain the same, the 2024-2027 LCAP will have five new goals that are aligned to the new Strategic Plan.

Accordingly, the new goals will be as follows:

- Goal 1 - Elevate Deeper Learning and College, Career, and Life Readiness
- Goal 2 - Implement Comprehensive Professional Learning, Leading to Effective Change
- Goal 3 - Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
- Goal 4 - Enhance Family and Community Engagement
- Goal 5 - Build an Inclusive and Equitable School District

All actions in this goal will continue and will be realigned to the new LCAP Goals.

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