

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mendocino Unified School District	Jason J. Morse Superintendent	jmorgan@mcn.org (707) 937-5868

Goals and Actions

Goal

Goal #	Description
1	Every English Learner will show annual improvement in each domain of the English Language Proficiency Assessments for California (ELPAC). The four domains are listening speaking, reading, and writing. (CA state priorities 2,4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The four domains of the ELPAC for each EL student	A spreadsheet will be created with each EL student listed in the school district. Their scores from the 2020-21 school year will serve as the baseline.	Spreadsheet showing scores from 2020-21 for each student has been created and baseline data has been entered.	Individual scores on the ELPAC and progress are being monitored on a dedicated spreadsheet for all EL students.	12 out of 14 EL students showed improvement on the ELPAC assessment for the 2022-23 year.	All students will show progress in each of the ELPAC domains year to year over a 3-year period
Improved participation and proficiency on the ELA and Math SBAC	A spreadsheet will be created with each EL student listed in the school district. Their scores from the 2021 SBAC will serve as the baseline.	<p>2021 Participation in the SBAC ELA and Math Test: 89%. Data not available for 2022 by June 2022.</p> <p>Percentage of EL students meeting the standard in ELA on the SBAC in 2021: 19%.</p> <p>Percentage of EL students meeting the standard in math on the SBAC in 2021: 0%.</p>	<p>2022 participation in the SBAC ELA and Math test: 92%</p> <p>Percentage of EL students meeting the standard in ELA on the SBAC in 2022: 17%.</p> <p>Percentage of EL students meeting the standard in math on the SBAC in 2022: 17%.</p>	<p>2023 participation in the SBAC ELA and Math test: 100%</p> <p>Percentage of EL students meeting the standard in ELA on the SBAC in 2023: 13%.</p> <p>Percentage of EL students meeting the standard in math on the SBAC in 2023: 0%.</p>	<p>90% participation in the SBAC tests</p> <p>50% of EL students meeting the standard in ELA</p> <p>50% of EL students meeting the standard in math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased English Learner reclassification rate	Zero students were reclassified during the 2020-21 school year	5 students have been reclassified to date in 2021-22	9 students have been reclassified to date in 2022-23.	9 students were reclassified in 2022-23.	Annual reclassifications as appropriate
Qualitative survey/needs assessment for each student	Survey will be given during the 2022-23 school year	Survey will be given during the 2022-23 school year	The survey will not be given during this LCAP cycle. A new survey will be created for the LCAP cycle beginning 2024-25.	The survey will not be given during this LCAP cycle. A new survey will be created for the LCAP cycle beginning 2024-25.	Needs survey will be given each year and actions implemented based on the survey
Implementation of State Standards	NA	NA	Full implementation and sustainability as reported in the local indicators document	Full implementation and sustainability as reported in the local indicators document	Full implementation and sustainability

Goal Analysis

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

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

All of the actions were carried out as planned except for the qualitative needs survey. It was decided to get feedback from EL families in an alternative format for the next LCAP cycle.

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 are no material differences between budgeted and actual expenditures. Sub costs were added.

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

The goals were met for the reclassification of EL students as well as the participation rate for the SBAC tests. Although excellent progress was made on improving ELPAC scores, not all students showed improvement. That being said, the overall scores were very close to an

improvement. We did not meet the goal for proficiency on the ELA and Math SBAC tests. The goal of 50% was extremely lofty and there was a very small sample size.

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.

The goal for the proficiency of ELA and Math SBAC scores will be changed from a targeted overall group percentage to a rate of improvement for individual students year over year.

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

Goals and Actions

Goal

Goal #	Description
2	Improved student outcomes for socioeconomically disadvantaged students (CA state priorities 4,5,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socioeconomically disadvantaged pupil chronic absenteeism rate	Socioeconomically disadvantaged pupil chronic absenteeism rate in 2018-19: 25.4%	Socioeconomically disadvantaged pupil chronic absenteeism rate in 2019-20: 23.5% Socioeconomically disadvantaged pupil chronic absenteeism rate in 2020-21: 22.2%.	Socioeconomically disadvantaged pupil chronic absenteeism rate in 2021-22: 42.7%	Socioeconomically disadvantaged pupil chronic absenteeism rate in 2022-23: 50.7%	15% socioeconomically disadvantaged pupil chronic absenteeism rate
Socioeconomically disadvantaged pupil suspension rate	Socioeconomically disadvantaged pupil suspension rate in 2018-19: 9.7%	Socioeconomically disadvantaged pupil suspension rate in 2019-20: NA Socioeconomically disadvantaged pupil suspension rate in 2020-21: 0%	Socioeconomically disadvantaged pupil suspension rate in 2021-22: 6.6%	Socioeconomically disadvantaged pupil suspension rate in 2022-23: 4.8%	0% socioeconomically disadvantaged pupil suspension rate
Socioeconomically disadvantaged pupil	Percentage of socioeconomically	Percentage of socioeconomically	Percentage of socioeconomically	Percentage of socioeconomically	50% socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
proficiency on the ELA and Math SBAC	disadvantaged students meeting the standard in ELA on the SBAC in 2019: 48% Percentage of socioeconomically disadvantaged students meeting the standard in math on the SBAC in 2019: 34%	disadvantaged students meeting the standard in ELA on the SBAC in 2021: 45%. Percentage of socioeconomically disadvantaged students meeting the standard in Math on the SBAC in 2021: 25%.	disadvantaged students meeting the standard in ELA on the SBAC in 2022: 45% Percentage of socioeconomically disadvantaged students meeting the standard in Math on the SBAC in 2022: 32%	disadvantaged students meeting the standard in ELA on the SBAC in 2023: 47% Percentage of socioeconomically disadvantaged students meeting the standard in Math on the SBAC in 2023: 27%	disadvantaged students meeting the standard in ELA on the SBAC 50% socioeconomically disadvantaged students meeting the standard in math on the SBAC

Goal Analysis

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

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

All of the planned actions were implemented

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.

G2/A1 - Estimated actual expense aligns with budgeted. Moved to Title I, as 23/24 award was higher than expected; therefore expense/action no longer contributing. G2/A5 - Estimated actual higher due to reclassification of GF to SCG. SCG calculation higher than anticipated due to unforeseen increase in UPC. Action 4, 6, 7 sub costs added, making estimated actuals slightly higher than anticipated.

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

The suspension rate for socioeconomically disadvantaged students decreased from 9.7% to 4.8% during the 3-year plan. The lofty goal of 0% was not achieved, but there was substantial progress. The chronic absenteeism rate was high, but that was and continues to be due in large part to covid. There will be fewer absences in coming years as guidance and protocols have shifted. The chronic absenteeism task

force was reconvened in 2023-24 and the rate will likely be in the 20-30% range. Socioeconomically disadvantaged students nearly reached the goal for ELA proficiency on the SBAC while math scores were lower. Our Rtl teacher and mental health supports were effective in reducing suspension rates and maintaining ELA scores.

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.

We will seek out additional math professional development for all staff in 2024-25. The Rtl program will shift priority to focus on math, when applicable.

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	Improved student outcomes (CA state priorities 1, 4, 7,8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers in the LEA appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	Mis-assigned teachers in 2020-21: 0	0 teachers mis-assigned in 2021-22	0 teachers mis-assigned in 2022-23	0 teachers mis-assigned in 2023-24	0 teachers mis-assigned
Sufficient student access to the standards-aligned instructional materials	Williams Complaints in 2020-21: 0	0 Williams complaints in 2021-22	0 Williams complaints in 2022-23	0 Williams complaints to date in 2023-24	0 Williams complaints
School facilities in good repair	Percentage of facilities in good or exemplary condition in 2020-21: 100%	All facilities continue to be in exemplary or good repair for the 2021-22 school year except for Mendocino High School (overall condition is fair) where a modernization project is underway.	All facilities continue to be in exemplary or good repair for the 2022-23 school year	All facilities continue to be in exemplary or good repair for the 2023-24 school year	All facilities in exemplary or good repair
ELA and Math Proficiency on the SBAC	Percentage of MUSD students meeting or exceeding the standard on the SBAC	Percentage of MUSD students meeting or exceeding the standard on the SBAC	Percentage of MUSD students meeting or exceeding the standard on the SBAC	Percentage of MUSD students meeting or exceeding the standard on the SBAC	60% of MUSD students meeting or exceeding the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA in 2019: 55% (CA - 51%)</p> <p>Percentage of MUSD students meeting or exceeding the standard on the SBAC math in 2019: 45% (CA - 40%)</p>	<p>ELA in 2021: 47% (CA - 49%).</p> <p>Percentage of MUSD students meeting or exceeding the standard on the SBAC math in 2021: 28% (CA - 34%).</p>	<p>ELA in 2022: 49% (CA - 48%).</p> <p>Percentage of MUSD students meeting or exceeding the standard on the SBAC math in 2022: 40% (CA - 33%).</p>	<p>ELA in 2023: 52% (CA - 47%).</p> <p>Percentage of MUSD students meeting or exceeding the standard on the SBAC math in 2023: 34% (CA - 34%).</p>	<p>standard on the SBAC ELA</p> <p>40% of MUSD students meeting or exceeding the standard on the SBAC math</p>
Successful completion of A-G requirements for the UC and CSU systems	Percentage of 12th graders completing A-G requirements in 2018-19: 60%	<p>Percentage of 12th graders completing A-G requirements in 2019-20: 62%.</p> <p>Percentage of 12th graders completing A-G requirements in 2020-21: 66%.</p>	Percentage of 12th graders completing A-G requirements in 2021-22: 66%	Percentage of 12th graders completing A-G requirements in 2022-23: 57%	70% of 12th graders completing A-G requirements
Successful completion of courses that satisfy the requirements for a career technical education (CTE) pathway	Percentage of 12th grade students completing a CTE pathway in 2019-20: 65%	Percentage of 12th grade students completing a CTE pathway in 2020-21: 54%.	Percentage of 12th grade students completing a CTE pathway in 2021-22: 64%	Percentage of 12th grade students completing a CTE pathway in 2022-23: 40%	70% of 12th grade students completing a CTE pathway
Passing an advanced placement exam with a score of a 3 or higher	Percentage of 12th grade students achieving a score of a 3 or better in 2018-19: 49%	<p>Percentage of 12th grade students achieving a score of a 3 or better in 2019-20: 73%</p> <p>Percentage of 12th grade students achieving a score of a</p>	Percentage of 12th grade students achieving a score of a 3 or better in 2021-22: 69%	Percentage of students (note this is all students) achieving a score of a 3 or better in 2022-23: 63%	75% of 12th grade students achieving a score of a 3 or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		3 or better in 2020-21: 70%.			
College preparedness as measured by the Early Assessment Program	Percentage of students in the Early Assessment Program: NA	Percentage of students in the Early Assessment Program for ELA in 2020-21: 43% Percentage of students in the Early assessment Program for math in 2020-21: 28%.	Percentage of students in the Early Assessment Program for ELA in 2021-22: 29% Percentage of students in the Early assessment Program for math in 2021-22: 19%	Percentage of students in the Early Assessment Program for ELA in 2022-23: 42% Percentage of students in the Early assessment Program for math in 2022-23: 16%	50% of students in the Early Assessment Program for ELA 50% of students in the Early Assessment Program for math
A broad course of study	Number of elective classes offered at Mendocino High School in 2019-20: 27	Number of elective classes offered at Mendocino High School in 2021-22: 19 (this has been more accurately calculated to exclude all Spanish and PE courses)	Number of elective classes offered at Mendocino High School in 2022-23: 19	Number of elective classes offered at Mendocino High School in 2023-24: 20	Maintain 19 elective classes as enrollment allows
K-8 Writing Assessment	Percentage of 6th-8th grade students achieving a 3 or 4 on one of the K-8 writing assessments in 2020-2021: NA (baseline will be determined in 2021-22)	Percentage of 6th-8th grade students achieving a 3 or 4 on one of the K-8 Writing assessments in 2021-22: 6th grade: 42% 7th grade: 69% 8th grade: 83%	Percentage of 6th-8th grade students achieving a 3 or 4 on one of the K-8 Writing assessments in 2022-23: 6th grade: 74% 7th grade: 39% 8th grade: 61%	Percentage of 6th-8th grade students achieving a 3 or 4 on one of the K-8 Writing assessments in 2022-23: 6th grade: 74% 7th grade: 39% 8th grade: 61%	Percentage of 6th-8th grade students achieving a 3 or 4 on one of the K-8 Writing assessments: 6th grade: 50% 7th grade: 80% 8th grade: 90%
Increased opportunities for work-	Number of students participating in work-	Number of students participating in work-	Number of students participating in work-	Number of students participating in work-	Maintain number of students participating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based learning through internships in the community	based internships in the community in 2020-21: NA (baseline will be determined in 2021-22)	based internships in the community in 2021-22: 31	based internships in the community in 2022-23: 7	based internships in the community in 2023-24: 2	in work-based learning in the community as enrollment allows
Successful completion of both A-G and CTE requirements	NA	NA	Percentage of 12th graders completing a CTE Pathway and A-G Requirements in 2022-23: 40%	Percentage of 12th graders completing a CTE Pathway and A-G Requirements in 2022-23: 40%	Percentage of 12th graders completing a CTE Pathway and A-G Requirements in 2022-23: 50%

Goal Analysis

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

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

All of the planned actions were implemented

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.

G3/A1 - Elective teacher hired at lower cost. New elective dance program offered, therefore cost moved to Prop 28 - AMIS grant, therefore this action becomes a lower contributing action. G3/A3 and G3/A4 - Electives programs moved from GF to SCG due to higher than anticipated UPC for 23/24.

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

Actions involving CTE programs were effective in creating strong, diverse pathways. SBAC scores maintained in ELA but were lower in math. MUSD will be seeking out and offering more math related professional development opportunities for staff.

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

We will be adding more elective teachers to the LCAP in 2024-25 to maintain a broad course of study. We will continue to include CTE programs in the LCAP to ensure students gain experience in the trades and fine arts.

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	Improve school climate and student family engagement (CA state priorities 3,5,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased parent engagement and input in making decisions for the District and school sites as measured by a parent survey	Results of parent survey: NA (will determine baseline in 2021-22)	<p>2021-22 Baseline - Percentage of parents who agree (67 responses):</p> <p>1. I feel welcomed and valued when visiting the school: 73%</p> <p>2. Our family's ethnicity and culture is recognized and respected by school staff: 83%</p> <p>3. I receive timely school communication in a variety of ways such as: paper information packets, Parentsquare posts, newsletters, and websites: 75%</p>	<p>2022-23 Percentage of parents who agree (60 responses):</p> <p>1. I feel welcomed and valued when visiting the school: 83%</p> <p>2. Our family's ethnicity and culture is recognized and respected by school staff: 93%</p> <p>3. I receive timely school communication in a variety of ways such as: paper information packets, Parentsquare posts, newsletters, and websites: 72%</p> <p>4. School communication and</p>	<p>2022-23 Percentage of parents who agree (60 responses):</p> <p>1. I feel welcomed and valued when visiting the school: 83%</p> <p>2. Our family's ethnicity and culture is recognized and respected by school staff: 93%</p> <p>3. I receive timely school communication in a variety of ways such as: paper information packets, Parentsquare posts, newsletters, and websites: 72%</p> <p>4. School communication and</p>	Parent survey results continue to improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>4. School communication and information is easy to understand and provided in a language I can understand: 91%</p> <p>5. I am provided regular reports of my child's academic progress and social emotional growth: 45%</p> <p>6. I am encouraged to communicate to school staff any concerns I may have related to my child's academic progress and social emotional growth: 63%</p> <p>7. I am an important part of the decision-making process related to the educational progress of my child: 61%</p> <p>8. I feel that I am part of the decision-making process for school and/or district-wide</p>	<p>information is easy to understand and provided in a language I can understand: 95%</p> <p>5. I am provided regular reports of my child's academic progress and social emotional growth: 65%</p> <p>6. I am encouraged to communicate to school staff any concerns I may have related to my child's academic progress and social emotional growth: 69%</p> <p>7. I am an important part of the decision-making process related to the educational progress of my child: 65%</p> <p>8. I feel that I am part of the decision-making process for school and/or district-wide educational programs and planning: 37%</p>	<p>information is easy to understand and provided in a language I can understand: 95%</p> <p>5. I am provided regular reports of my child's academic progress and social emotional growth: 65%</p> <p>6. I am encouraged to communicate to school staff any concerns I may have related to my child's academic progress and social emotional growth: 69%</p> <p>7. I am an important part of the decision-making process related to the educational progress of my child: 65%</p> <p>8. I feel that I am part of the decision-making process for school and/or district-wide educational programs and planning: 37%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		educational programs and planning: 33% 9. The school provides opportunities for me to become more involved in school activities: 43%	9. The school provides opportunities for me to become more involved in school activities: 58%	9. The school provides opportunities for me to become more involved in school activities: 58%	
School attendance rates	MUSD Attendance Rate in 2018-19: NA	MUSD Attendance Rate in 2019-20: NA MUSD Attendance Rate in 2020-21: NA	MUSD Attendance Rate in 2021-22: NA	MUSD Attendance Rate in 2022-23: NA	NA
Chronic Absenteeism Rate	MUSD Chronic Absenteeism Rate in 2018-19: 19.9%	MUSD Chronic Absenteeism rate in 2019-20: NA MUSD Chronic Absenteeism rate in 2020-21: 18.2%	MUSD Chronic Absenteeism rate in 2021-22: 34.8%	MUSD Chronic Absenteeism rate in 2022-23: 48.1%	15% MUSD Chronic Absenteeism Rate
Middle School Dropout Rate	MUSD Middle School Dropout Rate in 2018-19: 0%	MUSD Middle School Dropout Rate in 2019-20: 0% MUSD Middle School Dropout Rate in 2020-21: 0%	MUSD Middle School Dropout Rate in 2021-22: 0%	MUSD Middle School Dropout Rate in 2022-23: 0%	0% Middle School Dropout Rate
High School Dropout Rate	MHS Dropout Rate in 2018-19: 11.6%	MHS Dropout Rate in 2019-20: NA MHS Dropout Rate in 2020-21: 2.5%	MHS Dropout Rate in 2021-22: 0%	MHS Dropout Rate in 2022-23: 0%	0% MHS Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	MHS Graduation Rate in 2018-19: 88.4%	MHS Graduation Rate in 2019-20: 97% MHS Graduation Rate in 2020-21: 98%	MHS Graduation Rate in 2021-22: 100%	MHS Graduation Rate in 2022-23: 100%	100% MHS Graduation Rate
Pupil Suspension Rates	K-8 Suspension Rate in 2018-19: 7.1% MHS Suspension Rate in 2018-19: 7.2%	K-8 Suspension Rate in 2019-20: 3.7% MHS Suspension Rate in 2019-20: 6.5% K-8 Suspension Rate in 2020-21: 0% MHS Suspension Rate in 2020-21: 0%	K-8 Suspension Rate in 2021-22: 3.3% MHS Suspension Rate in 2021-22: 5.3%	K-8 Suspension Rate in 2022-23: 4.2% MHS Suspension Rate in 2022-23: 4.1%	5% or less pupil suspension rate for the K-8 School and MHS
Pupil Expulsion Rates	MUSD Expulsion Rate in 2018-19: 0%	MUSD Expulsion Rate in 2019-20: 0% MUSD Expulsion Rate in 2020-21: 0% MUSD Expulsion Rate in 2021-22: 0%	MUSD Expulsion Rate in 2022-23: 0%	MUSD Expulsion Rate in 2022-23: 0%	0% MUSD Expulsion Rate
Student Safety and School Connectedness	California Healthy Kids Survey (CHKS) Results in 2021-22 will serve as the baseline	CHKS will be given in 2022-23	CHKS Survey was given during the 22-23 school year. Elementary Level: 2021 Caring Relationships - 79% 2023 Caring Relationships - 67%	CHKS Survey was given during the 22-23 school year. Elementary Level: 2021 Caring Relationships - 79% 2023 Caring Relationships - 67%	Improved CHKS results based on baseline data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>2021 Parent Involvement in Schooling - 67%</p> <p>2023 Parent Involvement in Schooling - 71%</p> <p>Middle School Level: 2021 Caring Adult Relationships - 67%</p> <p>2023 Caring Adult Relationships - 59%</p> <p>2021 Academic Motivation - 57%</p> <p>2023 Academic Motivation - 47%</p> <p>High School Level: 2021 Promotion of Parent Involvement - 54%</p> <p>2023 Promotion of Parent Involvement - 45%</p> <p>*These were the only comparable indicators available in 2021 and 2023</p>	<p>2021 Parent Involvement in Schooling - 67%</p> <p>2023 Parent Involvement in Schooling - 71%</p> <p>Middle School Level: 2021 Caring Adult Relationships - 67%</p> <p>2023 Caring Adult Relationships - 59%</p> <p>2021 Academic Motivation - 57%</p> <p>2023 Academic Motivation - 47%</p> <p>High School Level: 2021 Promotion of Parent Involvement - 54%</p> <p>2023 Promotion of Parent Involvement - 45%</p> <p>*These were the only comparable indicators available in 2021 and 2023</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.

All planned actions were implemented

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

There were no material differences.

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

The counseling services provided contributed to lower suspension rates, low dropout and expulsion rates, and high graduation rates. Chronic absenteeism remains high, but 2023-24 will see an improvement. The parent involvement survey results improved over the year as well.

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.

In 2024-25, we will be adding in the head teacher at the K-8 School to help with suspension rates and chronic absenteeism

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	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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

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.

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