2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Liberty Union High School District
CDS Code:	07-61721-0000000
LEA Contact Information:	Name: Erik Faulkner Position: Assistant Superintendent Phone: (925) 634-2166, x2023
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$85,751,802
LCFF Supplemental & Concentration Grants	$4,829,843
All Other State Funds	$9,447,382
All Local Funds	$4,512,533
All federal funds	$4,573,144
Total Projected Revenue	$104,284,861

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$109,003,584
Total Budgeted Expenditures in the LCAP	$15,645,333
Total Budgeted Expenditures for High Needs Students in the LCAP	$4,829,843
Expenditures not in the LCAP	$93,358,251

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$192,684
Actual Expenditures for High Needs Students in Learning Continuity Plan	$270,692

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$78,008

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures for the LCAP year not included in the LCAP were primarily used for employee salaries and benefits. Additionally, General Fund Budget Expenditures are used for operating costs throughout the district.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Liberty Union High School District

CDS Code: 07-61721-0000000

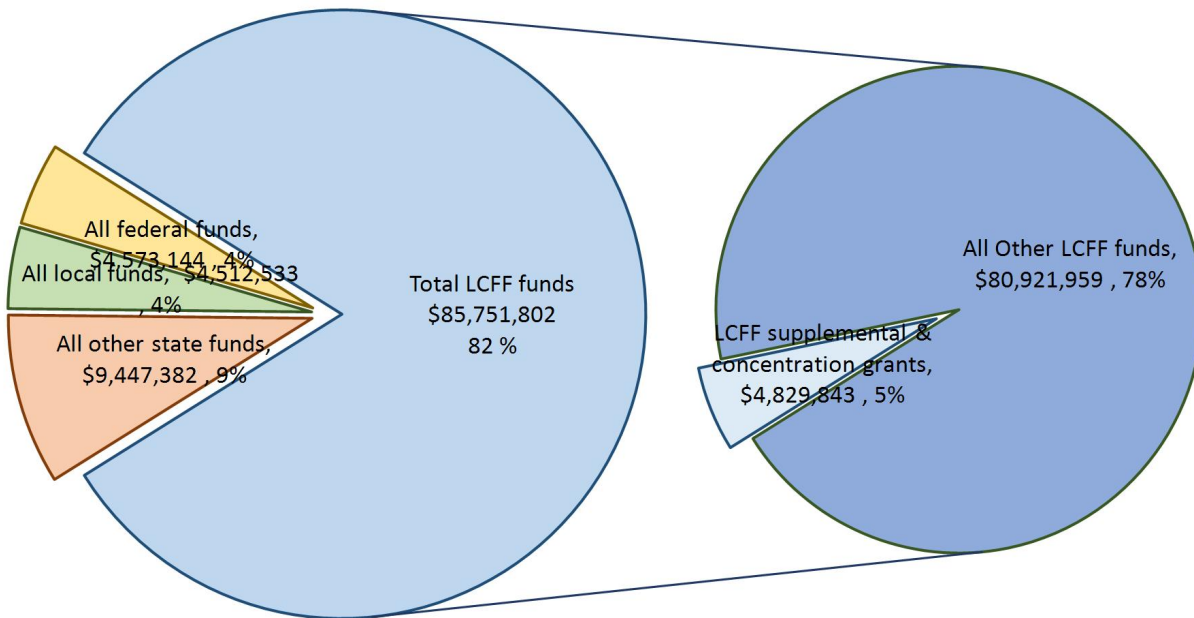School Year: 2021-22

LEA contact information:

Erik Faulkner

Assistant Superintendent

(925) 634-2166, x2023

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $4,573,144 , 4%

All local funds, $4,512,533 , 4%

All other state funds, $9,447,382 , 9%

Total LCFF funds $85,751,802 82 %

All Other LCFF funds, $80,921,959 , 78%

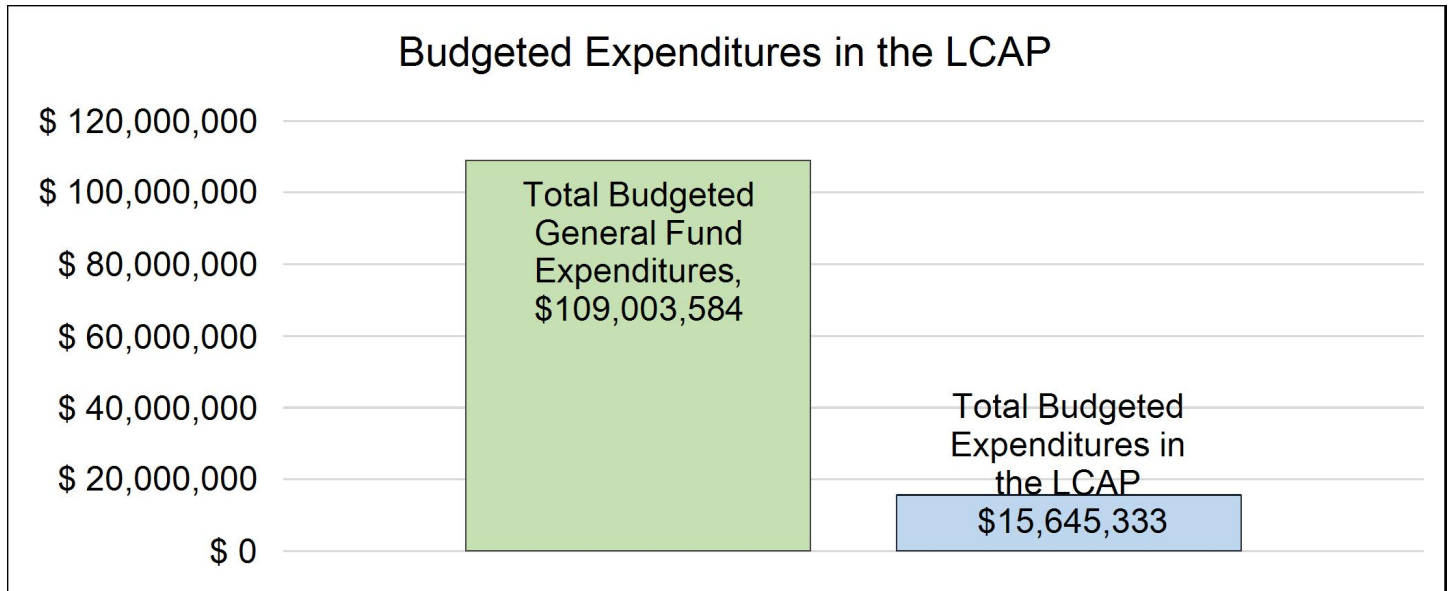LCFF supplemental & concentration grants, $4,829,843 , 5%

This chart shows the total general purpose revenue Liberty Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Liberty Union High School District is $104,284,861, of which $85,751,802 is Local Control Funding Formula (LCFF), $9,447,382 is other state funds, $4,512,533 is local funds, and $4,573,144 is federal funds. Of the $85,751,802 in LCFF Funds, $4,829,843 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 120,000,000	
$ 100,000,000	Total Budgeted General Fund Expenditures, $109,003,584
$ 80,000,000	
$ 60,000,000	
$ 40,000,000	Total Budgeted Expenditures in the LCAP
$ 20,000,000	$15,645,333
$ 0	

This chart provides a quick summary of how much Liberty Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Liberty Union High School District plans to spend $109,003,584 for the 2021-22 school year. Of that amount, $15,645,333 is tied to actions/services in the LCAP and $93,358,251 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
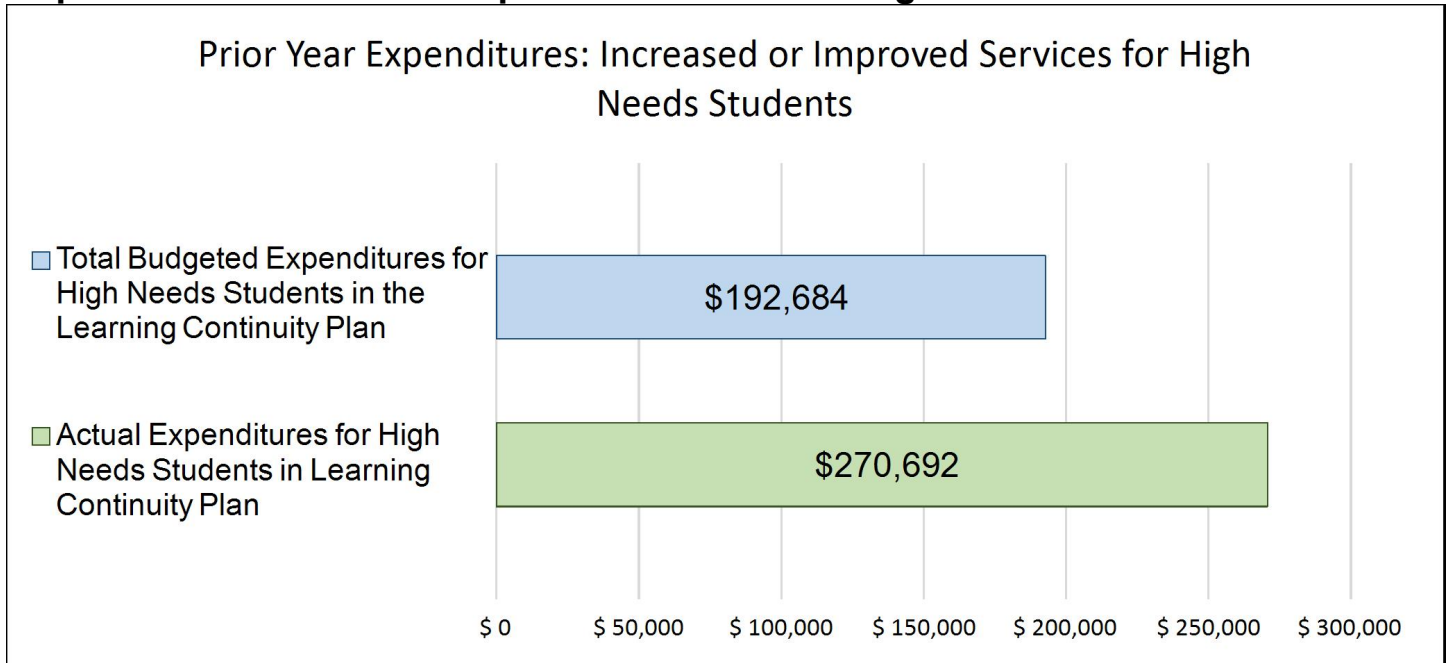
General Fund Budget Expenditures for the LCAP year not included in the LCAP were primarily used for employee salaries and benefits. Additionally, General Fund Budget Expenditures are used for operating costs throughout the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Liberty Union High School District is projecting it will receive $4,829,843 based on the enrollment of foster youth, English learner, and low-income students. Liberty Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Liberty Union High School District plans to spend $4,829,843 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $192,684

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $270,692

| $ 0 | $ 50,000 | $ 100,000 | $ 150,000 | $ 200,000 | $ 250,000 | $ 300,000 |

This chart compares what Liberty Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Liberty Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Liberty Union High School District's Learning Continuity Plan budgeted $192,684 for planned actions to increase or improve services for high needs students. Liberty Union High School District actually spent $270,692 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Liberty Union High School District	Erik Faulkner Assistant Superintendent	faulkner@luhsd.net (925) 634-2166, x2023

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by:
A. Providing a safe, secure, updated, clean environment.
B. Creating Opportunities to incorporate best practices and program successes.
C. Fostering an atmosphere of respect and civility among all students.
D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	LUHSD Strategic Plan (LUHSDSP) Goal #1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Williams Act: School Facility Rating. (Priority 1C) **19-20** All school facilities are maintained in good repair. (Priority 1C) **Baseline** Good	All of the facilities in LUHSD are maintained in good repair. We are in compliance with the Williams Act. - Met
Metric/Indicator Attendance Rates. (Priority 5A) **19-20** Increase student connectedness to school by increasing attendance rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5A) **Baseline** Freedom HS - 94% Heritage HS - 95%	The 2018-19 attendance rates for our 3 comprehensive high schools are as follows: Freedom HS - 94.2% Heritage HS - 95% Liberty HS - 94.3% The 2019-20 attendance rates for our 3 comprehensive high schools are as follows:

Expected	Actual
Liberty HS - 95%	Freedom HS - 94.7% (+.5%) - Met Heritage HS - 95.4% (+.4%) - Met Liberty HS - 95.3% (+1%) - Met
Metric/Indicator Chronic Absenteeism Rates. (Priority 5B) **19-20** Increase student connectedness to school by lowering chronic absenteeism rate by .2% for African American, Hispanic or Latino, ELs, SED, and Foster Youth. (Priority 5B) **Baseline** LEA: 14% African American – 18% Hispanic or Latino – 15% SED - 20% English Learners – 18% Students with Disabilities – 23% Foster Youth – 26%	According to the California School Dashboard and DataQuest, the 2018-19 Chronic Absenteeism Rates for LUHSD are as follows: All Students: 15.9% African American: 21.4% Hispanic or Latino: 17.7% SED: 22.6% English Learners: 20.8% Students with Disabilities: 26% Foster Youth: 35.7% Homeless: 34.9% The California Department of Education did not publish Chronic Absenteeism Rates for the 2019-20 school year. However, in stakeholder group meetings teachers noted that absenteeism was an issue for some students during the pandemic and subsequent shutdown of schools. Based upon this feedback, LUHSD believes Chronic Absenteeism continued to be an issue requiring our attention. - Not Met
Metric/Indicator Cohort Drop Out Rates. (Priority 5D) **19-20** Decrease cohort dropout rates by .2% with specific focus on SED, Students with Disabilities, African American and Hispanic/Latino populations. (Priority 5D) **Baseline** LEA: 3% African American – 6% (3% higher than the average) American Indian/AK Native – 9% (6% higher than the average) Asian - 4% (1% higher than the average) English Learners – 5% (2% higher than the average)	According to Ed-Data, the 2018-19 Cohort Dropout rates are as follows: LEA: 2.1% African American: 3% American Indian/AK Native: N/A Asian: 0% English Learners: 7.1% SED: 3.8% Students with Disabilities: 3.3% Foster Youth: 6.7% According to Ed-Data, the 2019-20 Cohort Dropout rates are as follows:

Expected	Actual
SED – 6% (3% higher than the average) Students with Disabilities – 6% (3% higher than the average) Foster Youth – 8% (5% higher than the average)	LEA: 1.9% (-.2%) - Met African American): 3.6% (+.6%) - Not Met American Indian/AK Native: 0% - Met Asian: 0% (- 1%) - Met English Learners: 3.6% (- 3.5%) - Met SED: 3.2% (-.6%) - Met Students with Disabilities: 4% (+.7%) - Not Met Foster Youth: 8% (+ 1.3%) - Not Met
Metric/Indicator CA Dashboard Suspension Rates. (Priority 6A) **19-20** Lower suspension rates overall by .2% and by .2% for African American, SED, ELs and Students with Disabilities. (Priority 6A) **Baseline** LEA: 5.8% English Learner Suspension Rate status is "Very High" at a rate of 9.9%. SED Suspension Rate status is "Very High" at a rate of 9.6%. Students with Disabilities Suspension Rate status is "Very High" at a rate of 13.4%. African American Suspension Rate status is "Very High" at a rate of 16.5%. American Indian Suspension Rate status is "High" at a rate of 6.5%. Pacific Islander Suspension Rate status is "Very High" at a rate of 9.1%.	According to the California School Dashboard, the following are suspension rates for the 2018-19 school year: All Students: 4.2% English Learners: 5.8% SED: 7.3% Students with Disabilities: 7.6% African American: 10.5% American Indian: 7.5% Pacific Islander: 3.4% According to DataQuest, the following are suspension rates for the 2019-20 school year: All Students: 3.5% (- .7%) - Met English Learners: 6% (+.2%) - Not Met SED: 6.1% (- 1.2%) - Met Students with Disabilities: 6.3% (- 1.2%) - Met African American: 7.8% (-2.7%) - Met American Indian: 0% (-7.5%) - Met Pacific Islander: 0% (-3.4%) - Met
Metric/Indicator Expulsion Rates. (Priority 6B) **19-20** Lower expulsion rates by overall by .2%. (Priority 6B) **Baseline** Overall less than 1%	As reported in DataQuest, the 2018-19 expulsion rate is .16% As reported in DataQuest, the 2019-20 expulsion rate is 0.2% (+.04%) - Not Met

Expected	Actual
Metric/Indicator School and Safety connectedness surveys. (Priority 6C) **19-20** Increase school connectedness and safety by .2%. (Priority 6C) **Baseline** 15/16 Healthy Kids Survey School connectedness (High): Grade 9: 45% Grade 11: 43% School Safety (Very safe or safe): Grade 9: 67% Grade 11: 69%	The 2018-19 Healthy Kids Survey results are as follows: School connectedness (Strongly Agree or Agree) Grade 9: 57% Grade 11: 52% School Safety (Very safe or safe): Grade 9: 60% Grade 11: 56% The 2019-20 Healthy Kids Survey results are as follows: School connectedness (Strongly Agree or Agree): Grade 9: 56% (-1%) - Not Met Grade 11: 53% (+1%) - Met School Safety (Very safe or safe): Grade 9: 56% (-4%) - Not Met Grade 11:54% (-2%) - Not Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(A) Continue to provide equitable and updated technology infrastructure/environment at all sites that allow students the ability to use 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS) and Smarter Balanced (SBAC) Testing.	(A.1) Monitor and maintain technology infrastructure. 0001-0999: Unrestricted: Locally Defined Base $0.00 (A.2) Continue additional IT support staff - amounts include salary and benefits duo 610. 2000-2999: Classified Personnel Salaries Base $112,016 (A.3) Continue district standard for classroom technology equipment	(A.1) Monitored and maintained technology infrastructure. 0001-0999: Unrestricted: Locally Defined Base $0.00 (A.2) Continued additional IT support staff - amounts included salary and benefits duo 610. 2000-2999: Classified Personnel Salaries Base $121,648 (A.3) Continued district standard for classroom technology

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	such as projectors, laptops and other 21st century learning devices -funded in goal 2F1. 4000-4999: Books And Supplies Base $75,000	equipment such as projectors, laptops and other 21st century learning devices -funded in goal 2.F.1. 4000-4999: Books And Supplies Base $21,137
	(A.4) LMS (Learning Management System) and Data Management System are being evaluated and considered for purchase -District purchased office 365, Aeries Analytics as well as custom scripts to run with Aeries. 5000-5999: Services And Other Operating Expenditures Supplemental $40,000	(A.4) LMS (Learning Management System) and Data Management System were evaluated and considered for purchase -District purchased a subscription for Office 365, Aeries Analytics as well as custom scripts to run with Aeries. 5000-5999: Services And Other Operating Expenditures Supplemental $80,175
(B) Continue to provide a clean, equitable and well-maintained facilities/environment.	(B.1) Continue Facilities Plan for all schools under Measure U. 6000-6999: Capital Outlay Capital Facilities $3,573,987	(B.1) Continued Facilities Plan for all schools under Measure U. 6000-6999: Capital Outlay Base $3,573,987
	(B.2) Continued additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base $53,688	(B.2) Continued additional M&O person to maintain and repair facilities. 2000-2999: Classified Personnel Salaries Base $62,313
	(B.3) Continue additional M&O person to maintain and repair facilities. 3000-3999: Employee Benefits Base $22,094	(B.3) Continued additional M&O person to maintain and repair facilities. 3000-3999: Employee Benefits Base $31,128
(C) Conduct monthly campus facility inspection by site administration to ensure a safe, secure, updated, clean environment.	(C.1) Site administration will keep a log of inspections and report findings to Maintenance & Operations Department, who will create a schedule for repairs. 0000: Unrestricted Base $0	(C.1) Site administration kept a log of inspections and reported findings to Maintenance & Operations Department, who created a schedule for repairs. 0000: Unrestricted Base $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(D) Continue additional school site/facilities and/or upgrade site/facilities to accommodate district growth and support efforts to provide a safe, secure, updated, clean environment.	(D.1) Continue Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities using Measure U - QKA and Lathrop. 5000-5999: Services And Other Operating Expenditures Capital Facilities $1,000,000	(D.1) Continued Targeted Facility Master Plan to include instructional plans for new and/or modernized facilities using Measure U - QKA and Lathrop. 5000-5999: Services And Other Operating Expenditures Capital Facilities $1,000,000
(E) Create opportunities to incorporate best practices and program successes through district-wide student leadership and campus climate committee meetings for student collaboration to address such issues as suspension rates, dropout rates, and campus climate issues.	(E.1) Continue student participation in fairs and competitions - Ag and Robotics. 5000-5999: Services And Other Operating Expenditures Other $10,000 (E.2) District Diversity Coordinator to facilitate meetings and address concerns/issues with targeted EL's, FY, SED students and other identified subgroups and addressed those concerns with site administration. 2000-2999: Classified Personnel Salaries Supplemental $53,927 (E.2) continued Benefits only 3000-3999: Employee Benefits Supplemental $26,476	(E.1) Continued student participation in fairs and competitions - Ag and Robotics. 5000-5999: Services And Other Operating Expenditures Other $599 (E.2) District Diversity Coordinator facilitated meetings and addressed concerns/issues with targeted EL's, FY, SED students and other identified subgroups and addressed those concerns with site administration. 2000-2999: Classified Personnel Salaries Supplemental $58,060 (E.2) continued Benefits only 3000-3999: Employee Benefits Supplemental $30,945
(F) Maintain collaboration time for principals/staff to share best practices and program successes.	(F.1) Conduct presentations at community organizations/clubs. 5000-5999: Services And Other Operating Expenditures Supplemental $5,000	(F.1) Conducted presentations at community organizations/clubs. 5000-5999: Services And Other Operating Expenditures Supplemental $313
(G) Provide collaboration time for district counselors to meet on a quarterly basis and share best practices and program successes emphasizing the needs and support for EL's, SED, and FY students and parents.	(G.1) Additional Counselors (1 FTE per comprehensive site) and schedule counselor release time and meeting location- Salary and	(G.1) Additional Counselors (1 FTE per comprehensive site) and scheduled counselor release time and meeting location- Salary and

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits. 0001-0999: Unrestricted: Locally Defined Supplemental $653,215	Benefits. 0001-0999: Unrestricted: Locally Defined Supplemental $378,725
(H) School sites evaluate existing programs, expand, explore, or create new programs that celebrate diversity, positive behavior and attendance, and address chronic absenteeism to foster an atmosphere of respect and civility among all students.	(H.1) Review/revise and continue attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY, SED students. 4000-4999: Books And Supplies Supplemental $35,000

(H.2) Maintain attendance clerk to address absenteeism at FHS only -Salary and Benefits. 2000-2999: Classified Personnel Salaries Supplemental $25,540 | (H.1) Reviewed/revised and continued attendance recognition program primarily targeting the highest number of unduplicated students: outreach to EL's, FY, SED students. 4000-4999: Books And Supplies Supplemental $50,995

(H.2) Maintained attendance clerk to address absenteeism at FHS only -Salary and Benefits 2000-2999: Classified Personnel Salaries Supplemental $49,002 |
| (I) Administration to model respect and positive interaction with students, staff, and parents to foster an atmosphere of respect and civility among all students. Staff and Students continue to receive training and presentations to help reduce student suspension and expulsion rates. | (I.1) Sites continue training for positive interactions with students and reinforce at staff/parent/student meetings. 5000-5999: Services And Other Operating Expenditures Other $0.00

(I.2) Diversity and Inclusion Training -World Trust & Fisher Agency. 5000-5999: Services And Other Operating Expenditures Supplemental $65,000

(I.3) Social Media and awareness training for administrators, coaches, and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental $10,000 | (I.1) Sites continued training for positive interactions with students and reinforced at staff/parent/student meetings. 5000-5999: Services And Other Operating Expenditures Other $0.00

(I.2) Diversity and Inclusion Training -World Trust & Fisher Agency. 5000-5999: Services And Other Operating Expenditures Supplemental $12,000

(I.3) Social Media and awareness training for administrators, coaches, and teachers. 5000-5999: Services And Other Operating Expenditures Supplemental $8,133 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(I.4) Address social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others will be reviewed and considered. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	(I.4) Addressed social media and respect and civility issues with students and community. Programs such as School Ambassador, Pause Before You Post, character ed, #ICANHELP, and others were reviewed and considered. 5000-5999: Services And Other Operating Expenditures Supplemental $15,985 This line was written in error and is contained in (I.4) above.
(J) Continue budget for campus climate activities to promote an atmosphere of respect and civility among all students to help reduce student suspension and expulsion rates. ie: staff/student leadership training.	(J.1) Implement site action plan for activities. 5000-5999: Services And Other Operating Expenditures Supplemental $50,289 (J.2) Implement site budget for activities -ODAT, PRIDE conference. 5000-5999: Services And Other Operating Expenditures Supplemental $50,000	(J.1) Implemented site action plan for activities. 5000-5999: Services And Other Operating Expenditures Supplemental $39,733 (J.2) Implemented site budget for activities -ODAT, PRIDE conference. 5000-5999: Services And Other Operating Expenditures Supplemental $4,878
(K) School sites examine Healthy Kids Survey (HKS) results as it relates to respect and civility issues among students.	(K.1) Revise/Implement budget. 5000-5999: Services And Other Operating Expenditures Base $1,600	(K.1) Revised/Implemented budget. 5000-5999: Services And Other Operating Expenditures Base $0
(L) Monitor financial decisions to ensure that they reflect alignment to operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP.	(L.1) Continue position for Accounting Technician. 2000-2999: Classified Personnel Salaries Base $57,708 (L.2) Continue the position for Accounting Technician. 3000-	(L.1) Continued position for Accounting Technician. 2000-2999: Classified Personnel Salaries Base $58,890 (L.2) Continued the position for Accounting Technician. 3000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3999: Employee Benefits Base $16,220	3999: Employee Benefits Base $14,215

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LUHSD was able to implement most of the Actions/Services associated with this goal. Remaining funds were used to provide technology to students, including laptops and mobile hotspots. Additionally, wireless access points were installed in the parking lots of campuses, giving students an additional method for accessing the internet. Print materials were prepared for students whose parents opted not to receive and submit assignments electronically. Staff members handed out print materials and collected them on a weekly basis. Bus drivers drove to the homes of students who were unable to travel to school to deliver materials. Budgeted amounts not expended were due to school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

LUHSD was able to quickly switch to a full distance learning model, allowing students to continue to receive an education. The following goals were particularly notable: Goal 1A) The district was able to provide technology (laptops) to students who did not have a computer at home. In addition, the district provided some wireless access points to students who could not access the internet from home. Goal 1D) Construction on campus renovation projects continued with the use of Measure U general obligation bond funds. Goal 1F) Principals and staff continued to collaborate virtually to best meet the needs of students. Goal 1G) Counselors continued to collaborate to discuss best practices during the pandemic. Goal 1L) The district continued to monitor financial decisions to ensure implementation of the LCAP during the shutdown.

Challenges:

Goal 1H) It was difficult to maintain attendance recognition programs during the first 4 months of the shutdown (March, April, May, and June 2020). Counselors, Teachers on Special Assignment and administrators made home visits to re-engage students who were not attending classes in the distance learning environment. Goal 1J) Campus climate activities were difficult to implement during the shutdown. Student leadership classes did their best to provide positive and motivation activities in a virtual environment. Additionally, there were some drive-by socially distanced celebrations students could attend in automobiles.

Goal 2

The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible .
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LUHSD Plan Goal #2 & Title III Program Improvement Plan Goal 2c

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Williams Act and SARC report on teacher credentials. (Priority 1A) **19-20** 100% of teachers will be appropriately assigned. (Priority 1A) **Baseline** LEA: 100%.	LUHSD is in compliance with the Williams Act and 100% of our teachers are appropriately assigned. (Priority 1A) - Met
Metric/Indicator Student access to standards-aligned instructional materials.(Priority 1B) **19-20** 100% of students have access to standards-aligned instructions material. (Priority 1B)	100% of students have access to standards-aligned instructions material. (Priority 1B) - Met

Expected	Actual
Baseline 100% of students have access to standards-aligned instructions material. 0% students lacking own textbook.	
Metric/Indicator Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. (Priority 2A, B) **19-20** Continue on-going monitoring of implementation of board adopted academic content, CCSS/ELD, and NGSS content. All content area state standard adoptions and programs are completed. (Priority 2A, B) **Baseline** All content area state standard adoptions and programs are in process and on target for completion.	Continued full implementation and on-going monitoring of board adopted academic content, CCSS/ELD, and NGSS standards. (Priority 2A, B) - Met

Metric/Indicator
Percentage of students districtwide with an "Exceeds" or "Meets" SBAC score. (Priority 4A)
 	
19-20
Increase the percentage of students who "met" or "exceeds" on the SBAC by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4A)
 	
Baseline
LEA:-68% for ELA and 33% for Math.
  • African American – ELA 51% Math 20%
  • Hispanic or Latino – ELA 58% Math 25%
  • Two or More Raced – Math 33%
  • Socio Disadvantaged ELA 41% Math 18%
	2018-19 SBAC results for LUHSD are as follows:
	
	  • LEA: ELA 69%, Math 37%
	  • African American: ELA 48%, Math 18%
	  • Hispanic or Latino: ELA 62%, Math 26%
	  • Two or More Raced: ELA 70%, Math 40%
	  • Economically Disadvantaged: ELA 56%, Math 19%
	  • ELs: ELA 11%, Math 0%
	  • Students with Disabilities: ELA 20%, Math 6%
	  • Foster Youth: ELA N/A Math N/A (less than 11 students tested)
	
	For 2019-20, the state suspended SBAC testing. Teachers assessed students using teacher developed assessments to measure student progress. Results from those assessments

Expected	Actual
• Economically Disadvantaged ELs – ELA 50% Math 21% • ELs – ELA 16% Math 4% • Students with Disabilities – ELA 21% Math 4% • Foster Youth – ELA 28% Math 14%	indicate that most of our student groups continue to make progress. At the same time, there were some students who experienced learning loss due to the pandemic and subsequent shutdown of schools. - Met
Metric/Indicator UC/CSU requirements met. (Priority 4C) **19-20** Increase percentage of students completing graduation requirements needed for UC/CSU by .2% with special focus on African American, Hispanic or Latino, SED, and Students with Disabilities. (Priority 4C) **Baseline** LEA: 45% • African American- 36% • Hispanic or Latino – 36% • SED – 34% • ELs - 2% • Students with Disabilities – 12% • Foster Youth – 38%	Based upon DataQuest 2018-19 data, the LUHSD UC/CSU A-G completion rates are as follows: • All Students: 50% • African American: 38% • Hispanic or Latino: 41% • SED: 36% • ELs: 18% • Students with Disabilities: 11% • Foster Youth: 8% Based upon DataQuest 2019-20 data, the LUHSD UC/CSU A-G completion rates are as follows: • All Students: 55% (+5%) - Met • African American: 35% (-3%) - Not Met • Hispanic or Latino: 47% (+6%) - Met • SED: 44% (+8%) - Met • ELs: 24% (+6%) - Met • Students with Disabilities: 13% (+2%) - Met • Foster Youth: 24% (+16%) - Met
Metric/Indicator CTE Pathway Completion. (Priority 4C) **19-20** Increase CTE Pathway Completion percentage by .5% with special focus on African American, Hispanic or Latino, EL, SED, and foster youth. (Priority 4C) **Baseline**	Based upon Fall 2019 California Dashboard College/Career Report, in LUHSD the percentage of students "Prepared" are as follows: All Students: 48.9% • ELs: 19.9% • Foster Youth: N/A (fewer than 11) • Homeless: 20.4%

Expected	Actual
LEA:51% - African American – 36% - Hispanic or Latino – 50% - Two or more races – 50% - ELs – 40% - SED – 42% - Students with Disabilities –25% - Foster Youth – 17%	- SED: 38.3% - Students with Disabilities: 10% - African American: 29.2% - American Indian: N/A (fewer than 11 tested) - Asian: 68.2% - Filipino: 69.9% - Hispanic: 42.6% - Pacific Islander: 23.8% - Two or More Races: 50.5% - White: 53.3% Based upon Fall 2020 CDE College/Career Report, in LUHSD the percentage of students "Prepared" are as follows: All Students: 55.2% (+ 6.3%) - Met - ELs: 18% (-1.9%) - Not Met - Foster Youth: 25% - Met - Homeless: 36% (+15.6%) - Met - SED: 42.2% (+ 3.9%) - Met - Students with Disabilities: 11.3% (+1.3%) - Met - African American: 29.1% (-.1%) - Met - American Indian: 33.3% - Met - Asian: 70.5% (+.2.3%) - Met - Filipino: 81.1% (+11.2%) - Met - Hispanic: 47.6% (+5%) – Met - Pacific Islander: 53.8% (+30%) - Met - Two or More Races: 58% (+7.5%) - Met - White: 62.8% (+9.5%) - Met
Metric/Indicator SAT Participation. (Local Priority) **19-20** Increase the percentage of students who participate in the SAT by .2% with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Local Priority)	The 2018-19 LUHSD SAT participation results are as follows: - LEA Participation: 1316 - African American: 110 - Hispanic or Latino: 328 - SED: 273 - EL: 10

Expected	Actual

Baseline
LEA Participation: 1105
    • African American – 109
    • Hispanic or Latino – 293
    • SED – 252
    • EL – 7
    • Students with Disabilities – 34
	• Students with Disabilities: 25
	
	The 2019-20 LUHSD SAT participation results are as follows:
	
	    • LEA Participation: 859 (-34.7%) - Not Met
	    • African American: 61 (-44.5%) – Not Met
	    • Hispanic or Latino: 238 (-27.4%) – Not Met
	    • SED: 204 (-25.3%) – Not Met
	    • EL: 2 (-80%) - Not Met
	    • Students with Disabilities: 23 (- 8%) – Not Met

Metric/Indicator English Learner Progress. (Priority 4D) **19-20** Increase EL percentage of students who make progress toward proficiency rate by 1%. (Priority 4D) **Baseline** FH, HH, IH, LH: 80.3%	In 2019, according to the California School Dashboard, 49.3% of the English Learners in LUHSD are making progress toward English Language proficiency. In 2020, the state suspended administration of the ELPAC. Therefore, the California School Dashboard did not report an English Learner Progress Indicator. Teachers assessed student progress using teacher-generated assessments. Results from those assessments indicate that our English Learners continue to make progress, though some English Learners experienced a learning loss due to the pandemic and subsequent shutdown of schools. - Met
Metric/Indicator EL Reclassification rate. (Priority 4E) **19-20** Increase EL reclassification rate by 1%. (Priority 4E) **Baseline** LEA: 15%	Based upon DataQuest, the LUHSD Reclassification Rate in 2018-19 was 15%. The LUHSD Reclassification rate in 2019-20 was 15.5% (+.5%) – Met
Metric/Indicator AP Average pass rate. (Priority 4F) **19-20**	The 2018-19 LUHSD AP Exam percentage of students with a score of 3 or higher is as follows: All Students: 69%

Expected	Actual
Increase the number of students who have passed an advanced placement examination with a score of 3 or higher by .2% with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. (Priority 4F) **Baseline** The LEA average pass rate with 3 or better is 61%. • African American – 43% • Filipino – 55% • Hispanic or Latino – 57% • SED – 51% • ELs – 39% • Students with Disabilities – 50%	• African American: 54% • Filipino: 78% • Hispanic or Latino: 63% • SED: 63% • ELs: 92% • Students with Disabilities 53% The 2019-20 LUHSD AP Exam percentage of students with a score of 3 or higher is as follows: All Students: 72% (+ 4%) - Met • African American: 60% (+6%) – Met • Asian (Includes Filipino): 83% (+20%) – Met • Hispanic or Latino: 71% (+8%) – Met • SED: 71% (+8%) – Met • ELs: 5% (- 35%) – Not Met • Students with Disabilities: 5% (-1%) – Not Met
Metric/Indicator EAP Readiness rate. (Priority 4G) **19-20** Increase the percentage of students who are "Ready"/"Conditionally Ready" who take the Early Assessment Program by .2% with a special focus on African American, Hispanic or Latino, SED, EL, Students with Disabilities, and Foster Youth. (Priority 4G) **Baseline** LEA English "Ready" is 31% and Math 9%, and "Conditionally Ready" in English 37% and Math 24%. • African American – 12% ready in English and 3% ready in Math and Conditionally Ready in Math 17%. • Hispanic or Latino - 23% ready in English and 5% ready in Math and Conditionally Ready in English 35% and Math 20%.	The 2018-19 LUHSD EAP Readiness results are as follows: • All Students: English "Ready" is 34% and Math 25%, and "Conditionally Ready" in English 35% and Math 29%. • African American – Ready: 19% in English and 4% ready in Math. Conditionally Ready: 29% in English and 13% in Math. • Hispanic or Latino - Ready: 24% in English and 5% ready in Math. Conditionally Ready: 37% in English and 21% in Math. • Economically Disadvantaged - Ready: 21% in English and 5% ready in Math. Conditionally Ready: 35% in English and 15% in Math. • ELs - Ready: 0% in English and 0% ready in Math. Conditionally Ready: 11% in English and 0% in Math. • Students with Disabilities - Ready: 5% in English and 0% ready in Math. Conditionally Ready: 15% in English and 6% in Math.

Expected	Actual
- Socio Disadvantaged – 14% ready in English and 3% ready in Math and Conditionally Ready in English 27% and Math 15%. - Economically Disadvantaged - 19% ready in English and 4% ready in Math and Conditionally Ready in English 31% and Math 17%. - ELs - 2% ready in English and 1% ready in Math and Conditionally Ready in English 14% and Math 3%. - Students with Disabilities -3% ready in English and 0% ready in Math and Conditionally Ready in English 18% and Math 4%. - Foster youth - 14% ready in English and 0% ready in Math and Conditionally Ready in English 14% and Math 14%.	- Foster Youth - Ready: N/A in English and N/A ready in Math. Conditionally Ready: N/A in English and N/A in Math. In 2019-20, the state suspended CAASPP and EAP testing. Teachers assessed students using teacher developed assessments to measure student progress. Results from those assessments indicate that our student groups continue to make progress. - Met
Metric/Indicator CA Dashboard Graduation rate. (Priority 5E) **19-20** Increase graduation rates by .2% for all students and increase graduation rates for EL, SED, and Foster Youth. (Priority 5E) **Baseline** FH, HH, IH, LH: 92.8% - IHS Overall graduation status is "Very Low" - IHS EL graduation status is "Very Low" - IHS SED graduation status is "Very Low" - IHS Students with Disabilities graduation status is "Very Low" - IHS Hispanic graduation status is "Very Low" - IHS White graduation status is "Very Low"	According to the California School Dashboard, the LUHSD Graduation Rate indicator for 2018-19 is: - All Students 94.3% - SED 93.2% - EL 84.4% - Foster Youth N/A According to the California School Dashboard, the LUHSD Graduation Rate indicator for 2019-20 is: - All Students 92.9% (-1.4%) - Not Met - SED 90.8% (-2.4%) - Not Met - EL 93.4%(+9%) - Met - Foster Youth 81% - Met
Metric/Indicator Cohort Graduation rate. (Priority 5E)	According to DataQuest, the LUHSD Cohort Graduation Rate for 2018-19 is:

Expected	Actual
19-20 Increase graduation rates by .2% for all students with a special focus on African American, EL, SED, and Students with Disabilities. (Priority 5E)) **Baseline** LEA: 91% • African American-82% • SED – 85% • EL – 87% • Students with Disabilities – 76%	All Students 91.9% Black/African Am 91.7% SED 88.3% EL 81.6% SpEd 79.4% According to DataQuest, the LUHSD Cohort Graduation Rate for 2019-20 is: All Students 92.8% (+.9%) – Met Black/African Am 91.1% (-.6%) – Not Met SED 90.1% (+1.8%) – Met EL 90.5% (+8.9%) – Met SpEd 81.7% (+2.3%) – Met
Metric/Indicator Course access. (Priority 7A,B,C) **19-20** Continue a broad course of study in all subject areas that allow access for all students. Continue access for all unduplicated students to have access to specifically developed programs, services, and courses. Continue to offer all students, including exceptional needs students, access to AP courses and provide a variety of AP courses throughout the LEA. Increase AP course enrollment by .2%. (Priority 7A,B,C) **Baseline** Total LEA courses: 2041 • Total student enrollment in all LEA courses: 52,366 • LEA unduplicated student enrollment: 8,199 • Average class size: 26 students LEA unduplicated courses: 243 • LEA unduplicated student enrollment: 3758 • LEA unduplicated average class size: 15 students • LEA Advanced Placement courses: 108 • LEA Advanced Placement student enrollment: 2866	For 2018-19, the following is course enrollment data and AP course enrollment data for LUHSD: Total LEA courses: 2302 • Total student enrollment in all LEA courses: 55,779 • LEA unduplicated student enrollment: 8,320 • Average class size: 24 students LEA unduplicated courses: 440 • LEA unduplicated student enrollment: 5169 • LEA unduplicated average class size: 11.7 students • LEA Advanced Placement courses: 124 • LEA Advanced Placement student enrollment: 3393 • LEA Advanced Placement average class size: 27.4 For 2019-20, the following is course enrollment data and AP course enrollment data for LUHSD: Total LEA courses: 2,687 • Total student enrollment in all LEA courses: 63,924

Expected	Actual
• LEA Advanced Placement average class size: 26	• LEA unduplicated student enrollment: 8,304 • Average class size: 23.8 LEA unduplicated courses: 421 • LEA unduplicated student enrollment: 5,285 • LEA unduplicated average class size: 12.6 • LEA Advanced Placement courses: 147 • LEA Advanced Placement student enrollment: 3,879 • LEA Advanced Placement average class size: 26.4 LUHSD continues to offer all students, including those with exceptional needs, access to AP courses. - Met
Metric/Indicator Cumulative GPA below a 2.0. (Priority 8A) **19-20** Lower percentage of students below a 2.0 GPA by .2% with a special focus on unduplicated populations. (Priority 8A) **Baseline** LEA: 18% • African American - 30% (12% above the district average) • Hispanic Latino - 24% (6% above the district average) • Native HI / Pac Islander - 25% (7% above the district average) • SED - 28% (10% above the district average) • EL - 46% (28% above the district average) • Students with Disabilities - 30% (12% above the district average) • Foster Youth - 29% (11% above the district average)	For 2018-19, the following is GPA data for LUHSD: LEA: 14% • African American: 24% • Hispanic Latino: 18% • Native HI / Pacific Islander: 11% • SED: 23% • EL: 37% • Students with Disabilities: 24% • Foster Youth: 35% For 2019-20, the following is GPA data for LUHSD: LEA: 10.1% (- 3.9%) - Met • African American: 16.2% (-7.8%) - Met • Hispanic Latino: 13.3% (- 4.7%) - Met • Native HI / Pacific Islander: 12.2% (+1.2%) - Not Met • SED: 17.4%(- 5.6%) - Met • EL: 26.1% (- 10.9%) - Met • Students with Disabilities: 17.3% (-6.7%) - Met • Foster Youth: 28.6% (-6.4%) - Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(A) Provide professional development for teachers and administrators to support implementation of meeting all state and federal accountability measures accountability measures with a focus on EL, SED, FY and identified subgroups.	(A.1) Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards - 2 Days Certificated Staff. 1000-1999: Certificated Personnel Salaries Base $325,300 (A.2) Continue-- Schedule Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards. 3000-3999: Employee Benefits Base $55,206	(A.1) Scheduled Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards - 2 Days Certificated Staff. 1000-1999: Certificated Personnel Salaries Base $356,483 (A.2) Continue-- Scheduled Professional Development Day(s) as appropriate to focus on accountability assessments emphasizing CCSS and NGSS standards. 3000-3999: Employee Benefits Base $85,498
(B) Provide student targeted intervention to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified subgroups to meet all state and federal accountability measures.	(B.1) Review and add additional online intervention programs- Apex - Title I. 5000-5999: Services And Other Operating Expenditures Other $30,000 (B.2) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Benefits (see B3 for salaries). 3000-3999: Employee Benefits Supplemental $80,000	(B.1) Reviewed and added additional online intervention programs- Apex - Title I. 5000-5999: Services And Other Operating Expenditures Other $30,000 (B.2) Provided intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Benefits (see B3 for salaries). 3000-3999: Employee Benefits Supplemental $90,307

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(B.3) Provide intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Salaries (see B2 for benefits). 1000-1999: Certificated Personnel Salaries Supplemental $320,000	(B.3) Provided intervention classes: READ180, MATH 180, CAHSEE Test Prep, Intensified Algebra & Geometry, math support classes, tutorial support, credit recovery, English 3D EL Acad. Support, with targeted enrollment of EL, FY, SED and other identified sub-groups - Employee Salaries (see B2 for benefits). 1000-1999: Certificated Personnel Salaries Supplemental $457,605
	(B.4) Study Hall - Hire certificated staff to supervise and monitor Study Hall. 1000-1999: Certificated Personnel Salaries Supplemental $160,293	(B.4) Study Hall - Hired certificated staff to supervise and monitor Study Hall. 1000-1999: Certificated Personnel Salaries Supplemental $270,671
	(B.5) Provide field trip opportunities for EL, SED, FY students. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	(B.5) Provided field trip opportunities for EL, SED, FY students. 5000-5999: Services And Other Operating Expenditures Supplemental $2,497
	(B.6) Continue Homework Extended Learning Program (HELP). 1000-1999: Certificated Personnel Salaries Supplemental 6,842.00	(B.6) Continued Homework Extended Learning Program (HELP). 1000-1999: Certificated Personnel Salaries Supplemental $6,842
	(B.7) Study Hall - Hire certificated staff to supervise and monitor Study Hall. 3000-3999: Employee Benefits Supplemental $48,653	(B.7) Study Hall - Hired certificated staff to supervise and monitor Study Hall. 3000-3999: Employee Benefits Supplemental $114,081
(C) Continue implementing and refining new CCSS and Next Generation Science Standards (NGSS) emphasizing student proficiency	(C.1) Purchase CCSS ELA/ELD, Math, History, and NGSS	(C.1) Purchased CCSS ELA/ELD, Math, History, and NGSS

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and literacy strategies across all content areas to demonstrate student proficiency in all content standards.	textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS. 4000-4999: Books And Supplies Base $1,416,961.17	textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS. 4000-4999: Books And Supplies Base $48,999
	(C.2) (C.1 Continue) Purchase CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS. 4000-4999: Books And Supplies Supplemental $75,000	(C.2) (C.1 Continue) Purchased CCSS ELA/ELD, Math, History, and NGSS textbooks, supplemental materials & increase copy budgets for alignment to CCSS and NGSS. 4000-4999: Books And Supplies Supplemental $72,795
	(C.3) Provide late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year) 1000-1999: Certificated Personnel Salaries Base $305,000	(C.3) Provided late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, and align C.T.E. curriculum with core academic standards (16 hrs/teacher/year) 1000-1999: Certificated Personnel Salaries Base $247,572
	(C.4) Provide standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Restricted Lottery $514,995.68	(C.4) Provided standards-aligned instructional materials to all students - replacements and growth. 4000-4999: Books And Supplies Restricted Lottery $514,996
	(C.5) Provide supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others also included above in C1 and C2. 5000-5999: Services And Other Operating Expenditures Supplemental $1,671.99	(C.5) Provided supplemental standard-based instructional materials for targeted EL, SED, FY and other identified sub-groups of students. KUTA software and others also included above in C1 and C2. 5000-5999: Services And Other Operating Expenditures Supplemental $9,237

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness-Judy Cunningham PD. 5000-5999: Services And Other Operating Expenditures Supplemental $62,532	(C.6) Professional Development - Conference and travel, UC Regents - Educator Effectiveness-Judy Cunningham PD. 5000-5999: Services And Other Operating Expenditures Supplemental $11,301
(D) Require equal access to all courses for all students with a focus on under-represented and unduplicated students in AP and College Prep coursework to demonstrate student proficiency in all content standards.	(D.1) Provide student-centered master schedule based on student registrations, course sign-ups and course catalogs. 4000-4999: Books And Supplies Base $0.00	(D.1) Provided student-centered master schedule based on student registrations, course sign-ups and course catalogs. 4000-4999: Books And Supplies Base $0
	(D.2) Continue revisions to course of study (COS) to ensure no barriers for student enrollment. 0000: Unrestricted Base $0.00	(D.2) Continued revisions to course of study (COS) to ensure no barriers for student enrollment. 0000: Unrestricted Base $0
	(D.3) Purchase new Advanced Placement materials and textbooks. 0000: Unrestricted Base $241,000	(D.3) Purchased new Advanced Placement materials and textbooks. 0000: Unrestricted Base $137,283
(E) Align quarterly district assessments to the Common Core State Standards and NGSS to demonstrate student proficiency in all content standards.	(E.1) Provide professional development and teacher release time to revise assessments. - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Supplemental $14,582	(E.1) Provided professional development and teacher release time to revise assessments. - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Supplemental $76,257
	(E.2) Continue contract for data management system to track student assessment data - illuminate. 5000-5999: Services And Other Operating Expenditures Base $45,017.50	(E.2) Continued contract for data management system to track student assessment data - illuminate. 5000-5999: Services And Other Operating Expenditures Base $37,440
	(E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total ($183,113).	(E.3) C&I Coordinator - includes salary and benefits - split funded with Restricted total ($183,113).

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental $180,000	1000-1999: Certificated Personnel Salaries Supplemental $218,598
(F) Maintain and consider technology hardware and software for student/teacher use with assessments, curriculum and intervention courses to allow demonstration of student proficiencies in all content standards.	(F.1) Continue the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices - Base and other restricted. 4000-4999: Books And Supplies Other $1,500,000	(F.1) Continued the purchases of / reserves for computers/ software for classrooms and the Smarter Balanced Assessment-- reserve to replenish devices - Base and other restricted. 4000-4999: Books And Supplies Other $1,500,000
	(F.2) Continue contract for plagiarism software for teacher use - TURNITIN - purchased 2 year contract in 15-16. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	(F.2) Continued contract for plagiarism software for teacher use - TURNITIN - purchased 2 year contract in 15-16. 5000-5999: Services And Other Operating Expenditures Supplemental $27,731
	(F.3) Purchase computers/software for EL classrooms. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000	(F.3) Purchased computers/software for EL classrooms. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000
	(F.4) Maintain software support for the "READ180 Next Generation" reading program. 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	(F.4) Maintained software support for the "READ180 Next Generation" reading program. 5000-5999: Services And Other Operating Expenditures Supplemental $19,397
	(F.5) Purchase Math 180 software program for special education students and pilot program for general education students. 5000-5999: Services And Other Operating Expenditures Supplemental $20,000	(F.5) Purchased Math 180 software program for special education students and pilot program for general education students. 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Expenditures Supplemental $3,940
(G) Increase mentoring of English Learner / SPEL students to demonstrate student proficiency in all content standards.	(G.1) Apex online credit recovery program for use with EL, SED, FY. Adding Edgenuity credit recovery. 5000-5999: Services And Other Operating Expenditures Supplemental $55,000	(G.1) Apex online credit recovery program for use with EL, SED, FY. Added Edgenuity credit recovery. 5000-5999: Services And Other Operating Expenditures Supplemental $55,000

(G.2) Added Three Teachers on Special Assignment (TOSAs) support the English Learner program on each comprehensive site. Salary and benefits. 1000-1999: Certificated Personnel Salaries Supplemental $317,784 |
| (H) LUHSD teachers are highly qualified and CLAD credentialed to foster student proficiency in all content standards. | (H.1) Recruit and hire Highly Qualified, CLAD certificated teachers. 5000-5999: Services And Other Operating Expenditures Base $10,000

(H.2) Provide BTSA teachers & support - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Other $137,281 | (H.1) Recruited and hired Highly Qualified, CLAD certificated teachers. 5000-5999: Services And Other Operating Expenditures Base $0

(H.2) Provided BTSA teachers & support - Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Other $41,256 |
| (I) Prepare students for SAT/ACT/AP examinations to demonstrate student proficiency in all content standards. | (I.1) Continue sections of SAT/ACT prep class. contracted with KAPLAN, Princeton Review- goal I4. 0000: Unrestricted Supplemental $0.00

(I.2) Continue/Expand AP course offerings and training -contract with KAPLAN, Princeton Review- goal I4. 0000: Unrestricted Supplemental $25,000 | (I.1) Continued sections of SAT/ACT prep class. contracted with KAPLAN, Princeton Review- goal I4. 0000: Unrestricted Supplemental $0

(I.2) Continued/Expanded AP course offerings and training - contract with KAPLAN, Princeton Review- goal I4. 0000: Unrestricted Supplemental $1,302 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(I.3) All counselors work with families of targeted students for increased enrollment in AP courses - included in Counselors added in goal 2K1. 1000-1999: Certificated Personnel Salaries Supplemental $0.00	(I.3) All counselors worked with families of targeted students for increased enrollment in AP courses - included in Counselors added in goal 2K1. 1000-1999: Certificated Personnel Salaries Supplemental $0
	(I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN FHS. 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	(I.4) SAT/ACT Prep courses - Princeton review HHS LHS, KAPLAN FHS. 5000-5999: Services And Other Operating Expenditures Supplemental $4,505
(J) Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible.	(J.1) Expand PUSH classes Heritage and Liberty. 4000-4999: Books And Supplies Supplemental $12,000	(J.1) Expanded PUSH classes Heritage and Liberty. 4000-4999: Books And Supplies Supplemental $1,739
	(J.2) Expand PUSH classes 66% at all comp sites. 1000-1999: Certificated Personnel Salaries Supplemental $180,000	(J.2) Expanded PUSH classes 66% at all comp sites. 1000-1999: Certificated Personnel Salaries Supplemental $80,316
	(J.3) Expand PUSH classes. 3000-3999: Employee Benefits Supplemental $60,000	(J.3) Expanded PUSH classes. 3000-3999: Employee Benefits Supplemental $26,669
(K) Continue with District College/Career Counselor position to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates.	(K.1) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors. 1000-1999: Certificated Personnel Salaries Supplemental $434,344	(K.1) Maintained 3 "Targeted Assistance" counselors - Add 3 counselors. 1000-1999: Certificated Personnel Salaries Supplemental $271,325
	(K.2) Maintain 3 "Targeted Assistance" counselors - Add 3 counselors. 3000-3999: Employee Benefits Supplemental $151,687	(K.2) Maintained 3 "Targeted Assistance" counselors - Add 3 counselors. 3000-3999: Employee Benefits Supplemental $104,372

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(L) Maintain, increase and educate adult intervention, mentoring and support to increase percentage of students who are college ready and UC/CSU eligible.	(L.1) Continue stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. - salary and benefits 2000-2999: Classified Personnel Salaries Supplemental $80,398	(L.1) Continued stipend position to serve as parent liaison for English Learner students/parent to help navigate school/college systems. - salary and benefits 2000-2999: Classified Personnel Salaries Supplemental $9,601
	(L.2) Hire 1.0 FTE School Psychologist to existing 1.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental $150,000	(L.2) Hired 1.0 FTE School Psychologist to existing 1.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental $141,974
	(L.3) Hire 1.0 FTE School Psychologist, to the existing 0.4 FTE Psychologist. 3000-3999: Employee Benefits Supplemental $277,027	(L.3) Hired 1.0 FTE School Psychologist, to the existing 0.4 FTE Psychologist. 3000-3999: Employee Benefits Supplemental $434,096
	(L.4) Mental Health counseling interns (MFTS) hours increase to 40 hours per week at comprehensive sites and to 20 hours per week at alternative sites. 5000-5999: Services And Other Operating Expenditures Supplemental $94,540	(L.4) Mental Health counseling interns (MFTS) hours increased to 40 hours per week at comprehensive sites and to 20 hours per week at alternative sites. 5000-5999: Services And Other Operating Expenditures Supplemental $60,120
	(L.5) Suicide prevention and bullying training for staff and teachers. 4000-4999: Books And Supplies Supplemental $113,420	(L.5) Suicide prevention and bullying training for staff and teachers. 4000-4999: Books And Supplies Supplemental $0
	(L.6) Provide interpreters and document translation for parents 2000-2999: Classified Personnel Salaries Other $6,500	(L.6) Provided interpreters and document translation for parents 2000-2999: Classified Personnel Salaries Other $9,118
	(L.7) Provide EL students bus tickets for specialized level 1 & 2 ELD program. 5000-5999: Services And Other Operating	(L.7) Provided EL students bus tickets for specialized level 1 & 2 ELD program. 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental $10,000	Expenditures Supplemental $11,350
	(L.8) Add 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16. 2000-2999: Classified Personnel Salaries Supplemental $185,000	(L.8) Added 1.0 FTE Campus Supervisor to existing 2.0 FTE added in 2015-16. 2000-2999: Classified Personnel Salaries Supplemental $157,385
	(L.9) Hire 3 additional College and Career Center Technicians-Salary and Benefits combined. 2000-2999: Classified Personnel Salaries Supplemental $225,000	(L.9) Hired 3 additional College and Career Center Technicians-Salary and Benefits combined. 2000-2999: Classified Personnel Salaries Supplemental $220,487
	(L.10) Provide professional development and software for counselors, career techs, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. - Eureka & Naviance. 5000-5999: Services And Other Operating Expenditures Supplemental $40,000	(L.10) Provided professional development and software for counselors, career techs, teachers, support providers and administrators to focus on the needs of EL, Low Income and Foster Youth. - Eureka & Naviance. 5000-5999: Services And Other Operating Expenditures Supplemental $1,312
(M) Increase percentage of students enrolled in AP courses with special focus on EL's, FY, SED and significant sub-groups to also increase percentage of students who are college ready and UC/CSU eligible. Combined with Goal 2.K.1 beginning 2018-19.	(M.1) All counselors work with families of targeted students for increased enrollment in AP courses. 1000-1999: Certificated Personnel Salaries Base $0	Combined with Goal 2.K.1 beginning 2018-19 1000-1999: Certificated Personnel Salaries Base $0
(N) Expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(N.1) Continue to provide professional development and release time for CTE teachers. 5000-5999: Services And Other Operating Expenditures Other $30,000	(N.1) Continued to provide professional development and release time for CTE teachers. 5000-5999: Services And Other Operating Expenditures Other $4,127

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(N.2) Continue ROP Program/Courses. 1000-1999: Certificated Personnel Salaries Other $1,362,172	(N.2) Continued ROP Program/Courses. 1000-1999: Certificated Personnel Salaries Other $1,524,662
	(N.3) Career capstone and internships research and consider for expansion at school sites. 3000-3999: Employee Benefits Other 136,000.00	(N.3) Career capstone and internships researched and considered for expansion at school sites. 3000-3999: Employee Benefits Other $598,831
	(N.4) Continue ROP Program/Courses. 4000-4999: Books And Supplies Other $452,704	(N.4) Continued ROP Program/Courses. 4000-4999: Books And Supplies Other $10,577
(O) Provide collaboration time for C.T.E. and academic core teachers to align standards and curricula w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities.	(O.1) Continue articulation time with local community colleges/ business community. 4000-4999: Books And Supplies Base $5,000	(O.1) Continued articulation time with local community colleges/ business community. 4000-4999: Books And Supplies Base $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LUHSD was able to implement nearly all of the Actions/Services associated with this goal. Remaining funds were used to provide staff development to teachers related to distance learning immediately following the shutdown. Additionally, funds were used to provide laptops to English Learners, Socio-Economically Disadvantaged students, Homeless and Foster Youth. Budgeted amounts not expended were due to school closures. In Goal 2.C.1, the decision was made not to purchase new textbooks during the shelter in place and subsequent distance learning. Instead, LUHSD used digital versions of instructional materials, which were available at a much reduced cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

There were several successes in implementing actions/services during the 2019-20 school: Goal 2A) Staff Development Day at the beginning of the school year provided 10 different workshops rotated throughout the day, focusing on instructional strategies and supports designed to help high-needs students. Goal 2B) Targeted interventions were provided to high-needs students, including support classes in ELA and mathematics. Goal 2C) NGSS-aligned textbooks were purchased for science classes. Goal 2K) Targeted Assistance Counselors provided high-needs students with academic, social, and emotional support throughout the year. Goal 2L) A variety of supports were provided to high-needs students, including school psychologists, MFT interns, and EL Parent Liaisons, and an additional Campus Supervisor on each comprehensive campus.

Challenges:

Goal 2J) College visits were suspended during the shutdown. Teachers provided students with virtual information. Goal 2O) While CTE teachers could collaborate virtually during the shutdown, it was challenging to provide all students with hands-on learning activities. Teachers relied on virtual simulations when possible.

Goal 3

The Liberty Union High School District recognizes the need for stakeholder involvement by:
A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
B. Expanding parent involvement.
C. Increasing communication and collaboration with our business and community organizations.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Specify LUHSD Strategic Plan Goal #3 and annual parent survey

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent/stakeholder input, decision making, and participation (Priority 3A). **19-20** Increase parent and stakeholder input and participation by .2% (Priority 3A). Increase Annual Parent Survey participation by 1% (Priority 3A).	Based upon the 2018-19 Parent Survey: 86% of parents attended or participated in a school activity or event within the last 2 years 27% of parents surveyed feel they do have input in decision making at their child's school 10% of parents responded to the annual parent survey. Due to the statewide shutdown of schools in March, 2020, our district decided not to administer the traditional Parent Survey. In March, 2021, our district administered our traditional Parent Survey. 71% of parents attended or participated in a school activity or event within the last 2 years; (-15%) Not Met 29% of parents surveyed feel they do have input in decision making at their child's school. (+2%) Met 16% of parents responded to the annual parent survey. (+6%) Met

Expected	Actual
Baseline 85% of parents attended or participated in a school activity or event within the last 2 years based upon annual parent survey. 66% of parents surveyed feel they do have input in decision making at their child's school. 3.25% of parents responded to annual parent survey.	
Metric/Indicator Parent/Stakeholder communication (Priority 3A). **19-20** Increase effective parent communication by .2% (Priority 3A). **Baseline** 84% of parents surveyed responded that they had the ability to communicate with the school, teachers, and administration.	Based upon the 2018-19 Parent Survey: 79% of parents surveyed responded that they had the ability to communicate with the school, teachers, and administration. Parent survey responses decreased from 1150 to 802. Due to the statewide shutdown of schools in March, 2020, our district decided not to administer the traditional Parent Survey. In March, 2021, our district administered our traditional Parent Survey. 86% of parents surveyed responded that they had the ability to communicate with the school, teachers, and administration. - Met Parent survey responses increased from 802 to 1282. - Met
Metric/Indicator Assistance and outreach to parents/stakeholders on college and career opportunities and requirements for unduplicated students (Priority 3B. 8A). **19-20** Increase participation, input, or attendance of school site UC/CSU Parent Workshops and Career Opportunities focusing on unduplicated parents or online resources for unduplicated parents by .2% (Priority 3B, 8A).	Based upon the 2018-19 Parent Survey: 56% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements 16% of parents in the annual survey said they are not familiar with the UC/CSU 'a-g' requirements Due to the statewide shutdown of schools in March, 2020, our district decided not to administer the traditional Parent Survey. In

Expected	Actual
Baseline 73% of parents indicate they are moderately, slightly, or not at all familiar with college entrance requirements. 24% of parents in the annual survey said they are not familiar with the UC 'a-g' requirements.	March, 2021, our district administered our traditional Parent Survey. 52% of parents indicate they agree or strongly agree that their child has enough support to meet the UC/CSU A-G requirements. 62% of parents in the annual survey said their child is taking the necessary coursework to meet the UC/CSU A-G requirements. - Met
Metric/Indicator Assistance and outreach to parents/stakeholders on Advanced Placement programs for exceptional needs students (Priority 3C). **19-20** Increase participation, attendance, and/or outreach to parents and students regarding the quantity and variety of LUHSD's AP courses by.2% for students with exceptional needs. (Priority 3C,). **Baseline** 59% of parents surveyed feel that LUHSD has a sufficient number of AP classes. 54% of parents surveyed feel that LUHSD has a sufficient variety of AP classes.	Based upon the 2018-19 Parent Survey: 57.6% of parents surveyed feel that LUHSD has a sufficient number of AP classes 54% of parents surveyed feel that LUHSD has a sufficient variety of AP classes Due to the statewide shutdown of schools in March, 2020, our district decided not to administer the traditional Parent Survey. In March, 2021, our district administered our traditional Parent Survey. 54.2% of parents surveyed feel that LUHSD has a sufficient number of AP classes - Not Met 50.4% of parents surveyed feel that LUHSD has a sufficient variety of AP classes - Not Met
Metric/Indicator Business or non-profit input, participation, or partnership (Priority 4B,C, 8A). **19-20** Increase business input, participation, and partnerships by .2% (Priority 4B,C, 8A). **Baseline**	Based upon the Fall 2019 Dashboard: 31% of students participate or engage with business or non-profit partners by completing a CTE pathway. Based upon the Fall 2020 Dashboard: 55% of students participate or engage with business or non-profit partners by completing a CTE pathway. - Met

Expected	Actual
Less than 20% of students participate or engage with business or non-profit partners.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(A) Monitor and evaluate parent/community liaison stipend position for under-represented student populations to enhancing communication, partnerships, and collaboration among staff, parents, and students.	(A.1) Continue & evaluate position to serve as parent liaison for English Learner students/parents- Salary and Benefits combined - funded in goal 2 L1. 2000-2999: Classified Personnel Salaries Supplemental $8,527	(A.1) Continued & evaluated position to serve as parent liaison for English Learner students/parents- Salary and Benefits combined - funded in goal 2 L1. 2000-2999: Classified Personnel Salaries Supplemental $8,314
(B) Expand, develop, and provide parent education programs to support student success by enhancing communication, partnerships, and collaboration among staff, parents, and students.	(B.1) Continue parent volunteer program at each site. 2000-2999: Classified Personnel Salaries Base $5,000 (B.2) Continue parent training to increase access to their students' records. 5000-5999: Services And Other Operating Expenditures Base $6,000	(B.1) Continued parent volunteer program at each site. 2000-2999: Classified Personnel Salaries Base $0 (B.2) Continued parent training to increase access to their students' records. 5000-5999: Services And Other Operating Expenditures Base $0
(C) Expand parent involvement and increase parent visitations to school sites and provide courses (ex. Parent University) for all parent support groups with specific emphasis on groups such as African American, English Learner, SPED, and Foster Youth.	(C.1) "Take Your Parent to School Day" by providing opportunities for parent tours of classrooms and programs during school hours. 4000-4999: Books And Supplies Supplemental $3,000 (C.2) School sites schedule Parent University evening workshops. 4000-4999: Books And Supplies Supplemental $6,000	(C.1) "Take Your Parent to School Day" provided opportunities for parent tours of classrooms and programs during school hours. 4000-4999: Books And Supplies Supplemental $0 (C.2) School sites scheduled Parent University evening workshops. 4000-4999: Books And Supplies Supplemental $246

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(D) Continue to strengthen, increase, and facilitate two way business/community involvement and communication such as re-instituting Principal for a Day program.	(D.1) Continue program working with the local business community and Chamber of Commerce. 4000-4999: Books And Supplies Base $750	(D.1) Continued program working with the local business community and Chamber of Commerce. 4000-4999: Books And Supplies Base $0
	(D.2) Continue collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 4000-4999: Books And Supplies Base $3,000	(D.2) Continued collaboration with cities' Economic Development Departments and Chamber of Commerce to expand Career Fair and other career opportunities. 4000-4999: Books And Supplies Base $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LUHSD was able to implement nearly all of the Actions/Services associated with this goal. Remaining funds were used to provide extra duty to the bi-lingual parent liaison to translate communications related to the shutdown into Spanish to send to Spanish-speaking families. Budgeted amounts not expended were due to school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

LUHSD was successful in meeting the majority of its actions/Services; 3A) Parent liaisons communicated with parents on a daily basis and followed up on their concerns. The schools increased communication with parents and students, including email, robo-phone/mail, phone calls, electronic newsletters, and websites. 3B) Parents volunteered in a variety of areas on the campuses before the school were shut down in the spring. 3C) Parent feedback meetings, including ELAC, DELAC, Parent CTE committees, and Parent Advisory Committee were held virtually via Zoom.

Challenges:

3D) Principal for a Day was postponed due to county health guidance limiting the number of visitors on campus.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: Personal Protective Equipment (PPE), Plexiglas, hand sanitizer, gloves, masks, etc.	$0	$343,989	No
Action 2: Technology - increasing bandwidth, desktop cameras, document cameras, monitors, etc.	$0	$2,428,978	No
Action 3: Facility Needs - HVAC, filters, air purifiers, signage, etc.	$0	$157,301	No
Action 4: Counseling services for employees	$0	$13,800	No
Action 5: COVID-19 testing for employees and other nursing supplies	$0	$63,784	No
Action 6: Expenditures to support the return to school of Students with Disabilities	$0	$4,407	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the expenditures related to in-person instruction represent substantive differences between the planned actions and budgeted expenditures and what was implemented and expended. This is due to the fact that when LUHSD wrote its Learning Continuity Plan in September of 2020, we did not anticipate returning for in-person instruction for the remainder of the school year. When it became evident that students would be allowed to return in the spring, LUHSD made preparations for a hybrid instruction model. The rooms and other facilities were all thoroughly cleaned and classrooms configured for socially-distanced instruction following state and Contra Costa County Health Services guidelines. PPE was purchased, as well a desk barriers and other items to protect students and staff. Additional laptops were purchased so that students would not have to bring their laptops to and from school each day. Counseling was provided to employees who needed additional support. Employee COVID-19 testing was implemented in accordance to state guidelines. There were some specific expenditures required to bring back some Students with Disabilities. All of the estimated actual expenditures were necessary to bring students back to school for in-person learning.

We adopted the LCP with no action in the In-Person Instructional Offerings. But we have added Actions as our reopening plans have unfolded in Spring 2021. We recognize that the template requires Budgeted Actions to be copied verbatim. However, for transparency to our stakeholders, we felt it was important to include Actions that did take place in the Annual Update.

In addition to the expenditures outlined in our Learning Continuity and Attendance Plan, LUHSD spent $4.6 M in LCFF Supplemental grant funds to provide increased and/or improved actions and/or services to unduplicated students.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The following successes and challenges were identified by stakeholders groups (including students, parents, teachers, staff, and community members). Stakeholder groups included high-needs students, their parents, teachers, and support staff. Stakeholders analyzed quantitative and qualitative data and identified these successes and challenges:

Successes

- LUHSD succeeded in bringing students back to school in a hybrid model as soon as permitted by the Contra Costa Health Services.
- Teachers were successful in teaching students in their classroom in a socially distanced environment (Roomers) while teachers students at home (Zoomers).
- Students began to return to extra- and co-curricular activities in compliance with Contra Costa Health Services guidelines.

Challenges

- Some students chose not to return for in-person learning. LUHSD continued to provide a distance learning option for those students who did not want to return.
- Some English Learners were reluctant to return for in-person learning. For those students there was a lack of engagement.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: Nutrition Services - salaries and extra duty expenses for food service staff	$450,000	$450,000	No
Action 2: Teach Care - child care for employees in need	$95,436	$99,705	No
Action 3: Testing of Students with Disabilities - extra time for psychologists	$10,519	$10,519	No
Action 4: Updating IEPs for Students with Disabilities - extra time for case managers	$7,500	$7,500	No
Action 5: Canvas - Learning Management System	$50,000	$72,559	No
Action 6: Canvas Trainer - Staff Development Day	$3,500	$3,500	No
Action 7: Wi-fi for parking lots	$20,000	$12,347	No
Action 8: Mobile hot spots for families needing internet access	$48,000	$121,601	Yes
Action 9: Online Textbooks	$84,500	$553,261	No
Action 10: Director of Technology - 20% of salary	$40,661	$38,186	No
Action 11: Professional Development for Certificated Staff - First 3 days	668,487	$661,326	No
Action 12: Purchase of Additional Laptops	$355,000	$1,224,997	No
Action 13: Canvas Coach - certificated stipends for 10 teachers	$24,090	$23,953	No
Action 14: Virtual Automobile Diagnostic Software for Auto Shop	$7,518	$7,518	No
Action 15: Headphones for PE Teacher	$1,524	$1,524	No
Action 16: Art Supplies for Distance Learning	$15,091	$15,091	No
Action 17: Mac Book Pro for Yearbook during Distance Learning	$3,000	$2,848	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The substantive differences between the planned actions and/or budgeted expenditures for the distance learning program are related to technology:

Action 8 - In Fall, 2020, a significantly larger number of families requested home access to the internet than the previous spring. In response to the increased need, our districts purchased $73,601 more in mobile hot spots for students.
Action 9 - Our district decided to purchase Canvas as a Learning Management System during the pandemic. We updated several of our textbooks and paid for digital editions of our textbooks that can be accessed through Canvas.
Action 12 - At the beginning of 2020-21, many more families requested laptops for student use at home than has done so the previous school year. Consequently, LUHSD purchased many more laptops than originally budget, to ensure that every student had a laptop at home that could access Canvas and the digital textbooks.

Several of the actions in the distance learning program contributed to meeting the needs of unduplicated students.

In addition to the expenditures outlined in our Learning Continuity and Attendance Plan, LUHSD spent $4.6 M in LCFF Supplemental grant funds to provide increased and/or improved actions and/or services to unduplicated students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following successes and challenges were identified by stakeholders groups (including students, parents, teachers, staff, and community members). Stakeholder groups included high-needs students, their parents, teachers, and support staff. Stakeholders analyzed quantitative and qualitative data and identified these successes and challenges:

Continuity of Instruction

 Successes

- By purchasing Canvas as a Learning Management System, and by using current digital versions of their textbooks, teachers were able to provide students with standards aligned lessons in a digital format. Students were able to keep up with their lessons and follow along in Zoom. While the teaching and learning was more robust than the previous spring when the schools first closed, there were challenges associated with distance learning via Zoom.

Challenges

- While the teaching and learning was more robust than the previous spring when the schools first closed, there were challenges associated with distance learning via Zoom. One specific challenge was in ensuring that students were fully engaged in the lessons. Teachers learned to use the chat function to keep students engaged and participating in lessons.

Access to Devices and Connectivity

Successes

- LUHSD was very successful in providing laptops, mobile hotspots, and instructional software to all our students. The hardware and software, along with the instructional technology listed above were essential in providing a distance learning program for our students.

Challenges

- One challenge was that some families needed additional support related to technology. Teachers, counselors, and administrators made home visits to help families with their technology issues.

Pupil Participation and Progress

Successes

- Students were able to participate in learning activities in both a synchronous and asynchronous environment. Students participated in synchronous lessons via Zoom. Teachers called on students to keep them engaged and to check for understanding. Teachers assigned lessons through Canvas and students turned in assignment through Canvas, too. Teachers tracked student progress in both Canvas and Aeries, the Student Information System.

Challenges

- While some students had access to a computer at home, some households had multiple children and adults who needing to use the same computer to work from home. LUHSD decided to purchase additional laptops and mobile hotspots to ensure that all students could participate in learning activities.

Distance Learning Professional Development

Successes

- LUHSD provided professional development to teachers in a virtual format using Zoom. Staff Development Day sessions included the following topics: How to Use Canvas, How to Engage Students in a Distance Learning Environment, Lesson Design in a Distance Learning Environment, and Strategies to Provide Social-Emotional Support for Students. Additionally, the district created the position of Canvas Coaches on every site. Canvas Coaches held ongoing trainings every week on different aspects of Canvas, additionally they provided individual teachers with instructional technology support.

Challenges

- Some teachers required more 1:1 support. LUHSD provided additional office hours with Canvas Coaches so that teachers could get more one on one support.

Staff Roles and Responsibilities

Successes

- All of the staff members adjusted their roles and responsibilities related to distance learning. Some examples include secretaries, campus security agents, and other site staff handing out laptops to students and parents in an orderly and socially-distanced manner; bus drivers delivered laptops, instructional materials, and mobile hotspots to the homes of students who were unable to come to school, counselors called home to check on the progress of students, Teachers on Special Assignment (TOSAs), and Assistant Principals conducted home visits with English Learners, and assistant principals visited to homes of students needing support with re-engagement.

Challenges

- Some staff members had child care issues. LUHSAD responded by creating a child care program for the children of employees.

Support for Pupils with Unique Needs

Successes

- LUHSD provided a variety of supports for Pupils with Unique Needs, including English Learners, Socio-Economically Disadvantaged students, Homeless, and Foster Youth. Teachers provided virtual tutoring with students through Zoom. Additionally, paraprofessionals helped students during the lessons. Case managers contacted Students with Disabilities to support their learning.

Challenges

- Some students had limited availability outside of regular class time. In some cases, teachers, counselors, and TOSAs, and assistant principals conducted home visits.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 18: 1 additional FTE at each comprehensive site to reduce class size to address Learning Loss	$150,000	$218,887	No
Action 19: 1:1 virtual tutoring of direct instruction for Students with Disabilities	$359,037	$359,037	No
Action 20: 1:1 virtual tutoring of direct instruction for Foster Youth	$10,696	$10,696	Yes
Action 21: 1:1 virtual tutoring of direct instruction for Homeless Students	$38,375	$38,375	Yes
Action 22: 1:1 virtual tutoring of direct instruction for English Learners	$95,613	$95,613	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In addition to the expenditures outlined in our Learning Continuity and Attendance Plan, LUHSD spent $4.6 M in LCFF Supplemental grant funds to provide increased and/or improved actions and/or services to unduplicated students.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following successes and challenges were identified by stakeholders groups (including students, parents, teachers, staff, and community members). Stakeholder groups included high-needs students, their parents, teachers, and support staff. Stakeholders analyzed quantitative and qualitative data and identified these successes and challenges:

Successes

- Teachers supported students through tutoring and office hours several times per week. In addition, teachers worked with students who needed additional support in breakout rooms in Zoom during their lessons. Teachers also strategically grouped students in breakout rooms during lessons so that students could help each other.

Challenges

- Some students learn more effectively in-person rather than over Zoom. LUHSD set up in-person socially-distanced tutoring sessions for small group cohorts in compliance with state guidelines. Additionally, LUHSD returned to a hybrid model as soon as permitted by County Health officials.

LUHSD has plans for increased and expanded summer school this summer, with special outreach to students from high-needs groups. This summer, teachers will be offered professional development in the areas of Learning Loss and Social-Emotional Learning as part of a voluntary summer institute.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following successes and challenges were identified by stakeholders groups (including students, parents, teachers, staff, and community members). Stakeholder groups included high-needs students, their parents, teachers, and support staff. Stakeholders analyzed quantitative and qualitative data and identified these successes and challenges:

Successes

- All district counselors, school psychologists and relevant site and district administrators were provided with professional development by a nationally acclaimed expert on suicide prevention, mitigation, and response during a COVID-19 environment.
- The district adopted a tutoring/mentoring program for teachers to provide additional supports via Zoom after school hours
- School Counselors continued to provide counseling services virtually.
- The district continued to provide targeted students with school based mental health services via a contract with an agency who provided Associate Marriage and Family Therapists (AMFTs)
- Via the district Multi-Tiered Support System (MTSS), the district provided systemic framework to promote the social emotional and behavioral supports for students.
- Administrators, counselors, and School Resource Officers conducted multiple home visits to help students reconnect to their educational programs during the pandemic.
- LUHSD contracted with a counseling services to provide all employees with individual counseling sessions with MFTs
- LUHSD offered TeachCare (an in-house childcare program), to all employees

Challenges

- It was difficult connecting to a significant number of students during the distance learning program.
- Virtual instruction and counseling was not the ideal method for a significant number of students and families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following successes and challenges were identified by stakeholders groups (including students, parents, teachers, staff, and community members). Stakeholder groups included high-needs students, their parents, teachers, and support staff. Stakeholders analyzed quantitative and qualitative data and identified these successes and challenges:

Successes

- LUHSD implemented a tiered system of re-engagement and outreach. Teachers, counselors, and administrators provided varied levels of support to increase the level of engagement of students.
- Targeted Assistance Counselors focused upon supporting Socio-Economically Disadvantaged Students, English Learners, Homeless, and Foster Youth.
- Staff members conducted socially-distanced home visits of students who were not engaging in school. Additionally, bus drivers would deliver laptops and other instructional materials to students who could not leave home.

Challenges

- Attendance decreased during the pandemic, especially for high-needs students.
- Some families faced economic pressure during the pandemic, which in turn had a negative impact on student engagement. In some cases, students were required to watch younger siblings while their parents worked. These students were not always able to participate in synchronous lessons.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The following successes and challenges were identified by stakeholders groups (including students, parents, teachers, staff, and community members). Stakeholder groups included high-needs students, their parents, teachers, and support staff. Stakeholders analyzed quantitative and qualitative data and identified these successes and challenges:

Successes

- LUHSD is serving students Grab & Go meals before and after school for pick up, once a week in bulk to reduce the times a parent or student has to pick up.
- LUHSD is delivering meals to students and/or parents who could not come pick up meals.
- Grab & Go meals were expanded to serve the youth community (kids age 1-18 years) including our Teach Care students (child care program for children of employees).

Challenges

- LUHSD could not provide many warm meals as the meals had to be grab & go, so the menu was limited.

- Interaction with parents and students has been limited so LUHSD was not able to collect as many free and reduced lunch applications as in a typical school year.
- LUHSD is not serving as many kids as we do when they are in session for the full day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Action 23: Suicide Prevention Training PD by Stephen Edward Brock	$2,000	$2,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In addition to the expenditures outlined in our Learning Continuity and Attendance Plan, LUHSD spent $4.6 M in LCFF Supplemental grant funds to provide increased and/or improved actions and/or services to unduplicated students.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

LUHSD has learned a variety of lessons from implementing in-person and distance learning programs in 2020-21:

1. The best way for most students to receive a well-round, equitable education is by attending school in-person. LUHSD worked with employee groups in conjunction with county health officials to open school in a hybrid model as soon as permissible. The support staff ensured that the learning environment was clean and safe.
2. Some students were negatively impacted by social and emotional factors during the pandemic. This led to learning loss and social-emotional stress for the affected students. Students from disadvantaged backgrounds were disproportionately impacted by these stressors. These stressors led to the need for increased social-emotional support for our students.
3. There is value in keeping the learning management system (Canvas), implemented during the distance learning phase, when we return to full-time in-person learning. Using Canvas provides continuity in structure which supports students in their learning.

The LUHSD LCAP is informed by the experiences mentioned above. Specific examples include:

1. LUHSD will develop actions and strategies designed to provide students with learning recovery. There will be special attention paid to high needs students.
2. LUHSD will develop actions and strategies to provide social-emotional supports for our students. These actions and strategies include continue to provide mental health resources (MFTs, psychologists, counselors), providing re-engagement activities, offering assistance to all students, implementing Peer Group Counseling programs, and teachers integrate SEL strategies into daily teaching,
3. LUHSD will continue to provide staff development to teachers related to diagnosing and supporting learning recovery, supporting the social-emotional needs of students, strategies for engaging students in the classroom, and strategies to support the multi-lingualism of English Learners.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

LUHSD will support learning recovery by:

- Providing students an expanded and enhanced summer school.
- Providing students with increased tutoring and tutorial support.
- Reduced class sizes in ELA and math classes.
- A summer institute with staff development on identifying learning gaps and providing learning supports, Interactive and engaging lessons, cultural responsiveness, equity, and Social-Emotional Learning strategies.
- Targeted Assistance Counselors to support high needs students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The greatest substantive differences in actions and services contributing toward meeting the increased or improved services requirement were related to technology. Though we surveyed our families related to their access to technology at home, when we started our distance learning program, we found that many more families needed laptops and access to the internet than originally reported. Therefore, LUHSD purchased more laptops and wireless hotspots to better supports the families in need. These additional laptops and wireless access points predominately supported high needs students, including English Learners, Socio-Economically Disadvantaged students, Homeless, and Foster Youth.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, LUHSD is proud of the students, families, and staff for converting to a distance learning program in a very short period of time. Students and staff alike learned how to use a learning management system (Canvas) and there was a general adaptation to 21st century learning strategies.

At the same time, LUHSD recognizes that some students struggled with distance learning. Consequently, the new LCAP (2021-2024) will continue to focus on learning recovery and providing social-emotional support for our students. Staff development will focus on these areas, and teachers will increase their efficacy related to these areas. Specific attention and support will be provided to high needs students, including English Learners, socio-Economically Disadvantaged students, Homeless, and Foster Youth. Based upon a consensus of stakeholder feedback, LUHSD will continue:

Mental/Social/Emotional support for students at all sites
- MFTs, psychologists, Targeted Assistance Counselors, PD for Teachers/Counselors/Admin support Connect Families with Community Resources

Staff Development
- Support for Students with Additional Needs (SWANs), Lesson Design for Research-Supported Best Practices, Equity, Technology, PD for Curriculum and Instruction

Facilities Upgrades and Modernization
- Measure U, CTE Facilities and Programs

In addition, LUHSD will:

Implement a Multi-tiered System of Support
- MFTs, psychologist interns, SEL PD for Teachers/Counselors/Admin

Technology & Staff Development
- Engaging with instructional technology/modern teaching strategies, additional tech support, videoconferencing, equitable technology updates/trainings, SEL, cultural competence and Equity

Increase CTE Programs
- Implement Construction Academy, expand Culinary Arts Academy, provide more career information/CTE pathways, provide support for CTE credentials

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	15,760,164.34	14,073,859.00
Base	2,756,560.67	4,796,593.00
Capital Facilities	4,573,987.00	1,000,000.00
Other	3,664,657.00	3,719,170.00
Restricted Lottery	514,995.68	514,996.00
Supplemental	4,249,963.99	4,043,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	15,760,164.34	14,073,859.00
0000: Unrestricted	266,000.00	138,585.00
0001-0999: Unrestricted: Locally Defined	653,215.00	378,725.00
1000-1999: Certificated Personnel Salaries	3,575,814.00	4,011,345.00
2000-2999: Classified Personnel Salaries	813,304.00	754,818.00
3000-3999: Employee Benefits	873,363.00	1,530,142.00
4000-4999: Books And Supplies	4,212,830.85	2,221,484.00
5000-5999: Services And Other Operating Expenditures	1,791,650.49	1,464,773.00
6000-6999: Capital Outlay	3,573,987.00	3,573,987.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	15,760,164.34	14,073,859.00
0000: Unrestricted	Base	241,000.00	137,283.00
0000: Unrestricted	Supplemental	25,000.00	1,302.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	653,215.00	378,725.00
1000-1999: Certificated Personnel Salaries	Base	630,300.00	604,055.00
1000-1999: Certificated Personnel Salaries	Other	1,499,453.00	1,565,918.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,446,061.00	1,841,372.00
2000-2999: Classified Personnel Salaries	Base	228,412.00	242,851.00
2000-2999: Classified Personnel Salaries	Other	6,500.00	9,118.00
2000-2999: Classified Personnel Salaries	Supplemental	578,392.00	502,849.00
3000-3999: Employee Benefits	Base	93,520.00	130,841.00
3000-3999: Employee Benefits	Other	136,000.00	598,831.00
3000-3999: Employee Benefits	Supplemental	643,843.00	800,470.00
4000-4999: Books And Supplies	Base	1,500,711.17	70,136.00
4000-4999: Books And Supplies	Other	1,952,704.00	1,510,577.00
4000-4999: Books And Supplies	Restricted Lottery	514,995.68	514,996.00
4000-4999: Books And Supplies	Supplemental	244,420.00	125,775.00
5000-5999: Services And Other Operating Expenditures	Base	62,617.50	37,440.00
5000-5999: Services And Other Operating Expenditures	Capital Facilities	1,000,000.00	1,000,000.00
5000-5999: Services And Other Operating Expenditures	Other	70,000.00	34,726.00
5000-5999: Services And Other Operating Expenditures	Supplemental	659,032.99	392,607.00
6000-6999: Capital Outlay	Base	0.00	3,573,987.00
6000-6999: Capital Outlay	Capital Facilities	3,573,987.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	5,986,760.00	5,612,861.00
Goal 2	9,741,127.34	8,452,438.00
Goal 3	32,277.00	8,560.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		$3,012,259.00
Distance Learning Program	$1,884,826.00	$3,306,435.00
Pupil Learning Loss	$653,721.00	$722,608.00
Additional Actions and Plan Requirements	$2,000.00	$2,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,540,547.00	$7,043,302.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		$3,007,852.00
Distance Learning Program	$1,836,826.00	$3,184,834.00
Pupil Learning Loss	$509,037.00	$577,924.00
Additional Actions and Plan Requirements	$2,000.00	$2,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,347,863.00	$6,772,610.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		$4,407.00
Distance Learning Program	$48,000.00	$121,601.00
Pupil Learning Loss	$144,684.00	$144,684.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$192,684.00	$270,692.00

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Liberty Union High School District	Erik Faulkner Assistant Superintendent	faulkner@luhsd.net (925) 634-2166, x2023

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Liberty Union High School District (LUHSD) is located in eastern Contra Costa County, approximately 55 miles east of San Francisco and 63 miles south of Sacramento. Established in 1902, our district proudly serves 8,304 students in grades 9-12 in the communities of Brentwood, Oakley, Byron, Knightsen, Discovery Bay, Bethel Island, Antioch, and unincorporated areas of Contra Costa County. Four different elementary school districts feed into LUHSD. There is a rich sense of tradition in our community, and generations of families have attended our schools. Originally an agricultural community, the area experienced significant growth in the last 20 years and now there is a mixture of farms, small businesses, homes and apartments within the boundary of the district. People buy homes in our area because of relatively affordable housing costs and the desire for a great place to raise a family. A significant number of residents commute to San Francisco Bay Area for work on a daily basis.

LUHSD is comprised of 3 comprehensive high schools and 2 alternative high schools. The student population is 38% White, 37% Hispanic Latino, 9% African American, 6% Filipino, 5% Asian, 4% two or more races, and 1% Native Hawaiian/Other Pacific Islander. Over 32% of the students are socioeconomically disadvantaged, 13% are Students with Disabilities, 6% are English Language Learners, and less than 1% are Foster Youth. LUHSD is a member of Contra Costa County SELPA and provides approximately 1114 identified students with disabilities a full continuum of services. The vast majority receive services on our school sites; a very small percentage receive services through nonpublic schools. LUHSD has 3 school sites with Title I designation: Freedom, Liberty, and La Paloma. Our district emphasizes students graduating ready for college and/or their chosen careers. LUHSD has a robust Adult Education program to help community members who wish to earn a high school diploma and/or to reach their personal and career goals. Additionally, our Gateway program is a Community-Based Instruction (CBI) program that serves developmentally and physically disabled students ages 18-22.

LUHSD uses the LCAP as a tool to set goals, plan actions, and leverage resources to improve student outcomes. Our students, parents, teachers, support staff and community members participate in the process, through surveys and stakeholder meetings. Over 1288 parents and community members completed surveys in English and Spanish. Forty-five (45) informational and input meetings were held with site, district, and/or community stakeholders, including DELAC, LEA, CSEA, Parent Advisory Committee, and several superintendent and principal cabinet meetings. All student groups are integrated in this plan, including: African American, Asian, Filipino, Hispanic or Latino, White, Two or more races, Socio-Economically Disadvantaged (SED), English Learners (EL), Students with Disabilities, and Foster Youth. Our plan is informed and revised based upon this feedback.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the pandemic, there were limited metrics available on the California School Dashboard. Based upon a review of state and local performance indicators, and with input from stakeholder groups (parents, students, teachers, counselors, administrators, classified employees, and community members), LUHSD is most proud of the following:

- The percentage of students qualifying as Prepared on the College/Career Indicator increased from 49% to 55%.
- The 4-Year Adjusted Cohort Graduation Rate increased from 91.9% to 92.8%.
- The percentage of graduates meeting UC/CSU A-G course requirements increased from 50.2% to 54.8%.

Factors leading to these improvements include:
- LUHSD focused professional development on lesson plan design, including research-supported best practices for engaging students.
- Teachers received staff development and training on differentiating teaching based upon the needs of students with disabilities.
- LUHSD developed and implemented a specific plan to improve the achievement of students with disabilities.
- Targeted Assistance counselors monitor the achievement of high-needs students and connect them with Tier 2 and Tier 3 interventions.
- Students at risk of not graduating are provided coursework, including online coursework (Edgenuity) to earn credits to graduate.

- In keeping with the state's recommendation to hold students harmless, LUHSD adjusted its grading policy during the pandemic to better support students when the schools were shutdown.

LUHSD plans to maintain/build upon these successes by:

- Continuing to focus staff development on lesson plan design, including research-supported best practices
- Using Targeted Assistance Counselors to provide Tier 2 and Tier 3 supports to high-needs students
- Providing students at risk of not graduating with coursework, including Edgenuity.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall Performance on State Indicators

Due to the pandemic and subsequent shutdown of schools, the California School Dashboard provided data related to College/Career Indicator and Graduation Rate. An analysis of this data by various stakeholder groups (parents, teachers, administrators) did not identify any areas of low performance. However, the following performance gaps were identified:

1. College/Career Indicator

- While 55% of All Students graduate Prepared, 29% of African American, 48% of Latino, 18% of English Learners, 42% of Socioeconomically Disadvantages, 11% of Students with Disabilities, 25% of Foster Youth, and 36% of Homeless Students graduate Prepared.

2. Graduation Rate

- While 93% of All Students graduated, 90% of African American, 85% of Native Hawaiian/Pacific Islander, 81% of Students with Disabilities, 81% of Foster Youth, and 85% of Homeless students graduated.

LUHSD is addressing these performance gaps through the following increased services and actions:
- Targeted Assistance counselors will meet with high-needs students and eliminate barriers to success. They will encourage students to take courses meeting the UC/CSU A-G requirements.
- Case managers will work with Students with Disabilities to ensure they are on track for meeting the College/Career Indicator and graduation.
- Positive promotions, assemblies, and training for students to reinforce College/Career Preparedness.

- Additional guidance counselors have been added to provide support and intervention for students to stay on track to graduate. This reduces the other guidance counselors' student caseload to allow more in-depth graduation review and intervention.
- Staff development has focused on providing instructional supports for Students with Disabilities, including research-supported best practices, differentiation, and multiple means of representing information.
- Professional development and equity training is being provided to administrators, counselors, and teachers.

Performance on Local Indicators

Discussions and analysis by various stakeholder groups (teachers, parents, students, and administrators), have identified the following issues with academic performance:

1. There are more overall grades of F at the end of the first semester this year compared to last year.

- In Quarter 1, 2019, 337 students (4.38%) had a GPA below 1.0. That number tripled, to 1085 students (13.9%) in Quarter 1, 2020.
- In Semester 1, 2019, 390 students (4.91%) had a GPA below 1.0. That number more than doubled, to 875 students (11.21%) in Semester 1, 2020.

2. With regards to F grades, there are disparities between different student groups.

- In Semester 1, 2020, 875 students (11.21%) had a GPA below 1.0. Over the same period of time, the following student groups had a higher percentage of students with a Semester 1 GPA less than 1.0: Black/African America (13.81%), American Indian/Alaskan Native (23.4%), Hispanic (15.43%), and Native Hawaiian/Other Pacific Islander (15.09%).

LUHSD is addressing the performance gap through the following increased services and actions:
- Targeted Assistance counselors will meet with high-needs students and eliminate barriers to success. They connect students with the appropriate interventions to support them in passing their classes.
- Additional academic support classes, re-take classes, summer school, and online credit recovery classes have been added to support students.
- Additional mental health, behaviorists, and psychologists have been added to support student needs.
- Staff development has focused on providing instruction supports for Students with Disabilities, including differentiation, and multiple means of representing information.
- Teachers have received training on the English Learner Roadmap and companion Toolkits to increase the social/emotional environment and instructional strategies used in the English Learner program.
- Staff Development has focused on providing instructional supports, including academic vocabulary, differentiation, breaking down tasks into smaller chunks, etc.
- Teachers are participating Grading for Equity training by Joe Feldman in cohort groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working closely with our stakeholder groups, and in alignment with the Eight State Priorities, the following 3 goals have been developed and adopted throughout LUHSD:

Goal 1: The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment, exemplifying equity, which supports student learning by:
A. Providing a safe, secure, updated, clean environment,
B. Creating opportunities to incorporate best practices and program successes,
C. Fostering an atmosphere of respect and civility among all students, and
D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.
(State Priorities 1,5,6; pages 14-23)

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible.
D. Providing relevant curriculum, and instruction to expand, enrich, and support career
opportunities.
(State Priorities 1,2,4,5,7,8; pages 24-43)

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:
A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
B. Expanding family engagement.
C. Increasing communication and collaboration with our business and community organizations.
(State Priorities 3,,8; pages 44-48)

This year, LUHSD continued to gather feedback from stakeholder groups (students, parents, staff, and community members), in English and Spanish, regarding our district's goals, needs, outcomes, and improved actions and services. Over 45 meetings were held o gather feedback on revisions to our plan. In addition, we received over 1288 responses to our parent/community survey. Based upon stakeholder input, and after analysis of our California Dashboard results and a variety of local outcome and perception data, the following are features of this year's LCAP:

We will continue to provide:

Mental/Social/Emotional support for students at all sites

- MFTs, psychologists, Targeted Assistance Counselors, PD for Teachers/Counselors/Admin support Connect Families with Community Resources

Staff Development
- Support for Students with Additional Needs (SWANs), Lesson Design for Research-Supported Best Practices, Equity, Technology, PD for Curriculum and Instruction

Facilities Upgrades and Modernization
- Measure U, CTE Facilities and Programs

We will add to the plan:

Implement a Multi-tiered System of Support
- MFTs, psychologist interns, SEL PD for Teachers/Counselors/Admin

Technology & Staff Development
- Engaging with instructional technology/modern teaching strategies, additional tech support, videoconferencing, equitable technology updates/trainings, SEL, cultural competence and Equity

Increase CTE Programs
- Implement Construction Academy, expand Culinary Arts Academy, provide more career information/CTE pathways, provide support for CTE credentials

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

La Paloma High School has been identified for CSI due to the school's graduation rate (the 2 year average) being below 68%.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

LUHSD supported La Paloma High School in developing CSI plans. The Associate Superintendent and Director of Curriculum and Instruction met with the site principal to identify school-level needs. Additionally, the Associate Superintendent and Director of Curriculum of Instruction met with the stakeholders (including parents, students, and staff) to discuss the CSI process. LUHSD provided site stakeholders with a variety of data to analyze, including attendance data, grades, and the number of credits earned by quarter, and all State indicators from the California school Dashboard. The stakeholders discussed all State indicators, including High School Graduation Rate, Academic Performance, Suspension Rate, English Learner Progress, and Preparation for College/Career. It was noted that there were connections between the different indicators, and that students with attendance issues primarily struggled to be successful in any of the State indicators.

The principal facilitated a Comprehensive Needs Assessment with the School Site Council. Data discussed during the needs assessment/root cause analysis included the number of credits individual students were earning, the attendance rates of students, the placement process for students transferring to La Paloma High School, and the need to provide food to students who attend tutoring sessions.

When considering the local context, La Paloma High School is a small continuation school with 169 students. The LEA supported the site in using the School Site Council as the primary way for receiving stakeholder input, analyzing data, conducting a comprehensive needs analysis, and developing an evidence-based action plan to address the Graduation Rate. The plan that was developed by the stakeholders focuses on 4 major areas:

1. Tiered intervention strategies for students who are struggling academically or who have poor attendance.
2. Current technology to students, including laptops and internet access, so that students can connect with teachers and compete assignments.
3. Staff development for teachers in the area of lesson and unit planning designed to increase engagement with students from a variety of cultural backgrounds.
4. Social-emotional support to students in the form of a Marriage and Family Therapist.

LUHSD provided resources and guidance by reviewing strategies that are effective with continuation students, including those from high-needs backgrounds. Examples of the resources provided include the U.S. Department of Education document Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments and the What Works Clearinghouse (as recommended by the U.S. Department of Education), including Dual Enrollment programs, High School Redirection, and Summer Counseling. These documents provided a framework for stakeholder discussions. Additionally, the stakeholders discussed evidence-based interventions, including:

- Identifying students at risk of not graduating and ensuring that every staff member is aware of those students
- Having an intervention teacher meet with at-risk students throughout the week to get updates on their academic progress and problem-solve any concerns
- Contact parents of at-risk students to discuss options to help their children be successful
- Implementing Edgenuity to help at-risk students recover credits
- Providing teachers with staff development related to developing lessons that engage learners from diverse backgrounds
- Hiring an at-risk counselor, using other funding sources, for the upcoming school year
- Developing a positive culture and celebrating success
- Implementing a college credit course on campus so that students can gain both high school and college credits, increasing College/Career preparedness
- A laptop cart full of laptops was purchased for every classroom on campus, allowing students equitable access to technology.

The district is supporting the site by providing hours for an intervention teacher to meet with high needs students on a regular basis to assess their progress. The intervention teacher is also contacting parents to ensure good home-school support. Additionally, the district has been holding articulation meetings with the local community college to implement a dual credit college course on the La Paloma High School campus next fall. The district has purchased a district license for Edgenuity so that teachers can use the software with students at La Paloma

High School. The district is also providing data and analysis to the site to better track the needs of the students.

The Associate Superintendent, Director of Curriculum and Instruction, and principal met to review the budget and staffing in order to identify any resource inequities. The following inequities were identified:

- Access to technology was identified as a resource inequity, so the purchase of laptop cart for every classroom was recommended to the School Site Council.
- Access to social-emotional counseling was identified as a resource inequity, so a licensed Marriage Family Therapist was contracted to work with students for 10 hours per week. During distance learning, counseling referrals are available to students through Canvas, the district Learning Management System. Students can schedule appointments and speak to the school psychologist or MFT via Zoom.
- Professional development in lesson plan design to engage diverse learners was identified as a resource inequity, so McREL was hired as a consultant to work with the teachers at La Paloma High School on lesson and unit plan design that engages learners from diverse backgrounds.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The Associate Superintendent and Director of Curriculum and Instruction will meet with the site principal monthly to review progress on the CSI plan. Specific metrics reviewed will include:

- Credits earned/Progress towards graduation
- Number of students graduating
- Attendance
- Student grades
- For those behind in credits, progress in Edgenuity

The site principal will also monitor progress on the CSI plan by tracking credits earned for seniors and having an intervention specialist meet with students and call parents on a daily basis. The site will hold public celebrations of students who catch up on credits and earn enough credits to graduate.

The Associate Superintendent, Director of Curriculum and Instruction, and principal will meet with the School Site Council annually to review progress on the Action Plan. The site principal will meet with the School Site Council quarterly to formatively review progress on the Action Plan and make adjustments, as necessary.

The first year of implementation of this plan, the Graduation Rate at La Paloma High School increased from 62.8% (Red) in 2018 to 73.4% (Green) in 2019. However, the state uses a 2-year average to determine exit from CSI for Graduation Rate,. Additionally, due to the pandemic and subsequent shutdown of in-person learning, the state determined that all schools in CSI in 2019-20 will remain in CSI for the

2020-21 school year. So, La Paloma is still in CSI for the 2020-21 school year.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The LCAP was designed to support our District Strategic Goals, the LEA Plan, State Priorities, School Site Plans, Stakeholder Input and Research Based Programs to meet the needs of students.

Over 45 meetings were conducted to share our current information and gather feedback from stakeholders. Presentations were made to each stakeholder group on the LCAP goals, state priorities, metrics, program, activities, and the ongoing actions and services, district data (graduation rates, attendance rates, suspensions and expulsions, UC graduation requirements, EL reclassification rates, dropout rates, AP passing rates, SBAC and EAP scores). An explanation of the California School Dashboard helped stakeholders learn how they could access school and district information. Stakeholders gave specific feedback and input on the ongoing actions, services, and positions, and input on additional needs, actions, services, and positions. All of the meetings were held virtually between August 2020 and May 2021. These stakeholder meetings included:

- African American Parent Night (Parents and Students)
- District/Parent Advisory Committee (Parents, Admin, Certificated, Classified, Students, low income, and foster youth)
- ELAC/DELAC (Parents of ELs)
- Campus Climate Committees from each site (Students)
- Certificated Union (LEA)
- Classified Union (CSEA)
- Coffee with Principal (Parents)
- CTE Advisory Committees (Community members, business owners, parents, teachers, students)
- Curriculum Council (LEA)
- Freshman Orientation Activities (Students)
- Link Crew (Students)
- Math Parent Night (Parents)
- Parents of FHS Students (Parent and Students)
- Parent Advisory Group including EL, SED, and foster youth parents (Parents)
- Parent Day (Parents)
- Pizza with the Principal (Students)
- Regional LCAP Meeting (Parents, LEA, CSEA, Students)
- School Site Council (Parents, Staff, and Students)
- Site Advisory Committee (Parents)
- Special Education Local Plan Area (SELPA)
- Title I Parent Advisory Meeting (Parents)
- Principal's Cabinet and Administrative Cabinet (Administrators)
- Professional Development Day (LEA, CSEA, and administrators)

- Public Meetings (parents, community members, students, LEA, CSEA, administrators)

These stakeholders included unduplicated parents (EL, SED, and foster youth), parents, students, staff, administrators, community members and/or business organizations were paramount in the evaluation and creation of the LCAP. Meetings with ELs, parents, and community members were conducted in English and Spanish. At these meetings, an email address for comments (lcapcomments@luhsd.net) was and is listed on site and district website to gather additional feedback. The superintendent routinely responds to guest and community inquiries in writing.

Parents and guardians completed 1282 Parent Surveys. Stakeholders provided over 1000 comments, inputs, feedback, and suggestions regarding the LCAP. The input was gathered and placed into groups by similar themes. Those themes with the greatest area of interest were assembled and assessed for feasibility for the updated LCAP plan.

A draft of the LCAP was presented to the Parent Advisory Committee on May 6, 2021 and the District English Learner Advisory Committee on May 6, 2021. Both committees endorsed the LCAP with no suggestions for revision. A presentation was made at a Study Session during the LUHSD Board Meeting on May 26, 2021 to review the progress on the LCAP plan based on meetings with the stakeholders. Revisions to the LCAP were made based upon feedback from our Board of Education. The LCAP plan was presented to the Board on June 9, 2021 for public hearing, and the LCAP Plan was approved by the Board on June 16, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholder groups was prioritized by the frequency of the responses. Those with the highest number of responses are listed below:

Things that we are doing well (What is working)
- Teachers have been supportive (responding to email, empathy, flexibility, extending grace, Re-take tests, extra credit, etc.)
- Technology (Canvas, 1:1 computing mi-fi, Zoom)
- Targeted Assistance Counselors
- Mental Health Supports (Counselors, MFTs, psychologists, SpEd Coordinator)
- Diverse variety of activities/clubs for students (Pride events, ODAT, Leadership Activities, Peer Mentoring)

Increased or Improved Action/Services + New Ideas
- More Career information/CTE pathways/work experience/hands-on vocational electives
- More SEL/Wellness/Social engagement activities for students when they return to school
- Ask students what they need/give them a voice/SurveyMonkey
- Continued PD for teachers regarding engaging with Instructional Technology. Continue videoconferencing. Provide additional tech support.
- Bridge communication gaps (internal/external, parent/community). Advertise how students can get help.
- Develop a Conflict Resolution/Communications Studies class. Build in cultural competencies

In addition, student feedback was provided by each site's Campus Climate Committee: The prioritized feedback is listed below:

During Distance Learning
- Increase mental health resources
- More Tutorial periods/after school tutoring/Supports
- PD for teachers (Slowdown, teach explicitly, decrease quantity of assignments, technology)
- More educational online programs (Nearpod, Khan Academy, etc.)

Returning to In-Person Instruction
- After school support, tutoring, activities
- COVID safety (PPE, Disinfecting, etc.)
- PD for teachers to realize they have to reteach and change strategies for transition back (ease the workload, etc.)
- Increased communication with parents and students
- More Counseling/Mental Health/Mentoring support
- Increase the diversity of staff (particularly African American)

The Liberty Education Association provided the following prioritized recommendations:

1. Challenging Curriculum
 a.   CTE Courses
 i.   Compensation for CTE credentials
 ii.   Trade programs that coincide with Junior College Programs
 b.   Fund teacher professional training related to modern teaching strategies

2. Engagement
 a.   Equitable Technology updates (simultaneous versus sporadic)
 i.   Additional technology members
 ii.   Tech team training and support on the latest technology
 b.   Canvas
 c.   Update Wi-Fi connectivity
 d.   One-to-one student laptops

3. Health
 a.   Mental Health Specialist
 i.   Mobile, fixed at each site, or from an outside organization.
 b.   Site nurses

4. Academic Support

a. Fund CTE credentials
b. Reduce Class Sizes
c. AP Tutoring/Support programs
i. Pay credentialed teachers during lunch and/or after school to support program
d. One-to-one Laptops for students

5. Social Support
a. Wellness Center
b. Peer Group Counseling
c. Additional MFT
d. Reduce Counselor caseloads

6. Safety
a. Counselors and Psychologist
i. Reduce caseloads
ii. Staff support
iii. Increase # of counselors
b. Marriage and Family Therapist
c. Wellness Center
i. Fixed on sites or mobile
d. Peer Counseling Programs

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of the feedback from stakeholder groups, the LCAP was updated to include the following actions/services:

We will continue to provide:

Mental/Social/Emotional support for students at all sites
- MFTs, psychologists, Targeted Assistance Counselors, PD for Teachers/Counselors/Admin support Connect Families with Community Resources
Staff Development
- Support for Students with Additional Needs (SWANs), Lesson Design for Research-Supported Best Practices, Equity, Technology, PD for Curriculum and Instruction
Facilities Upgrades and Modernization
- Measure U, CTE Facilities and Programs

We will add to the plan:

Implement a Multi-tiered System of Support
- MFTs, psychologist interns, SEL PD for Teachers/Counselors/Admin

Technology & Staff Development
- Engaging with instructional technology/modern teaching strategies, additional tech support, videoconferencing, equitable technology updates/trainings, SEL, cultural competence and Equity

Increase CTE Programs
- Implement Construction Academy, expand Culinary Arts Academy, provide more career information/CTE pathways, provide support for CTE credentials

Goals and Actions

Goal

Goal #	Description
1	Goal 1: The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by: A. Providing a safe, secure, updated, clean environment, B. Creating opportunities to incorporate best practices and program successes, C. Fostering an atmosphere of respect and civility among all students, and D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP. State and/or Local Priorities addressed by this goal: State Priorities: Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Local Priorities: LUHSD Strategic Plan (LUHSDSP) Goal #1

An explanation of why the LEA has developed this goal.

LUHSD developed this goal based upon feedback from a variety of stakeholder groups, including parents, students, teachers, counselors, classified employees, administrators, and community members. All stakeholder groups express the importance of having physically and emotionally safe environments throughout the district. Additionally, there has been an emphasis on providing an equitable education to all our students. The Fall 2020 California School Dashboard was suspended, so Dataquest was the source of the indicators used for measuring Suspension and Expulsion Rates, and Graduation Rate. The most recent year of data available in each of the available state indicators were analyzed. Student indicators are also identified using local measures such as Chronic Absenteeism. Data for local measures continue to be reported for the 2020-21 school year.

In order for LUHSD to educate students in a safe, secure, updated, and clean environment, we must provide the following Basic Service:

- All school facilities are maintained in good repair (Priority 1C).

The following are attendance rates for schools in LUHSD (Priority 5A):

Freedom HS - 94.7%
Heritage HS - 95.5%
Liberty HS - 95.3%
La Paloma HS- (alternative site) - 82.4%

Based upon information from DataQuest, the overall Chronic Absenteeism Rate for 2018-19 for LUHSD was 15.9%. This was an increase of 0.7% from the previous year. The following student groups have Chronic Absenteeism higher than the overall district average (Priority 5B):

- The African American Chronic Absenteeism rate was 21.4% (5.5% higher than the district average).
- The American Indian Chronic Absenteeism rate was 22.5% (6.6% higher than the district average).
- The Hispanic Chronic Absenteeism rate was 17.7% (1.8% higher than the district average).
- The Pacific Islander Chronic Absenteeism rate was 20.7% (4.8% higher than the district average).
- The Not Reported Chronic Absenteeism rate was 30.8% (14.9% higher than the district average).
- The English Learner Chronic Absenteeism rate was 20.8% (4.9% higher than the district average).
- The Foster Youth Chronic Absenteeism rate was 35.7% (19.8% higher than the district average).
- The Homeless Youth Chronic Absenteeism rate was 34.9% (19% higher than the district average).
- The Socioeconomically Disadvantaged Chronic Absenteeism rate was 22.6% (6.7% higher than the district average).
- The Students with Disabilities Chronic Absenteeism rate was 26% (10.1% higher than the district average).

Based upon information in DataQuest, the district overall 4-year cohort dropout rate is 1.9%. The percentage of dropout rates higher than the LEA wide average by subgroups is listed below (Priority 5D):

African American – 3.6% (1.7% higher than the average)
Hispanic - 2.1% (.2% higher than the average)
Pacific Islander - 8.3% (6.4% higher than the average)
English Learners – 3.6% (2.7% higher than the average)
Foster Youth - 8% (6.1% higher than the average)
Homeless - 6.3% (4.4% higher than the average)
Students with Disabilities – 4% (1% higher than the average)
Socioeconomically Disadvantaged - 3.2% (1.3% higher than the average).

Based upon the Fall 2020 Dashboard District Graduation Rate Report, the overall Graduation Rate for LUHSD was 92.9% of the students graduating. This is a 1.4% decrease over the previous year. The following student populations indicate a need for additional support (Priority

5E):

- The Foster Youth Graduation Rate is 81%. The performance level is N/A from the previous year, due to the small number of students.
- The Homeless Student Graduation Rate is 85.3%. This is a decrease of 1.7% from the previous year, due to the small number of students in that cohort.
- The Students with Disabilities Graduation Rate is 80.7%. This is a decrease of 2.1% from the previous year.
- The African American Graduation Rate is 90%. The performance level "Declined" 2.2% from the previous year.
- The Native Hawaiian/Pacific Islander Graduation Rate is 84.6%. The performance level is N/A from the previous year, due to the small number of students.

Based upon Data Quest, in 2020 the overall Suspension Rate for LUHSD was 3.5% of the students suspended at least once. In 2019, the Suspension Rate was 4.2% The overall change is reported as a 0.7% decrease over the previous year rate. The following student populations indicate a need for additional support (Priority 6A):

- The African American Suspension Rate is 7.8%. This is a 2.7% decrease from the previous year.
- The Foster Youth Suspension Rate is 14.0%. This is a 5.6% decrease from the previous year. The rate for this group is easily influenced due to a low number of students in the group.
- The Hispanic Suspension Rate is 5%. This is a 1.3% decrease from the previous year.
- The Socioeconomically Disadvantaged Suspension Rate is 6.1%. This is a 1.1% decrease from the previous year.

The expulsion rate for LUHSD is less than 1% (21 students in total). The number of students expelled is too small to disaggregate (Priority 6B).

According to the 2019-20 California Healthy Kids Survey district results (Priority 6C):

School Connectedness - Average reporting "Agree" or "Strongly Agree" with being connected to school

9th grade - 56%
11th grade - 53%

Safety - Average reporting feeling "Safe" or "Very Safe"

9th grade - 59%
11th grade - 58%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams Act: School Facility Rating. (Priority 1C)	2019-20 All school facilities are maintained in good repair.				All school facilities are maintained in good repair.
Attendance Rates (Priority 5A)	2019-20 Freedom HS - 94.7% Heritage HS - 95.5% Liberty HS - 95.3% La Paloma HS - 82.4%				All high school increase attendance rates by .6%. Freedom HS - 95.3% Heritage HS - 96.1% Liberty HS - 95.9% La Paloma High School - 83.0%
Chronic Absenteeism Rate (Priority 5B)	2019-20 Lower the Chronic Absenteeism rate with a focus on high needs student groups. LEA – 16% • African American – 21% • Hispanic or Latino –18% • Pacific Islander - 21% • English Learners – 18%				LEA – 15% • African American – 20% • Hispanic or Latino –17% • Pacific Islander - 20% • English Learners – 17% • Students with Disabilities – 22% • Foster Youth – 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities – 23% • Foster Youth – 26% • Homeless – 35% • Socioeconomically Disadvantaged – 23% • Students with Disabilities – 26%				• Homeless – 34% • Socioeconomically Disadvantaged – 22% • Students with Disabilities – 25%
4-Year Adjusted Cohort Dropout Rate (Priority 5D)	2019-20 The district overall cohort dropout rate is 1.9%. Student groups higher than the district average: African American – 3.6% (1.7% higher) Hispanic - 2.1% (.2% higher) Pacific Islander - 8.3% (6.4% higher) English Learners – 3.6% (2.7% higher) Foster Youth - 8% (6.1% higher) Homeless - 6.3% (4.4% higher)				District overall cohort dropout rate - 1.3% African American – 3% Hispanic - 1.5% Pacific Islander - 7.7% English Learners – 3% Foster Youth - 7.4% Homeless - 5.7% Students with Disabilities – 3.4% Socioeconomically Disadvantaged - 2.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities – 4% (1% higher) Socioeconomically Disadvantaged - 3.2% (1.3% higher).				
Fall 2020 Dashboard District Graduation Rate (Priority 5E)	2019-20 Overall for LUHSD = 92.9%. The following student groups have lower Graduation Rates: • Foster Youth = 81% (11.9% lower). • The Homeless = 85.3% (7.6% lower). • The Students with Disabilities = 80.7% (12.2% lower). • The African American = 90% (2.9% lower). • The Native Hawaiian/Pacific Islander				Overall for LUHSD = 93.5%. • Foster Youth = 81.6% • The Homeless = 85.9% • The Students with Disabilities = 81.3% • The African American = 90.6% • The Native Hawaiian/Pacific Islander = 85.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	= 84.6% (8.3% lower).				
CA Dashboard Suspension Rates. (Priority 6A)	2018-19 LEA – Yellow (4.2%), "Maintained" (-0.3%) • African American – Red (10.5%), "Increased" (1.3%) • Foster Youth – Red (20.9%), "Increased" (11.4%) (The rate for this group is highly variable due to a low number of students in the group.) • Hispanic – Orange (5%) "Increased" (0.8%) • Socioeconomically Disadvantaged – Orange (7.3%) "Increased" (0.6%)				Lower the Suspension Rate for 2022-23 by 1% from the rate for 2019-20, with a focus on high needs student groups. LEA – 3.2% • African American – 9.5% • Foster Youth – 19.9% • Hispanic – 4% • Socioeconomically Disadvantaged – 6.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates. (Priority 6B)	2019-20 Overall less than 1%				Maintain an Expulsion Rate of less than 1%.
California Healthy Kids Survey (CHKS) - School connectedness and safety. (Priority 6C)	2019-20 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2019-20 CHKS 9th grade - 56% 11th grade - 53% Safety - Average reporting "Safe" or "Very Safe" on the 2019-20 CHKS 9th grade - 59% 11th grade - 58%				Improve the school climate by increasing School Connectedness and Safety survey results on the 2022-23 CHKS School Connectedness 9th grade - 58% 11th grade - 53% Safety 9th grade - 60% 11th grade - 60%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology - Infrastructure	Continue to monitor and maintain updated technology infrastructure/environment at all sites, allowing students the ability to develop 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and CAASPP and ELPAC Testing.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Technology - IT Support Staff - Personnel	Continue additional IT support staff - amounts include salary and benefits.	$121,648.00	No
3	Technology - Classroom Equipment	Continue district standard for classroom technology equipment such as computers, projectors, laptops and other 21st century learning devices.	$1,135,000.00	No
4	Technology - Analytics Software	Learning Management System (LMS) and Data Management System are being evaluated and considered for purchase -District purchased Office 365, Aeries Analytics as well as custom scripts to run with Aeries. This will allow sites to analyze a variety of achievement data by student group.	$140,000.00	Yes
5	Facilities - Capital Facilities	Continue Facility Master Plan for new and/or modernized facilities using Measure U	$4,600,000.00	No
6	Facilities - Personnel	Continue additional M&O person to maintain and repair facilities, salary and benefits.	$94,000.00	No
7	Campus Climate - Student meetings - Personnel	District Diversity Coordinator facilitates meetings and addresses concerns/issues with targeted EL's, FY, SED students and other identified student groups and addresses those concerns with site administration. Salary and Benefits.	$89,000.00	Yes
8	Campus Climate - Student Programs	School sites implement programs and activities that celebrate diversity, equity, and inclusion and promote positive behavior and good attendance, reduce chronic absenteeism, and foster an atmosphere of respect and civility among all students.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Attendance - Personnel	Maintain attendance clerk to address absenteeism at FHS only. Salary and Benefits.	$49,000.00	Yes
10	Staff Development - Diversity and Inclusion Training	Staff development to promote respect for diversity and inclusiveness.	$65,000.00	Yes
11	Staff Development - Social Media	Social Media and awareness training for administrators, coaches, and teachers, and classified employees.	$10,000.00	No
12	California Healthy Kids Survey	Sites administer the California Healthy Kids Survey and analyze the results.	$2,000.00	No
13	Monitor LCAP Expenditures - Personnel	Continue the position of Accounting Technician to monitor financial decisions to ensure that they reflect alignment of operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP. Salary and Benefits.	$74,000.00	Yes
14	Campus Supervisor - Personnel	Continue to employ 1 additional campus supervisor to each comprehensive site to increase student safety and promote a positive school climate. Salary and benefits.	$185,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by: A. Meeting state and federal accountability measures. B. Demonstrating student proficiency in all content standards. C. Increasing percentage of students who are college ready and UC/CSU eligible . D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities. State and/or Local Priorities addressed by this goal: State Priorities: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes) Local Priorities: LUHSD Plan Goal #2 & Title III Program Improvement Plan Goal 2c

An explanation of why the LEA has developed this goal.

The student need metrics provided in Goal 2 reflect California's new School Dashboard accountability model as well other data from the 2019-20 school year congruent with state and local priorities.

In order to prepare students for college and career, and to provide rigorous and stimulating curriculum and instruction program, LUHSD will continue to provide the following Basic Services:

- All teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching (Priority 1A).
- Every pupil in the school district has sufficient access to standards-aligned instructional materials (Priority 1B).

In order to prepare students for college and career, and to provide rigorous and stimulating curriculum and instruction program, LUHSD is committed to the implementation of State Standards:

- The implementation of the academic content and performance standards adopted by the state board (Priority 2A)
- Programs and services that will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Priority 2B)

Pupil Achievement on statewide assessments (Priority 4A):

Based upon the Fall 2019 California School Dashboard, Academic Indicator for ELA, the LUHSD overall performance level is Blue, with an average score of 43.8 points above standard. The performance level "Increased" 30.8 points from the previous year. While the overall performance level is Blue, some student groups are achieving at the Orange level:

- English Learners – Orange (57.9 points below standard, "Increased" 26.8 points).
- Students with Disabilities – Orange (76.4 points below standard, "Increased" 35 points).

Based upon the Fall 2019 California School Dashboard, Academic Indicator for Mathematics, the LUHSD overall performance level is Green, with an average score of 43.4 points below standard. The performance level "Increased" 14.9 points from the previous year. While the overall performance level is Green, some student groups are achieving at the Orange level:

- English Learners – Orange (132.1 points below standard, "Increased" 17.4 points).
- Students with Disabilities – Orange (161.4 points below standard, "Increased" 17.5 points).

According to DataQuest, the 2019-20 four-year adjusted overall percentage of LUHSD graduates meeting the UC/CSU "a-g" requirements is 54.8%. There is a gap in the percentage of students meeting these requirements (Priority 4B):

- African American – 34.9% of graduates met the UC/CSU A-G requirements (19.9% below district average)
- Hispanic or Latino – 47% of graduates met the UC/CSU A-G requirements (7.8% below district average)
- Two or More Races – 52.4% of graduates met the UC/CSU A-G requirements (2.4% below district average)
- English Learners – 24.2% of graduates met the UC/CSU A-G requirements (30.6% below district average)
- Foster Youth – 23.8% of graduates have met the UC/CSU A-G requirements (31% below district average)
- Homeless – 36.4% of graduates have met the UC/CSU A-G requirements (18.4% below district average)
- Students with Disabilities – 13% of graduates met the UC/CSU A-G requirements (41.8% below district average)
- Socioeconomically Disadvantaged – 43.5% of graduates met the UC/CSU A-G requirements (11.3% below district average)

Based upon CALPADS, the percentage of pupils who have successfully completed CTE courses at the comprehensive high schools are as follows (Priority 4C):

- All Comprehensive Site: 31.5%

- FHS: 30.2%
- HHS: 33%
- LHS: 31.4%

Based upon CALPADS, the percentage of pupils who have successfully completed A-G requirements AND CTE courses from approved pathways are as follows (Priority 4D):

- Overall (3 Comprehensive Sites): 11.6%

- FHS: 10.2%
- HHS: 13.1%
- LHS: 11.3%

Based upon 2019 Dashboard results, the percentage of English Learners who make progress toward English proficiency are as follows (Priority 4E):

- LUHSD: 49.3%

- FHS: 65.8%
- HHS: 64.5%
- IHS: N/A (less than 11 students)
- LHS: 33.5%
- LPHS: N/A (less than 11 students)

As reported in DataQuest, the 2019-20 Reclassification Rate for English Learners is 15.5%, which is an increase of .5% over the previous year. The number of English Learners has increased from 457 to 483 (Priority 4F):

As documented in Aeries (The LUHSD Student Database), in 2019-20, 1670 students took an AP test in 2020 and the average pass rate with

3 or better was 72.2%. Students groups with lower pass rates than the district average are listed below (Priority 4G):

- African American: 60.4% (11.8% below the district average)
- Hispanic or Latino: 70.7% (1.5% below the district average)
- Native Hawaiian/Pacific Islander: 57.1% (15.1% below the district average)
- Two or more races: 68.1% (4% below the district average)
- Socioeconomically Disadvantaged: 71.2% (1% below the district average)
- Students with Disabilities: 52.2% (20% below the district average)
- English Learner: 57.1% (15.1% below the district average)
- Homeless: 62.5% (9.7% below the district average)

Based upon the Fall 2019 CAASPP results, the percentage of pupils who participate in, and demonstrate college preparedness (ready or conditionally ready) pursuant to, the Early Assessment Program is as follows (Priority 4H):

- All Students - ELA: 69.3%, Math: 36.5%

- English Learners - ELA: ELA 11%, Math: 0%
- Economically Disadvantaged - ELA 56%, Math: 19.3%
- Homeless - ELA: 46.9%,Math: 15.6%
- Students with Disabilities - ELA: 20.1%, Math: 5.6%

In order to prepare students for college and career, and to provide rigorous and stimulating curriculum and instruction program, LUHSD will continue to provide the following course access:

- A broad course of study that includes all of the subject areas (Priority 7A)
- Programs and services developed and provided to unduplicated pupils (Priority 7B)
- Programs and services developed and provided to individuals with exceptional needs (Priority 7C)

Based upon the Fall 2020 California School Dashboard Additional Reports and Data, College/Career Measures Reports, 55.2% of the All Students group graduated Prepared. In 2019, 48.9% of All Students graduated Prepared. The 2020 results represent a 6.3% increase over the previous year. The following student populations indicate need based on performance below the All Student group (Priority 8A):

- African American – 29.1% Prepared (25.7% below the district average)
- Hispanic - 47.6% (7.6% below the district average)
- American Indian - 33.3%% (21.9% below the district average)
- English Learners – 18% Prepared (37.2% below the district average)

- Homeless – 36% prepared (19.2% below the district average)
- Foster Students - 25% (30.2% below the district average)
- Socio-Economically Disadvantaged - 42.2% (13% below the district average)
- Students with Disabilities – 11.3% (43.9% below the district average)

As documented in Aeries (the LUHSD student database), in 2019-20, the number of students taking the SAT was 859. The participation numbers are listed below (Priority 8A):

- African American – 61
- Hispanic or Latino – 238
- SED – 204
- EL – 2
- Students with Disabilities – 23
- Foster Youth – 3
- Homeless – 14

As documented in Aeries (the LUHSD student database), for 2019-20, the districtwide average for students with a cumulative GPA below a 2.0 is 10.1%. There are some student groups with a higher D/F rate than the district average (Priority 8A):

- African American - 16.2% (6.1% above the district average)
- American Indian/Alaskan Native - 11.4% (1.3% above the district average)
- Hispanic Latino - 13.1% (3% above the district average)
- Multiple races - 11.9% (1.8% above the district average)
- Native Hawaiian/Pacific Islander - 12.2% (2.1% above the district average)
- SED - 17.4% (7.3% above the district average)
- EL - 26.1% (15% above the district average)
- Students with Disabilities - 17.3% (7.2% above the district average)
- Foster Youth - 28.6% (18.5% above the district average)
- Homeless - 24.6% (14.5% above the district average)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams Act report on teacher credentials (Priority 1A)	2019-20 100% of teachers are appropriately assigned.				100% of teachers are appropriately assigned.
Student access to standards-aligned instructional materials (Priority 1B)	2019-20 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.				100% of students have access to standards-aligned instructional materials. All students have their own textbooks.
Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. Provide programs and services that will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Priority 2A, 2B)	2019-20 Continue on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continue to provide programs and services supporting access for English Learners				Continue on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. All content area state standard adoptions and programs are in process and on target for completion. Continue to provide programs and services supporting access for English Learners
California School Dash Board Academic Performance Indicator	2018-19 All Students: Blue				LEA: Blue (44.8 points above standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for English Language Arts. (Priority 4A)	(43.8 points above standard) • English Learners: Orange (57.9 points below standard) • Students with Disabilities: Orange (76.4 points below standard) • African American: Yellow (13.6 points below standard) • Homeless: Yellow (19 points below standard) • Hispanic: Green (24.2 points above standard) • Socioeconomically Disadvantaged: Green (10.1 points below standard)				• English Learners: Orange (56.9 points below standard) • Students with Disabilities: Orange (75.4 points below standard) • African American: Yellow (12.6 points below standard) • Homeless: Yellow (18 points below standard) • Hispanic: Green (25.2 points above standard) • Socioeconomically Disadvantaged: Green (9.1 points below standard)
California School Dash Board Academic Performance Indicator	2018-19 All Students – Green				All Students – Green (42.4 points below standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for Mathematics. (Priority 4A)	(43.4 points below standard) • English Learners – Orange (132.1 points below standard) • Students with Disabilities – Orange (161.4 points below standard) • African American – Yellow (101.8 points below standard) • Hispanic – Yellow (71.2 points below standard) • Homeless – Yellow (102.3 points below standard) • Two or More Races – Yellow (49.4 points below standard) • Socioeconom ically				• English Learners – Orange (131.1 points below standard) • Students with Disabilities – Orange (160.4 points below standard) • African American – Yellow (100.8 points below standard) • Hispanic – Yellow (70.2 points below standard) • Homeless – Yellow (101.3 points below standard) • Two or More Races – Yellow (48.4 points below standard) • Socioeconom ically Disadvantag ed – Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged – Yellow (83.4 points below standard)				(82.4 points below standard)
UC/CSU A-G requirements (Priority 4B)	2019-20 Based upon Dataquest: All Students: 55% • African American – 35% • Hispanic or Latino – 47% • Two or More Races – 52% • English Learners – 24% • Foster Youth – 24% • Homeless – 36% • Students with Disabilities – 13% • Socioeconomically Disadvantaged – 44%				LEA: 56% • African American – 36% • Hispanic or Latino – 48% • Two or More Races – 53% • English Learners – 25% • Foster Youth – 25% • Homeless – 37% • Students with Disabilities – 14% • Socioeconomically Disadvantaged – 45%
Percentage of students who have	2019-20				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed CTE courses from approved pathways (Priority 4C)	- All Comprehensive Site: 31.5% - FHS: 30.2% - HHS: 33% - LHS: 31.4%				- All Comprehensive Site: 32.1% - FHS: 30.8% - HHS: 33.6% - LHS: 32%
Percentage of pupils who have successfully completed A-G requirements AND CTE courses from approved pathways (Priority 4D):	2019-20 - Overall (3 Comprehensive Sites): 11.6% - FHS: 10.2% - HHS: 13.1% - LHS: 11.3%				- Overall (3 Comprehensive Sites): 12.2% - FHS: 10.8% - HHS: 13.7% - LHS: 11.9%
California School Dashboard English Learner Progress Indicator. (Priority 4E)	2018-19 49.3% of English Learners are making progress towards English Language proficiency.				50.3% of English Learners are making progress towards English Language proficiency.
English Learner Reclassification rate. (Priority 4F)	2019-20 The Reclassification Rate for English Learners is 15%.				The Reclassification Rate for English Learners is 16%.
AP Exams (Priority 4G)	2019-20 Increase the number of students who have passed an Advanced				The LEA average pass rate with 3 or better is 73%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Placement exam with a score of 3 or higher, with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. Based upon information from Aeries, the 2019-20 results are as follows: The LEA average pass rate with 3 or better is 72%. • African American – 60% • Hispanic or Latino – 71% • SED – 71% • ELs – 57% • Students with Disabilities – 52%				• African American – 61% • Hispanic or Latino – 72% • SED – 72% • ELs – 58% • Students with Disabilities – 53%
Percentage of pupils who participate in, and demonstrate college preparedness (ready or conditionally ready) pursuant to, the Early	2018-19 • All Students - ELA: 69.3%, Math: 36.5% • English Learners -				• All Students - ELA: 69.9%, Math: 37.1% • English Learners -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment Program (Priority 4H):	ELA: ELA 11%, Math: 0% • Economically Disadvantaged - ELA 56%, Math: 19.3% • Homeless - ELA: 46.9%,Math: 15.6% • Students with Disabilities - ELA: 20.1%, Math: 5.6%				ELA: ELA 11.6%, Math: 0.6% • Economically Disadvantaged - ELA 56.6%, Math: 19.9% • Homeless - ELA: 47.5%,Math: 16.2% • Students with Disabilities - ELA: 20.7%, Math: 6.2%
Course Access: Continue a broad course of study in all subject areas that allow access for all students. Provide SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses. (Priority 7A, 7B, 7C)	2019-20 All Students College Prep: 99% Advanced Placement: 32% CTE: 45% SED College Prep: 98% Advanced Placement: 20% CTE: 46% EL College Prep: 96%				All Students College Prep: 99% Advanced Placement: 33% CTE: 46% SED College Prep: 98% Advanced Placement: 21% CTE: 47% EL College Prep: 96% Advanced Placement: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Advanced Placement: 4% CTE: 36% Foster Youth College Prep: 93% Advanced Placement: 7% CTE: 48% Homeless College Prep: 99% Advanced Placement: 13% CTE: 39% Students with Disabilities College Prep: 88% Advanced Placement: 4% CTE: 37%				CTE: 37% Foster Youth College Prep: 93% Advanced Placement: 8% CTE: 49% Homeless College Prep: 99% Advanced Placement: 14% CTE: 40% Students with Disabilities College Prep: 88% Advanced Placement: 5% CTE: 38%
California School Dashboard College Career Indicator (Priority 8A)	2018-19 All Students – Yellow: 49% prepared - African American – Orange: 29% prepared - English Learners –				All Students – Yellow: 50% prepared - African American – Orange: 30% prepared - English Learners – Orange: 21% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Orange: 20% prepared • Homeless – Orange: 20% prepared • Two or More Races – Orange: 51% prepared • Students with Disabilities – Orange: 10% prepared				• Homeless – Orange: 21% prepared • Two or More Races – Orange: 52% prepared • Students with Disabilities – Orange: 11% prepared
SAT Participation. (Priority 8A)	2019-20 Increase the percentage of students who participate in the SAT, with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities. Based upon information from Aeries, the results are as follows: LEA All Students participation: 859				LEA All Students participation: 868 • African American – 62 • Hispanic or Latino – 240 • SED – 206 • SwD – 24 • EL – 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• African American – 61 • Hispanic or Latino – 238 • SED – 204 • SwD – 23 • EL – 2				
Cumulative GPA less than 2.0 (Priority 8A)	2019-20 Lower percentage of students below a 2.0 GPA with a special focus on African American, Hispanic/Latino, SED, EL, Foster Youth, Homeless and Students with Disabilities. Based upon information from Aeries, the results are as follows: LEA All Students - 10% • African American - 16% • Hispanic Latino - 13% • SED - 17% • EL - 26%				LEA All Students - 9% • African American - 15% • Hispanic Latino - 12% • SED - 16% • EL - 25% • Foster Youth - 28% • Homeless - 24% • Students with Disabilities - 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Foster Youth - 29% • Homeless - 25% • Students with Disabilities - 17%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development - Personnel	Schedule Professional Development Day(s) to focus on accountability measures as indicated on the California School Dashboard (2 days for all certificated staff). In addition, provide staff development to teachers regarding research-supported instructional practices, students engagement, diversity and inclusion, equity, Social-Emotional Learning, and the use of technology.	$600,000.00	No
2	Student Intervention and Recovery Programs	Provide student targeted intervention and recovery programs to address learning gaps identified by state/district assessments with a focus on EL, SED, FY and identified student groups to meet all state and federal accountability measures. These interventions may include online programs such as Edgenuity.	$66,000.00	Yes
3	Intervention Classes - Personnel & Software	Provide intervention classes such as READ 180, ALEKS, math support classes, tutorial support, credit recovery, English 3D English Learner Academic Support, with targeted enrollment of EL, FY, SED and other identified student groups. Salary and Benefits.	$675,000.00	Yes
4	Study Hall - Personnel	Certificated Staff monitor study hall and provide support to students needing academic support.	$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Field Trips	Provide College visitations and academic field trip opportunities for EL, FY, and SED students.	$25,000.00	Yes
6	Homework Help - Personnel	Continue Homework Extended Learning Program (HELP). Salary and benefits.	$6,842.00	No
7	Instructional Materials: Textbooks and Supplies	Purchase instructional materials, including those for growth and replacement, aligned to the state adopted content standards, including supplemental materials and supplies. Purchase instructional materials for AP courses.(Local funds and Lottery Funds)	$1,000,000.00	No
8	Supplemental Instructional Materials and Supplies	Purchase supplemental instructional materials, including instructional software principally directed to support English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as well as students from targeted subgroups.	$100,000.00	Yes
9	Late Start Wednesdays - Personnel	Provide late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, the alignment of C.T.E. curriculum with core academic standards, and diversity, inclusion, and equity.	$305,000.00	No
10	Revise District Common Assessments - Personnel	Provide professional development and teacher release time to revise district common assessments to align to the state content standards. Salaries and Benefits.	$15,000.00	Yes
11	Data Management System	Continue to contract for data management system to track student assessment data with a focus on English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Homeless students..	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Director of Curriculum and Instruction - Personnel	Director of Curriculum and Instruction - split funded with Title I. Salary and Benefits.	$181,000.00	Yes
13	Assistant Superintendent of Educational Services - Personnel	Support administrators, teachers, and other staff in providing an equitable education to SWANs. (20% of Salary and benefits.)	$30,000.00	Yes
14	Anti-Plagiarism Software	Continue contract for anti-plagiarism software for teacher use - TURNITIN	$25,000.00	Yes
15	Technology for English Learner Classrooms	Purchase computers/software for EL classrooms.	$25,000.00	Yes
16	Teacher Recruitment	Recruit and hire Highly Qualified, CLAD certificated teachers.	$10,000.00	No
17	Provide support to Beginning Teachers (Induction) - Personnel	Provide support for teachers in the Induction program. LUHSD provides a portion of the Induction Coordinator's salary. Salary and Benefits.	$42,000.00	No
18	SAT/ACT/AP Support Programs	Continue to provide support for students to increase scores and decrease the achievement gap on SAT/ACT/AP exams. This support mat be classes during the school day or support programs outside of the normal school day. These programs would primarily support English Learners, Socioeconomically Disadvantaged Students and Foster Youth, as well as students from underrepresented groups.	$40,000.00	Yes
19	Increase College Readiness and Interest - Personnel	Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing	$240,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		percentage of students who are college ready and UC/CSU eligible. Instructors for Push classes. Salary and Benefits.		
20	Increase College Readiness and Interest	Instructional supplies for PUSH classes.	$12,000.00	Yes
21	Targeted Assistance Counselors - Personnel	Continue with Targeted Assistance Counselor positions to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates. (5 Counselors, salary and benefits)	$635,000.00	Yes
22	Psychologists - Personnel	Provide support for students in need (2.4 FTEs). Salary and Benefits.	$580,000.00	Yes
23	Mental Health Counseling Support	Provide mental health counseling interns for students in need (40 hours per week at the comprehensive sites and 20 hours per week at the alternative sites).	$94,540.00	Yes
24	Suicide Prevention - Anti-Bullying Training	Training and materials for all staff members to receive suicide prevention training and anti-bullying training.	$30,000.00	No
25	Translation Support - Personnel	Provide interpreters and document translation for parents of English Learners. Salary and benefits.	$25,000.00	Yes
26	Transportation for EL students transferring to LHS	Provide EL students bus tickets for specialized level 1 & 2 ELD program.	$10,000.00	Yes
27	Professional Development for CTE teachers - Personnel	Provide professional development and release time for CTE teachers to expand, enrich, and support career pathways to increase students' opportunity to have real world experiences, meet industry standards,	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities. Salary and Benefits.		
28	Continue CTE Courses - Personnel	Continue providing CTE pathways/courses. Salaries and Benefits.	$2,200,000.00	No
29	Instructional Materials and Supplies for CTE courses	Continue to provide instructional materials and supplies for CTE courses.	$460,000.00	No
30	Curriculum Alignment with Community Colleges - Personnel	Provide collaboration time for C.T.E. and academic core teachers to align standards and curricula w/ community college for articulated courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities. Salary and benefits.	$5,000.00	No
31	Student Leadership Experiences	Create opportunities for students to develop leadership skills through CTE activities such as fairs and competitions.	$10,000.00	No
32	Teachers on Special Assignment - Personnel	Maintain 3 Teachers on Special Assignment (one per comprehensive site) to support English Learners and teachers of English Learners. Salary and benefits.	$318,000.00	Yes
33	District Nurse - Personnel	Provide a district nurse to support the health needs of our students. Salary and benefits.	$100,000.00	No
34	Instructional Coaches - Personnel	3 ELA, 3 math, and 3 science coaches will support teachers in those departments with the implementation of research-supported instructional practices. (9 teachers at 50% each). Coaches will focus upon supporting Students with Additional Needs (SWANs), including	$540,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners, Socioeconomically Disadvantaged Students, Homeless, and Foster Youth.		
35	After School Tutoring for High-Needs Students - Personnel	After school tutoring will be provided to English Learners, Socioeconomically Disadvantaged Students, Homeless, and Foster Youth in core academic subjects. Teachers will be paid hourly rate.	$65,303.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	The Liberty Union High School District recognizes the need for stakeholder involvement by: A. Enhancing communication, partnerships, and collaboration among staff, parents, and students. B. Expanding parent involvement. C. Increasing communication and collaboration with our business and community organizations. State and/or Local Priorities addressed by this goal: State Priorities: Priority 3: Parent Involvement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes) Local Priorities: LUHSD Strategic Plan Goal #3 and annual parent survey

An explanation of why the LEA has developed this goal.

LUHSD has increased engagement from parents, teachers, staff, students, community members, and other stakeholder groups; the District has also instituted Annual Parent Surveys in both English and Spanish to identify needs. The Annual Parent Survey is sent to all parents of children attending school in LUHSD. LUHSD makes additional outreach efforts to the parents and guardians of unduplicated students to ensure survey results include their feedback. Additionally, the LUHSD conducts parent feedback meetings in English and Spanish. The District also receives feedback from the LUHSD Parent Advisory Committee and the District English Learner Advisory Committee. Through the survey and input meetings, stakeholders have emphasized the following issues:

There is a need for additional social/emotional/psychological/physical health support for our students. According to the 2019 – 20 CA Healthy Kids Survey (Priority 8A):

- 38% of the juniors and 34% of the freshmen report experiencing chronic sadness/hopelessness
- 18% of the juniors and 17% of the freshmen have considered suicide
- 14% of the juniors and 9% of the freshmen were absent from school in the previous 30 days because they felt sad, hopeless, anxious, stressed or angry

There is a need to increase support for struggling students. As reported on the Fall 2020 California School Dashboard Additional Reports,

and Aeries (the LUHSD student database) (Priority 8A):

- 27% of all students graduate "Not Prepared" for College/Career
- 16% of African American students have an overall cumulative weighted GPA < 2.0
- 26% of English Learners have an overall cumulative weighted GPA < 2.0

There is a need for more diversifying parent/stakeholder communication, using a variety of means to communicate with families. As reported in parent surveys and focus group meetings (Priority 3A, B, C):

- 100% of parents of EL students appreciate our bi-lingual parent liaisons.
- Parents want more school communication and prefer email, automated phone calls, and text messages
- 86% of parents indicated they were able to communicate with administration, teachers, and/or support staff
- 65% of parents feel comfortable participating in school activities for parents
- 56% of parents believe that their child's school encourages parental involvement
- 29% of parents feel they have decision-making input with their child's education, and 21% feel they have a say in the decision-making process in the school district.
- Parents would become more involved if: 1) More information on involvement opportunities (55%), 2) More communication between school and parents (50%), 3) More information on how to support students at home (37%), 4) More participation opportunities at the school level (35%), and 5) More convenient time for participation (34%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Effort the school district makes to seek parent input in making decisions for the school district and individual school sites (Priority 3A)	2020-21 Annual Parent Survey - Parent/stakeholder input in decision making 29% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making				30% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making process at my child's school. 22% of parents agreed or strongly agreed with the statement, "I feel like I

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	process at my child's school. 21% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making process in the school district."				have a say in the decision-making process in the school district."
How the school district will promote parental participation in programs for unduplicated students and students with exceptional needs. (Priority 3B, 3C).	2020-21 Annual Parent Survey - Parent participation in school activities 65% of parents feel comfortable participating in school activities for parents				66% of parents feel comfortable participating in school activities for parents
Annual Parent Survey - Parent participation in survey (Priority 3A, B, C).	2020-21 16% of parents completed the Annual Parent Survey				17% of parents completed the Annual Parent Survey
Annual Parent Survey - Communication with school (Priority 3A, B, C).	2020-21 86% of parents surveyed responded that they had the ability to communicate with the administration,				87% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teachers, and support staff.				
Annual Parent Survey - Parent familiarity with college entrance requirements (Priority 3A, B, C, 8A).	2020-21 60% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.				61% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.
Annual Parent Survey - Parent participation in school activities or events. (Priority 3A, B, C).	2020-21 71% of parents attended or participated in a school activity or event within the last 2 years.				72% of parents attended or participated in a school activity or event within the last 2 years.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Bi-Lingual Parent Liaisons - Personnel	Continue stipend for the position of Bilingual Parent Liaison for parents of English Learners to help navigate school/college systems, and to enhance communication, partnerships, and collaboration among staff, parents, and students. Salary and Benefits.	$10,000.00	Yes
2	Parent Trainings and Workshops	Provide parents with training through workshops and other parent meetings to increase parent familiarity with Parent Portal, the database software in which parents can track their student's academic achievement, academic progress, and discipline. These trainings would be principally directed at the parents of English Learners, Foster Youth, and Socioeconomically Disadvantaged students, with	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emphasis on groups such as English Learner Advisory Committee, Title I Parent Night, Foster Youth Parent Night, as well as underrepresented groups such as African American and Hispanic Parent Night.		
3	Community Outreach	Continue to strengthen, increase, and facilitate two way business/community involvement and communication. Additionally, principals will conduct presentations at community meetings, clubs/organizations.	$3,000.00	Yes
4	Community/Business Involvement on Campus	Strengthen school/parent/business partnership by holding a Career Fair and other similar activities for student on campus and in the community.	$4,000.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.08%	$4,829,843

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 4: Technology - Analytics Software

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement, attendance, suspension rate, graduation rate, UC/CSU A-G readiness, and D & F rate.

In order to address these conditions of our unduplicated students, we purchased analytics software to accompany our student database. This software instantly identifies students needing additional support in these areas, and enables us to track students in real-time and to intervene immediately when a student needs help. Identified students can be provided with a variety of academic interventions, (Goal 2, Actions 2, 3, 6, 19,) attendance interventions (Goal 1, Action 10) and provide additional counseling resources (Goal 1, Action 8).

This action is being provided on an LEA-wide basis and we expect/hope that all students with achievement gaps will benefit. However, because of the significant gaps in academic achievement, attendance rates, suspension rates, graduation rates, and UC/CSU A-G readiness of unduplicated students, and because this action meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the performance gaps for our unduplicated students will decrease significantly more than the gaps of all other students.

Goal 1, Action 7: Campus Climate - Student Meetings - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the suspension rate of our African American students is at the Red performance level (10.5%), 6.3% higher than the suspension rate for all students (4.2%). Additionally, the suspension rate for Foster Youth is at the Red performance level (20.9%), 16.7% higher than the suspension rate for all students.

In order to address this condition of our unduplicated students, we will continue to fund the position of District Diversity Coordinator, who will facilitate Campus Climate meetings with students on every campus in our district. Additionally, the District Diversity Coordinator will facilitate conflict mediation and support groups targeting students from underrepresented groups. His work will address some of the major causes of disparity in suspension, including conflict resolution, alternate strategies for handling disagreements, and respect for different cultures. Goal 1, Actions 8, 10, and 15 provide additional counseling and cultural resources as well as student activities promoting diversity.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with a high number of suspensions will benefit. However, because of the significantly higher suspension rate of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of students marginalized by cultural insensitivity, we expect that the suspension rate for our unduplicated students will increase significantly more than the average suspension rate of all other students.

Goal 1, Action 8 - Activities to Improve Campus Climate and Connectedness to School

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there is a need to increase student connectedness to school. The lack of school connectedness manifests in higher suspension rates (African American and Foster Youth = Red performance level, Socioeconomically Disadvantaged and Hispanic = Orange performance level), higher Chronic Absenteeism (English Learners = 4.9% higher, Socioeconomically Disadvantaged = 6.7% higher, Foster Youth = 19.8% higher, African American = 5.5% higher) and lower graduation rates for unduplicated students (Students with Disabilities = Orange performance level).

In order to address this condition of our unduplicated students, we continue to provide student programs and campus climate activities celebrate and promote diversity and multiculturalism. These programs will address some of the major causes of lack of connectedness to school, including marginalization of students from disadvantaged backgrounds and underrepresented groups, and unconscious bias. Goal 1, Actions 7, and 10 provide additional cultural responsiveness resources.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with school connectedness issues will benefit. However, because of the significantly lower school connectedness of unduplicated students, and because the actions meet needs most associated with cultural bias, we expect that the suspension and Chronic Absenteeism rates will decrease, and that the Graduation Rates for our unduplicated students will increase significantly more than the respective rates of all other students.

Goal 1, Action 9: Attendance - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the Chronic Absenteeism Rate of our unduplicated students is higher than that of the All Student group. (All Students = 15.9%, English Learners = 20.8% (4.9% higher),

Socioeconomically Disadvantaged = 22.6% (6.7% higher) and Foster Youth = 35.7% (19.8% higher). The Need to reduce Chronic Absenteeism is greatest at Freedom High School.

In order to address this condition of our unduplicated students, we continue to provide an attendance clerk at Freedom High School. This clerk will focus on the attendance of unduplicated students, calling home and communicating information regarding student attendance with parents and teachers. The attendance clerk will address some of the major causes of absenteeism, including increasing the communication between parents and teachers regarding student absences and strategies for making up assignments. Goal 1, Actions 7, 10, and 15 provide additional resources to increase attendance and student connectedness to school.

These actions are being provided only at Freedom High School and we expect/hope that all students there with less than a 100% attendance rate will benefit. However, because of the significantly higher Chronic Absenteeism Rate of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the Chronic Absenteeism rate for our unduplicated students will decrease significantly more than the Chronic Absenteeism Rate of all other students.

Goal 1, Action 10: Staff Development - Diversity and Inclusion

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there is a need for staff development to promote inclusivity and diversity.

In order to address this condition of our unduplicated students, we will provide staff development designed to increase the staff's understanding of the rich cultural diversity of our unduplicated students, as well as how to use culture as an asset when lesson planning or activity planning. This staff development address some of the major causes of lack of inclusivity, including unconscious bias, and an understanding of how provide lessons which allow for a wide variety of opportunities to demonstrate understanding of the content, including through an equity lens. Goal 1, Actions 7, 10, and 15 provide additional inclusivity rresources as well as opportunities for students to celebrate their diversity.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with a lack of connectedness will benefit. However, because of the significantly lower connectedness of unduplicated students, and because the actions meet needs most associated with the chronic stress and experiences of a socio-economically disadvantaged status, we expect that student connectedness for our unduplicated students will increase significantly more than that of all other students.

Goal 1, Action 13: Monitor LCAP Expenditures - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that it would benefit our unduplicated students to have an accounting clerk monitor LCAP expenditures to ensure they aligned with the goals and actions of the district.

By monitoring the expenditures of the district, unduplicated students will receive the actions and services they need to be successful in school. Further, the attendance clerk will provide budget feedback to ensure fiscal stability.

These actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit. However, because LCAP funds are principally directed toward providing actions and services to unduplicated students, and because the actions meet needs most associated with the challenges faced by unduplicated students, we expect that the monitoring of LCAP expenditures will increase the achievement of the unduplicated students more than the achievement of all other students.

Goal 1, Action 14 - Campus Supervisors - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that according to the California Healthy Kids Survey 2019-20, unduplicated students reported feeling less safe on campus than all students (Grade 9 students: 56% feel safe or very safe on campus, EL: 42%, SED 50%).

In order to address this condition of our unduplicated students, we will add one additional campus supervisor to each comprehensive campus. Providing an additional campus supervisor will address some of the major causes of fear of safety on campus, including increased security and increased connectedness with adults on campus. Goal 1, Actions 8, 10, and 12 provide additional student connectedness to school as well.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with concerns about safety on campus will benefit. However, because of the significantly lower perception of safety of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the perceived safety for our unduplicated students will increase significantly more than the perceived safety of all other students.

Goal 2, Action 2: Student Intervention and Recovery Programs

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that California School Dashboard Academic Indicators in ELA and mathematics for our English Learners (ELA = Orange, Math = Orange) and Students with Disabilities (ELA = Orange, Math = Orange) were lower than those for All Students (ELA = Blue, Math = Green). Additionally, all unduplicated student groups have a D/F rate higher than that for All Students (14%). (English Learners = 37% (23% higher), Socioeconomically Disadvantaged = 23% (9% higher), and Foster Youth = 34% (20% higher)).

In order to address this condition of our unduplicated students, we will provide targeted intervention programs (including software such as Edgenuity) designed to address some of the major causes of achievement gaps, including reinforcing/remediating foundational skills and providing multiple means of demonstrating mastery.   Goal 2, Actions 3, 6, and 8 provide additional academic support resources.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with low academic achievement will benefit. However, because of the significantly D/F rates of unduplicated students, and because the actions meet needs most associated low

academic achievement and the challenges faced by students from underrepresented groups, we expect that the D/F rate for our unduplicated students will decrease significantly more than the D/F rate of all other students.

Goal 2, Action 3: Intervention Classes - Personnel & Software

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that California School Dashboard Academic Indicators in ELA and mathematics for our English Learners (ELA = Orange, Math = Orange) and Students with Disabilities (ELA = Orange, Math = Orange) were lower than those for All Students (ELA = Blue, Math = Green). Additionally, all unduplicated student groups have a D/F rate higher than that for All Students (14%). (English Learners = 37% (23% higher), Socioeconomically Disadvantaged = 23% (9% higher), and Foster Youth = 34% (20% higher)).

In order to address this condition of our unduplicated students, we will provide reading and mathematics intervention classes such as Read 180 (or something similar), Math 180 (or something similar), math support classes, tutorial support, credit recovery, English 3D, English Learner Academic Support designed to address some of the major causes of achievement gaps, including reinforcing/remediating foundational skills and providing multiple means of demonstrating mastery.   Goal 2, Actions 2, 6, and 8 provide additional academic support resources.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with low academic achievement will benefit. However, because of the significantly D/F rates of unduplicated students, and because the actions meet needs most associated low academic achievement and the challenges faced by students from underrepresented groups, we expect that the D/F rate for our unduplicated students will decrease significantly more than the D/F rate of all other students.

Goal 2, Action 4: Study Hall - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that all unduplicated student groups have a D/F rate higher than that for All Students (14%). (English Learners = 37% (23% higher), Socioeconomically Disadvantaged = 23% (9% higher), and Foster Youth = 34% (20% higher)).

In order to address this condition of our unduplicated students, we will continue the position of a certificate employee in the Study Hall designed to address some of the major causes of high D/F rates, including poor study habits, lack of foundational skills, and lack of completion of schoolwork and homework. Goal 2, Actions 2, 3, and 6 provide additional academic support resources as well as (a districtwide focus on D/F rates for all of our student groups.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with low academic achievement will benefit. However, because of the significantly D/F rates of unduplicated students, and because the actions meet needs most associated low academic achievement and the challenges faced by students from underrepresented groups, we expect that the D/F rate for our unduplicated students will decrease significantly more than the D/F rate of all other students.

Goal 2, Action 8: Supplemental Instructional Materials and Supplies

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that all unduplicated student groups have a D/F rate higher than that for All Students (14%). (English Learners = 37% (23% higher), Socioeconomically Disadvantaged = 23% (9% higher), and Foster Youth = 34% (20% higher)).

In order to address this condition of our unduplicated students, we will provide unduplicated students with supplemental instructional materials and supplies designed to address some of the major causes of low academic achievement, including lack of adequate instructional materials, and materials that support students with lower reading abilities, and materials that support students with lower foundational skills. Goal 2, Actions 2, 3, and 4 provide additional academic support resources as well.

These actions are being provided only to unduplicated students on an LEA-wide basis and we expect/hope that all unduplicated students will benefit from access to supplemental instructional materials, ultimately leading to increased academic achievement and a lower D/F rate.

Goal 2, Action 10 - Revise Common Assessments

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that unduplicated students were not scoring as high as the "All Students" group on district common assessments.

In order to address this condition of our unduplicated students, trained teachers will revise our common assessments so that they align with the content standards for our courses, and so that they are free from implicit bias and other barriers to success. These revisions are designed to address some of the major causes of lower scores, including implicit bias and lack of language supports. Goal 2, Actions 3, 6, and 8 provide additional support, as well as a districtwide campaign on Equity in Grading.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with low scores will benefit. However, because of the significantly lower scores of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the scores on common assessments for our unduplicated students will increase significantly more than the scores of all other students.

Goal 2, Action 11: Data Management System

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that California School Dashboard Academic Indicators in ELA and mathematics for our English Learners (ELA = Orange, Math = Orange) and Students with Disabilities (ELA = Orange, Math = Orange) were lower than those for All Students (ELA = Blue, Math = Green). Additionally, all unduplicated student groups have a D/F rate higher than that for All Students (14%). (English Learners = 37% (23% higher), Socioeconomically Disadvantaged = 23% (9% higher), and Foster Youth = 34% (20% higher)).

In order to address this condition of our unduplicated students, we will continue to use a data management system (Illuminate) develop assessments designed to address some of the major causes of lack of academic achievement, including a lack of alignment between assessments and the essential standards for courses. Teachers will administer district common assessments to students using Illuminate. Teachers will analyze assessment results in collaborative teams to identify students who need additional support and to discuss best practices. This will ensure consistency throughout the district in the assessment essential standards. Goal 2, Actions 1, 2, 9 and provide additional staff development and support resources as well.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with lower academic achievement will benefit. However, because of the significantly lower academic achievement of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the academic achievement for our unduplicated students will increase significantly more than the academic achievement of all other students.

Goal 2, Action 12: Director of Curriculum and Instruction - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement, attendance, suspension rate, graduation rate, UC/CSU A-G readiness, and D & F rate.

In order to address this condition of our unduplicated students, we will fund the position of Director of Curriculum and Instruction designed to address some of the major causes of lack of academic achievement, including identifying essential standards for core academic courses, creating common assessments aligned to those assessments, and analyzing assessment results in collaborative teams to identify students in need of additional support and inform professional practice. The Director of Curriculum and Instruction will also oversee the district English Learner program. Goal 2, Actions 1, 2, and 9 provide additional instructional and assessment resources as well as a districtwide campaign to implement the English Learner Roadmap. This position will be funded 60% from the LCAP and 40% from Title I.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with lower academic achievement and will benefit. However, because of the significantly lower academic achievement of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the academic achievement for our unduplicated students will increase significantly more than the academic achievement of all other students. Additionally, we expect/hope that the academic achievement of English Learners will improve.

Goal 2, Action 13: Assistant Superintendent of Educational Services

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement, attendance, suspension rate, graduation rate, UC/CSU A-G readiness, and D & F rate.

In order to address this condition of our unduplicated students, we will fund the position of Assistant Superintendent designed to address some of the major causes of lack of academic achievement, including uneven implementation of academic standards. The Assistant Superintendent will be responsible for the implementation of academic standards in every department, along with all related staff development. Goal 2, Actions 1, 2, and 9 provide additional instructional and assessment resources as well as a districtwide campaign to implement the English Learner Roadmap. This position will be funded by the LCAP.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with lower academic achievement and will benefit. However, because of the significantly lower academic achievement of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the academic achievement for our unduplicated students will increase significantly more than the academic achievement of all other students. Additionally, we expect/hope that the academic achievement of English Learners will improve.

Goal 2, Action 14: Anti-Plagiarism Software

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that in English Language Arts classes, teachers report that unduplicated students do not perform as well on their Springboard essays as the All Students group.

In order to address this condition of our unduplicated students, we will purchase software (Turnitin) that is designed to address some of the major causes of poor performance in writing, including the inability to provide proper citations for resources such as books, the internet, and articles. Goal 2, Actions 2, 7, and 8 provide additional writing strategies.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with citation issues will benefit. However, because of the significantly lower writing ability of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the writing ability for our unduplicated students will increase significantly more than the writing ability of all other students.

Goal 2, Action 18: SAT/ACT/AP Support Programs

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2019 California School Dashboard results, the College Career Indicator for some unduplicated student groups was lower than the All Student Group. (All Students Group = Yellow performance level, English Learners = Orange performance level, Homeless = Orange performance level).

In order to address this condition of our unduplicated students, we will offer to unduplicated students SAT/ACT/AP support programs. These support programs will address some of the major causes of lack of college and career readiness, including a lack of familiarity with the exams and strategies for maximizing exam results. Goal 2, Actions 24, and 25 provide additional college readiness resources as well as outreach programs from the local colleges and universities on high school campuses.

These actions are being provided only for unduplicated students on an LEA-wide basis and we expect/hope that providing them with SAT/ACT/AP support programs will increase college readiness for these groups.

Goal 2, Action 19: Increase College Readiness and Interest - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2019 California School Dashboard results, the College Career Indicator for some unduplicated student groups was lower than the All Student Group. (All Students Group = Yellow performance level, English Learners = Orange performance level, Homeless = Orange performance level).

In order to address this condition of our unduplicated students, we will continue to offer college readiness classes (PUSH classes) at the 3 comprehensive sites designed to address some of the major causes of lack of college readiness, including college level reading and writing skills, study habits, and awareness of resources at colleges to support students from underrepresented groups. Goal 2, Actions 5, 12, and 23 provide additional college preparation resources as well as a districtwide focus on preparing all students for college and career.

These actions are being provided on all comprehensive sites and we expect/hope that all students from underrepresented groups will benefit. However, because of the significantly lower College Career Readiness of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the college readiness for our unduplicated students will increase significantly more than the college readiness of all other students.

Goal 2, Action 20: Increase College Readiness and Interest - Instructional Supplies for PUSH classes

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2019 California School Dashboard results, the College Career Indicator for some unduplicated student groups was lower than the All Student Group. (All Students Group = Yellow performance level, English Learners = Orange performance level, Homeless = Orange performance level).

In order to address this condition of our unduplicated students, we will continue to provide instructional supplies for college readiness classes (PUSH classes) at the 3 comprehensive sites designed to address some of the major causes of lack of college readiness, including college level reading and writing skills, study habits, and awareness of resources at colleges to support students from underrepresented groups. Goal 2, Actions 5, 12, and 23 provide additional college preparation resources as well as a districtwide focus on preparing all students for college and career.

These actions are being provided on all comprehensive sites and we expect/hope that all students from underrepresented groups will benefit. However, because of the significantly lower College Career Readiness of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the college readiness for our unduplicated students will increase significantly more than the college readiness of all other students.

Goal 2, Action 21: Targeted Assistance Counselors

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement, attendance, suspension rate, graduation rate, UC/CSU A-G readiness, and D & F rate.

In order to address this condition of our unduplicated students, we will continue to provide one targeted assistance counselor at each comprehensive site designed to address some of the major causes of performance gaps, including providing academic, social, and emotional support to students from underrepresented groups, facilitating home/school communication, and providing students with resiliency skills. Goal 2, Actions 1, 2, and 3 provide additional support as well as a districtwide focus on equity. Contributing Actions.

These actions are being provided at all comprehensive high schools and we expect/hope that all students with achievement gaps will benefit. However, because of the significantly lower achievement of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the achievement for our unduplicated students will increase significantly more than the achievement of all other students.

Goal 2, Action 22: Psychologists

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that unduplicated students experience significant stress/mental health issues, which impede their ability to learn.

In order to address this condition of our unduplicated students, we will provide 2.4 FTEs for psychologists designed to address some of the major causes of stress, including social/emotional support and the need for cognitive therapy. Psychologists will also provide counseling to students as identified in the student's I.E.P. or 504 plan. Additionally, they will test students to as part of an I.E.P. team process to determine if a student qualifies for special education.   Goal 2, Actions 21, 23 and 24 provide additional counseling support as well.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with social-emotional struggles will benefit. However, because of the significantly increased social-emotional struggles of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the psychological support for our unduplicated students will increase significantly more than the social-emotional well-being of all other students.

Goal 2, Action 23: Mental Health Counseling

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that some students experience significant stress/mental health issues, which impede their ability to learn.

In order to address this condition of our unduplicated students, we will provide mental health counseling designed to address some of the major causes of stress, including social/emotional support and the need for cognitive therapy. Goal 2, Actions 26, and 28 provide additional counseling support as well.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with mental health support needs will benefit. However, because of the significant mental health support needs of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the mental health of our unduplicated students will increase significantly.

Goal 2, Action 32: Teachers on Special Assignment

After assessing the needs, conditions, and circumstances of our English Learners, we learned that California School Dashboard Academic Indicators in ELA and mathematics for our English Learners (ELA = Orange, Math = Orange) was lower than those for All Students (ELA = Blue, Math = Green). Additionally, English Learners have a 37% D/F rate, higher than that for All Students (14%).

In order to address this condition of our English Learners, we will provide a Teacher on Special Assignment (TOSA) on each comprehensive site to address some of the major causes of the identified achievement gaps, including providing staff development and individual support to teachers in high-yield instructional strategies such as those found in the EL Roadmap Toolkit. Additionally, the TOSAs will be responsible for testing and monitoring English Learners and ELs Reclassified within the previous 3 years. Goal 2, Actions 3, 6, and 8 provide additional academic support resources.

TOSAs will have other duties on their campuses, as assigned by their principals. However, their actions will be primarily to support English Learners and the teachers of English Learners, we expect that the D/F rate for our English Learners will decrease significantly more than the D/F rate of all other students.

Goal 2, Action 34: Instructional Coaches

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that California School Dashboard Academic Indicators in ELA and mathematics for our English Learners (ELA = Orange, Math = Orange) and Students with Disabilities (ELA = Orange, Math = Orange) were lower than those for All Students (ELA = Blue, Math = Green). Additionally, all unduplicated student groups have a D/F rate higher than that for All Students (14%). (English Learners = 37% (23% higher), Socioeconomically Disadvantaged = 23% (9% higher), and Foster Youth = 34% (20% higher)).

In order to address this condition of our unduplicated students, we will provide Instructional Coaches (9) in the areas of ELA (3), Mathematics (3) and Science (3) all of whom will have ½ time release to work with teachers in their departments on research-supported best practices designed to address some of the major causes of achievement gaps, including engaging students from a variety of backgrounds and reinforcing foundational skills and providing multiple means of demonstrating mastery. Goal 2, Actions 3, 6, and 8 provide additional academic support resources.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with low academic achievement will benefit. However, because of the significantly D/F rates of unduplicated students, and because the actions meet needs most associated low

academic achievement and the challenges faced by students from underrepresented groups, we expect that the D/F rate for our unduplicated students will decrease significantly more than the D/F rate of all other students.

Goal 3, Action 1: Bi-Lingual Parent Liaisons

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that many of our families have parents who speak a language other than English.

In order to address this condition of our unduplicated students, we will provide bilingual parent liaisons designed to address some of the major causes of lack of parental engagement, including the inability to speak English. Goal 2, Action 31, and Goal 3, Actions 2 and 3 provide additional parent engagement support as well as a districtwide focus on parent engagement.

These actions are being provided at each comprehensive site and we expect/hope that all students with a home language other than English will benefit. However, because of the significantly higher percentage of families of unduplicated students whose home language s other than English, and because the actions meet needs most associated with a home language other than English, we expect that the parent engagement of our unduplicated students will increase significantly more than the parent engagement of all other students.

Goal 3, Action 2: Parent Trainings and Workshops

After assessing the needs, conditions, and circumstances of our unduplicated students, and after conducting a Comprehensive Needs Assessment with our Parent Engagement Committee, we learned that there is an engagement gap between the parents of unduplicated students and that of the parents of All Students.

In order to address this condition of our unduplicated students, we will continue to provide parents with training and workshops designed to address some of the major causes of lack of parent engagement, including lack of understanding of the parent portal to our grading system and lack of understanding about how to read gradebook entries. Additionally, parents will learn strategies for communicating with teachers and school officials. Goal 3, Actions 1, and 3 provide additional support for parent engagement as well.

These actions are being provided on an LEA-wide basis and we expect/hope that all parents will benefit. However, because of the significantly lower parental engagement of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the parent engagement for our unduplicated students will increase significantly more than the parent engagement of all other students.

Goal 3, Action 3: Additional Parent Engagement Workshops

After assessing the needs, conditions, and circumstances of our unduplicated students, and after conducting a Comprehensive Needs Assessment with our Parent Engagement Committee, we learned that there is an engagement gap between the parents of unduplicated students and that of the parents of All Students.

In order to address this condition of our unduplicated students, we will continue to provide parents with training and workshops designed to reach parents with diverse backgrounds, such as English Learner Advisory Committee (ELAC), African American Parent Advisory Committee, Hispanic Parent Advisory Committee, Title I Parent Advisory Committee, and Foster Youth Parent Night. These workshops will address some of the major causes of lack of parent engagement, including lack of understanding of the parent portal to our grading system and lack of understanding about different cultures, and lack of communication between parents and staff. Goal 3, Actions 1, and 2 provide additional support for parent engagement as well.

These actions are being provided on an LEA-wide basis and we expect/hope that all parents will benefit. However, because of the significantly lower parental engagement of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the parent engagement for our unduplicated students will increase significantly more than the parent engagement of all other students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Liberty Union High School District is required to increase or improve services for English Learners, Foster Youth, and Low Income Students by 6.08%, which is equal to $4,829,843 dollars as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage of increase as compared to services for all students.

Actions in the Local Control Accountability Plan

Goal 1, Actions 4, 7, 8, 9, 10, 13, 14: Addressing school climate for foster youth, English Learners, and low-income students.
Goal 2, Actions 2, 3, 4, 8, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22, 23, 32, 34: Addressing academic achievement for foster youth, English Learners, and low-income students.
Goal 1, Actions 1, 2, 3: Addressing parent/guardian, family and community engagement for foster youth, English Learners, and low-income students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$6,280,333.00	$4,372,000.00	$4,670,000.00	$323,000.00	$15,645,333.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$7,358,793.00	$8,286,540.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Technology - Infrastructure	$50,000.00				$50,000.00
1	2	All	Technology - IT Support Staff - Personnel	$121,648.00				$121,648.00
1	3	All	Technology - Classroom Equipment		$975,000.00		$160,000.00	$1,135,000.00
1	4	English Learners Foster Youth Low Income	Technology - Analytics Software	$70,000.00		$70,000.00		$140,000.00
1	5	All	Facilities - Capital Facilities			$4,600,000.00		$4,600,000.00
1	6	All	Facilities - Personnel	$94,000.00				$94,000.00
1	7	English Learners Foster Youth Low Income	Campus Climate - Student meetings - Personnel	$89,000.00				$89,000.00
1	8	English Learners Foster Youth Low Income	Campus Climate - Student Programs	$150,000.00				$150,000.00
1	9	English Learners Foster Youth Low Income	Attendance - Personnel	$49,000.00				$49,000.00
1	10	English Learners Foster Youth Low Income	Staff Development - Diversity and Inclusion Training	$65,000.00				$65,000.00
1	11	All	Staff Development - Social Media	$10,000.00				$10,000.00
1	12	All	California Healthy Kids Survey	$2,000.00				$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	Monitor LCAP Expenditures - Personnel	$74,000.00				$74,000.00
1	14	English Learners Foster Youth Low Income	Campus Supervisor - Personnel	$185,000.00				$185,000.00
2	1	All	Staff Development - Personnel	$600,000.00				$600,000.00
2	2	English Learners Foster Youth Low Income	Student Intervention and Recovery Programs				$66,000.00	$66,000.00
2	3	English Learners Foster Youth Low Income	Intervention Classes - Personnel & Software	$675,000.00				$675,000.00
2	4	English Learners Foster Youth Low Income	Study Hall - Personnel	$285,000.00				$285,000.00
2	5	English Learners Foster Youth Low Income	Field Trips	$25,000.00				$25,000.00
2	6	All	Homework Help - Personnel	$6,842.00				$6,842.00
2	7	All	Instructional Materials: Textbooks and Supplies		$1,000,000.00			$1,000,000.00
2	8	English Learners Foster Youth Low Income	Supplemental Instructional Materials and Supplies	$77,000.00			$23,000.00	$100,000.00
2	9	All	Late Start Wednesdays - Personnel	$305,000.00				$305,000.00
2	10	English Learners Foster Youth Low Income	Revise District Common Assessments - Personnel	$15,000.00				$15,000.00
2	11	English Learners Foster Youth Low Income	Data Management System	$60,000.00				$60,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Director of Curriculum and Instruction - Personnel	$127,000.00			$54,000.00	$181,000.00
2	13	English Learners Foster Youth Low Income	Assistant Superintendent of Educational Services - Personnel	$30,000.00				$30,000.00
2	14	English Learners Foster Youth Low Income	Anti-Plagiarism Software	$25,000.00				$25,000.00
2	15	English Learners	Technology for English Learner Classrooms	$25,000.00				$25,000.00
2	16	All	Teacher Recruitment	$10,000.00				$10,000.00
2	17	All	Provide support to Beginning Teachers (Induction) - Personnel		$42,000.00			$42,000.00
2	18	English Learners Foster Youth Low Income	SAT/ACT/AP Support Programs	$40,000.00				$40,000.00
2	19	English Learners Foster Youth Low Income	Increase College Readiness and Interest - Personnel	$240,000.00				$240,000.00
2	20	English Learners Foster Youth Low Income	Increase College Readiness and Interest	$12,000.00				$12,000.00
2	21	English Learners Foster Youth Low Income	Targeted Assistance Counselors - Personnel	$635,000.00				$635,000.00
2	22	English Learners Foster Youth Low Income	Psychologists - Personnel	$580,000.00				$580,000.00
2	23	English Learners Foster Youth Low Income	Mental Health Counseling Support	$94,540.00				$94,540.00
2	24	All	Suicide Prevention - Anti-Bullying Training	$30,000.00				$30,000.00
2	25	English Learners	Translation Support - Personnel		$25,000.00			$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	26	English Learners	Transportation for EL students transferring to LHS				$10,000.00	$10,000.00
2	27	All	Professional Development for CTE teachers - Personnel		$30,000.00			$30,000.00
2	28	All	Continue CTE Courses - Personnel	$1,000,000.00	$1,200,000.00			$2,200,000.00
2	29	All	Instructional Materials and Supplies for CTE courses		$460,000.00			$460,000.00
2	30	All	Curriculum Alignment with Community Colleges - Personnel	$5,000.00				$5,000.00
2	31	All	Student Leadership Experiences				$10,000.00	$10,000.00
2	32	English Learners	Teachers on Special Assignment - Personnel	$318,000.00				$318,000.00
2	33	All	District Nurse - Personnel		$100,000.00			$100,000.00
2	34	English Learners Foster Youth Low Income	Instructional Coaches - Personnel		$540,000.00			$540,000.00
2	35	English Learners Foster Youth Low Income	After School Tutoring for High-Needs Students - Personnel	$65,303.00				$65,303.00
3	1	English Learners Foster Youth Low Income	Bi-Lingual Parent Liaisons - Personnel	$10,000.00				$10,000.00
3	2	English Learners Foster Youth Low Income	Parent Trainings and Workshops	$18,000.00				$18,000.00
3	3	English Learners Foster Youth Low Income	Community Outreach	$3,000.00				$3,000.00
3	4	All	Community/Business Involvement on Campus	$4,000.00				$4,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,041,843.00	$4,829,843.00
LEA-wide Total:	$1,355,540.00	$1,965,540.00
Limited Total:	$115,303.00	$150,303.00
Schoolwide Total:	$2,571,000.00	$2,714,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Technology - Analytics Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	$140,000.00
1	7	Campus Climate - Student meetings - Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,000.00	$89,000.00
1	8	Campus Climate - Student Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
1	9	Attendance - Personnel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom High School	$49,000.00	$49,000.00
1	10	Staff Development - Diversity and Inclusion Training	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,000.00	$65,000.00
1	13	Monitor LCAP Expenditures - Personnel	LEA-wide	English Learners Foster Youth Low Income		$74,000.00	$74,000.00
1	14	Campus Supervisor - Personnel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$185,000.00	$185,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Student Intervention and Recovery Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools		$66,000.00
2	3	Intervention Classes - Personnel & Software	Schoolwide	English Learners Foster Youth Low Income	All Schools	$675,000.00	$675,000.00
2	4	Study Hall - Personnel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, Liberty HS	$285,000.00	$285,000.00
2	5	Field Trips	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
2	8	Supplemental Instructional Materials and Supplies	Schoolwide	English Learners Foster Youth Low Income	All Schools	$77,000.00	$100,000.00
2	10	Revise District Common Assessments - Personnel	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	$15,000.00
2	11	Data Management System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	$60,000.00
2	12	Director of Curriculum and Instruction - Personnel	Schoolwide	English Learners Foster Youth Low Income	All Schools	$127,000.00	$181,000.00
2	13	Assistant Superintendent of Educational Services - Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
2	14	Anti-Plagiarism Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
2	15	Technology for English Learner Classrooms	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	18	SAT/ACT/AP Support Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
2	19	Increase College Readiness and Interest - Personnel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$240,000.00	$240,000.00
2	20	Increase College Readiness and Interest	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$12,000.00	$12,000.00
2	21	Targeted Assistance Counselors - Personnel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$635,000.00	$635,000.00
2	22	Psychologists - Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$580,000.00	$580,000.00
2	23	Mental Health Counseling Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,540.00	$94,540.00
2	25	Translation Support - Personnel	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$25,000.00
2	26	Transportation for EL students transferring to LHS	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Liberty HS		$10,000.00
2	32	Teachers on Special Assignment - Personnel	LEA-wide	English Learners	All Schools	$318,000.00	$318,000.00
2	34	Instructional Coaches - Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools		$540,000.00
2	35	After School Tutoring for High-Needs Students - Personnel	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$65,303.00	$65,303.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Bi-Lingual Parent Liaisons - Personnel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$10,000.00	$10,000.00
3	2	Parent Trainings and Workshops	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,000.00	$18,000.00
3	3	Community Outreach	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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.

- 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.