LCFF Budget Overview for Parents

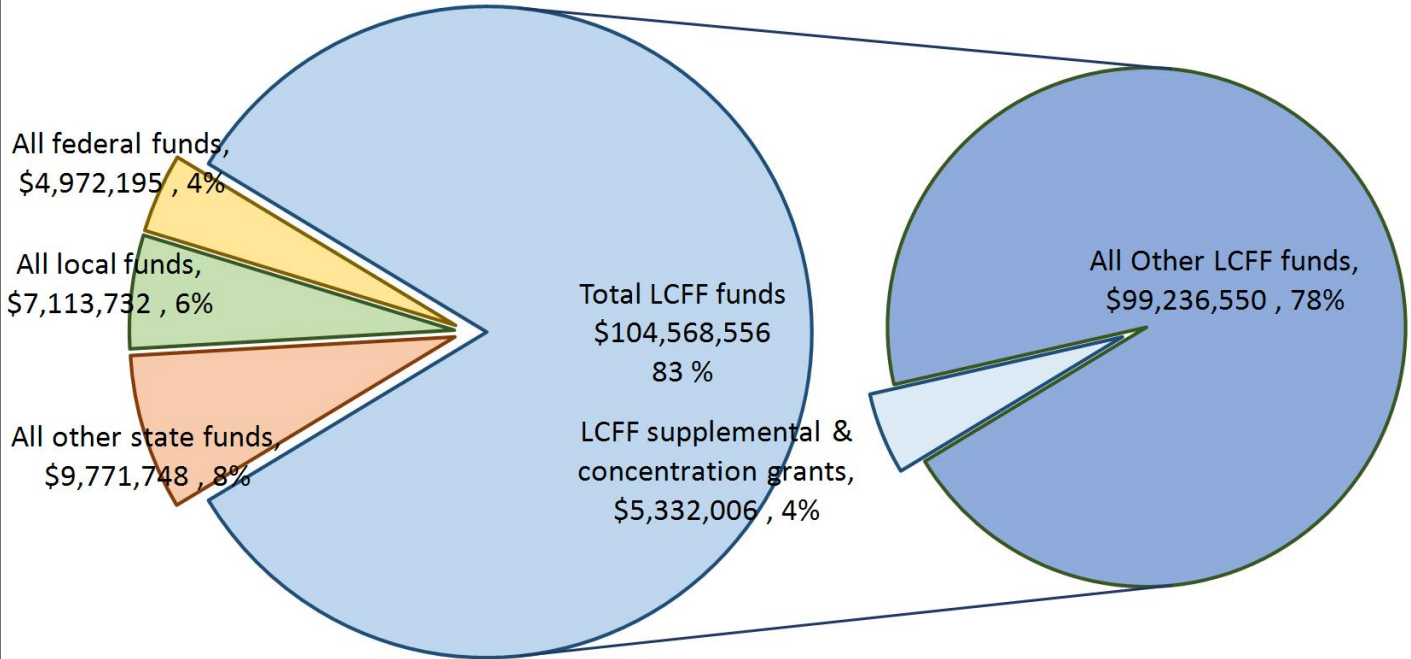| |
|---|
| Local Educational Agency (LEA) Name: Liberty Union High School District |
| CDS Code: 07-61721-0000000 |
| School Year: 2023-24 |
| LEA contact information: |
| Erik Faulkner |
| Assistant Superintendent |
| faulkner@luhsd.net |
| (925) 634-2166, x2023 |

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $4,972,195 , 4%

All local funds, $7,113,732 , 6%

All other state funds, $9,771,748 , 8%

Total LCFF funds $104,568,556 83 %

LCFF supplemental & concentration grants, $5,332,006 , 4%

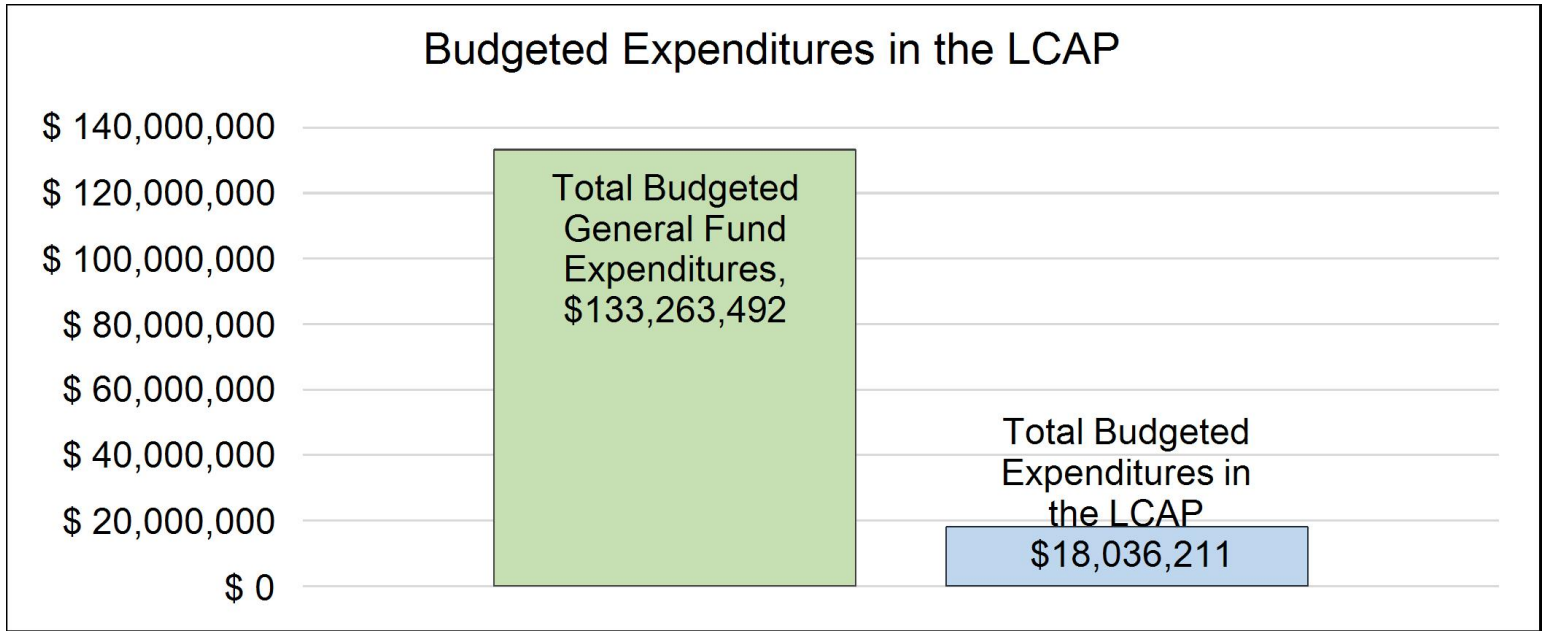All Other LCFF funds, $99,236,550 , 78%

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

The text description for the above chart is as follows: The total revenue projected for Liberty Union High School District is $126,426,231, of which $104,568,556 is Local Control Funding Formula (LCFF), $9,771,748 is other state funds, $7,113,732 is local funds, and $4,972,195 is federal funds. Of the $104,568,556 in LCFF Funds, $5,332,006 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

Total Budgeted General Fund Expenditures, $133,263,492

Total Budgeted Expenditures in the LCAP $18,036,211

This chart provides a quick summary of how much Liberty Union High School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Liberty Union High School District plans to spend $133,263,492 for the 2023-24 school year. Of that amount, $18,036,211 is tied to actions/services in the LCAP and $115,227,281 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
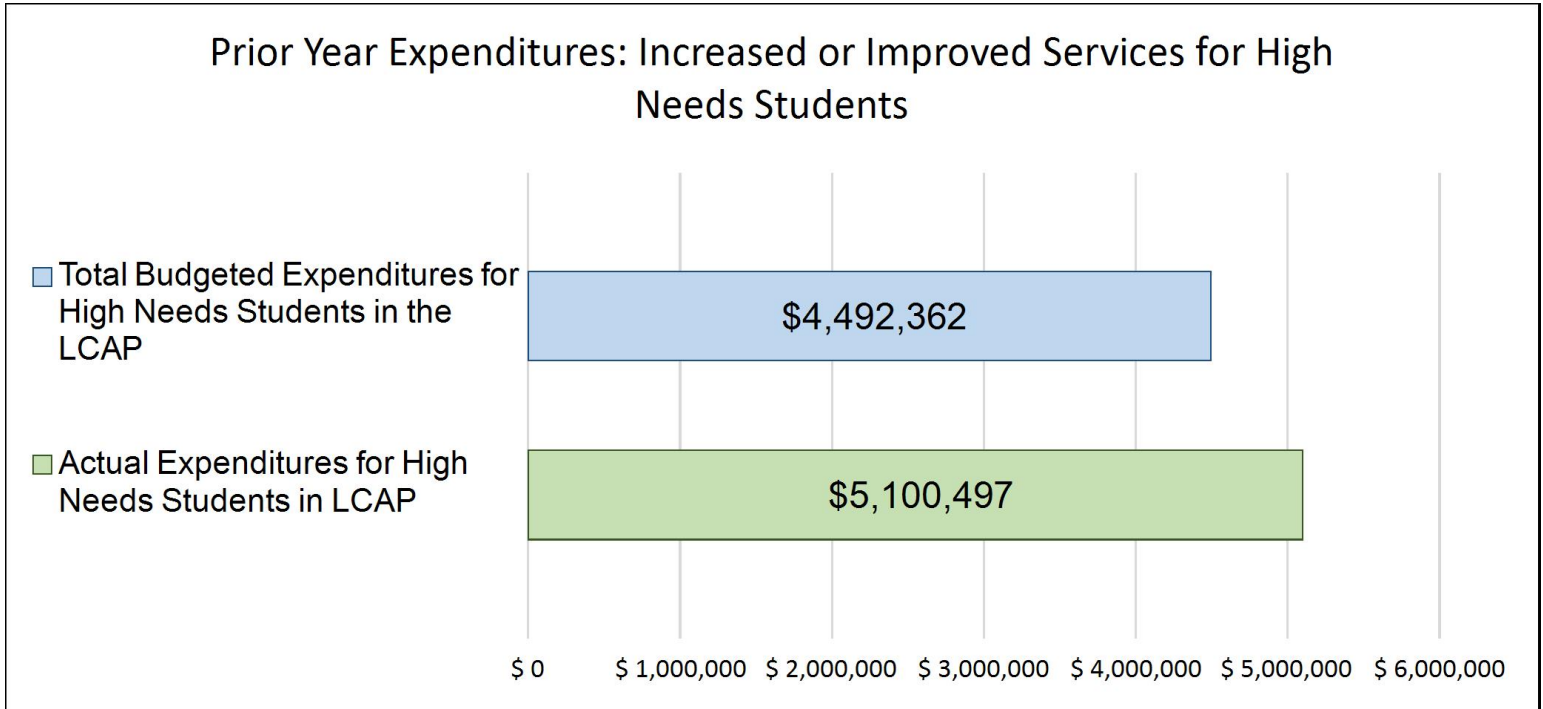
Expenditures not in the LCAP are primarily for salaries and benefits for those positions not identified within the specific goals and actions of the LCAP as well as general administrative services

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Liberty Union High School District is projecting it will receive $5,332,006 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 $5,345,774 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 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$4,492,362
☐ Actual Expenditures for High Needs Students in LCAP	$5,100,497

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000

This chart compares what Liberty Union High School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2022-23, Liberty Union High School District's LCAP budgeted $4,492,362 for planned actions to increase or improve services for high needs students. Liberty Union High School District actually spent $5,100,497 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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 [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 8,233 students in grades 9-12 according to Census Day enrollment year for 2022-23 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. Reviewing CALPADS Fall I Enrollments for 2022-23, our student populations are 38% Hispanic Latino, 33% White, 9% African American, 6% Filipino, 6% Asian, 6% two or more races, and less than 1% Native Hawaiian/Other Pacific Islander. Approximately 28% of the students are Socioeconomically Disadvantaged, 15% are Students with Disabilities, 7% are English Language Learners, 2% are Homeless, and less than 1% are Foster Youth. LUHSD is a member of Contra Costa County Special Education Local Plan Area (SELPA) and provides approximately 1219 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 High School, Liberty High School, and La Paloma High School. 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 educational partner meetings. A total of 700 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 educational partners, including District English Learner Advisory Committee (DELAC), Liberty Education Association (LEA), California State Employees Association (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.

Based upon a review of state and local performance indicators, and with input from educational partner groups (parents, students, teachers, counselors, administrators, classified employees, and community members), LUHSD is most proud of the following:

LUHSD continues to provide programs and services supporting access for English Learners. The 2021-22 Reclassification Rate for English Learners was not available within Data Quest at the time of this report (Priority 4F).

14.9% of pupils who have successfully completed A-G requirements and Career and Technical Education (CTE) courses from approved pathways (Priority 4D)

Our 2021-22 California School Dashboard English Learner Progress Indicator had showed a percentage of 49.1% of our 373 students making progress towards English Language proficiency.. (Priority 4E)

Factors leading to these improvements include:
- LUHSD focused professional development on lesson plan design using research-supported best practices including Grading for Equity to support a well-rounded education (Title IV) and student engagement.
- Teachers received staff development and training on differentiating teaching based upon the needs of students with disabilities.
- LUHSD developed and implemented plans and training for Student Support and Academic Enrichment (Title IV) to address learning loss and the social-emotional/safe and healthy needs of our students.
- 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.

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 reopening of schools post-pandemic as well as other factors, LUHSD State indicators on the 2022 Dashboard show opportunities for improvement. Analyzing data with educational partner groups such as parents, teachers, and administrators, verified the following areas for growth:

1. College/Career Measures

According to Data Quest, the 2021-22 four-year adjusted overall percentage of LUHSD graduates meeting the UC/CSU "A-G" requirements is 49.7%. The larger gaps in the percentage of students meeting these requirements are (Priority 4B):

- African American – 37.4% of graduates met the UC/CSU A-G requirements (12.3% below district average)
- Pacific Islander – 45.5% of graduates met the UC/CSU A-G requirements (4.2% below district average)
- English Learners – 16.8% of graduates met the UC/CSU A-G requirements (32.9% below district average)
- Foster Youth – 0% of graduates have met the UC/CSU A-G requirements (49.7% below district average)
- Homeless – 24.3% of graduates have met the UC/CSU A-G requirements (25.4% below district average)

- Students with Disabilities – 14.4% of graduates met the UC/CSU A-G requirements (35.3% below district average)

18.3% of students successfully completed 2021-22 CTE pathways with the following percentages for each of our comprehensive high schools (Priority 4C):

- FHS: 10.2%
- HHS: 19.7%
- LHS: 30.7%

LUHSD graduates meeting the UC/CSU "A-G" requirements is 49.7% with 29.4% of African Americans, 44% of Latinos, 45.5% of Pacific Islanders, 16.8% of English Learners, 33.8% of Socio-economically Disadvantaged, 14.4% of Students with Disabilities, 0% of Foster Students, and 24.3% of Homeless Students completed the A-G requirements.

2. Graduation Rate

- While 94% of All Students graduated, 88% of English Learners, 80% of Foster Youth, 80% of Students with Disabilities, 80% 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 are provided 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 equitable grading training is being provided to administrators, counselors, and teachers.
- Promoting effective use of technology (Title IV) to increase student engagement using, for example, Vivi remote projector casting in classrooms.
- LUHSD is contracting with Improve Your Tomorrow (IYT) to increase the A-G completion rate of unduplicated and underserved students.

3. Climate

There is a need for additional social/emotional/psychological/physical health support for our students. According to the 2021-22 CA Healthy

Kids Survey (Priority 8A):

- 41% of the juniors and 43% of the freshmen report experiencing chronic sadness/hopelessness
- 18% of the juniors and 22% of the freshmen have considered suicide
- 17% of the juniors and 13% of the freshmen were absent from school in the previous 30 days because they felt sad, hopeless, anxious, stressed or angry

LCAP Highlights

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

Working closely with our educational partner groups, and in alignment with the Eight State Priorities, the following three 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 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)

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)

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)

This year, LUHSD continued to gather feedback from educational partner groups (students, parents, staff, and community members), in English and Spanish, regarding our district's goals, needs, outcomes, and improved actions and services. Over 65 meetings were held to

gather feedback on revisions to our plan. In addition, we received 700 responses to our parent/community survey. Based upon educational partner 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:

Additional Support Staff
- Assistant Principals, Special Education Teachers on Special Assignment (TOSA), Special Education Coordinator, Counseling Positions

Mental/Social/Emotional support for students at all sites
- Marriage Family Therapists (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, Equitable Grading, Technology, Socio-emotional Learning (SEL), PD for Curriculum and Instruction, Accelerated Learning

Facilities Upgrades and Modernization
- Measure U (Classrooms/restrooms, administration building, athletic facilities, cafeteria, tech infrastructure, security cameras, etc.)

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

Improve student preparation for post-secondary
- Developing and Align CTE Pathways and new courses

Continue building on school safety and social-emotional supports
- "BASE" software for student social emotional learning; Improve your Tomorrow (IYT) to increase attendance and graduation from colleges and universities

Improve supports for English Learners and Special Population students
- EL: Improve educational partner communication and data source for student progress and performance
- Special Population: Improve compliance of data entry and preservation

Gateway: Director of CEC, Special Populations admin, and Counselor shared with La Paloma offer support and monitor areas for future improvement - possible restructure

Parent Involvement
- Increase opportunities and trainings such as: College/Career Planning, student progress in Canvas/Aeries, increase access to translation services, develop a volunteer parent organization

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.

Independence High School and La Paloma High School are both eligible based on graduation rates.

Support for Identified Schools

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

During 2022-23 academic year and specifically since being identified as CSI schools, LUHSD has supported Independence and La Paloma by hosting regular meetings with key, educational partners. These collaborations consisted of staff, parents, and students throughout the academic year. During these engagement with educational partners, school teams reviewed the CA dashboard data, including State Indicators for Academic Performance in Math and ELA, Attendance, Suspension, graduation rates, and Student Group performance. School sites conducted a root cause analysis, identified resource inequities where applicable, and developed a plan taking into account research-based practices for improvement.

LUHSD's CSI sites, Independence in La Paloma high schools have student populations of 176 and 164 as noted on CA Dashboard. Independence serves a student population of 28.4% Socioeconomically Disadvantage, while La Paloma consists of 57.3%.

To better target site supports, both school sites conducted a needs assessment focusing on increasing Graduation Rates that included data dives with CA Dashboard data and a root cause analysis in exploring possible variables. Data, included, but was not limited to: academic progress toward graduation, options for students to complete graduation requirements at both of these alternative education sites, attendance, transportation, behavior, counseling, and professional development for staff.

Both school sites recognize a need to improve areas of academic, attendance, transportation, and social emotional/behavior to support an increase in their respective graduation rates. Transportation, intersession opportunities to gain credits, and outside mentorship are three key areas that will be used to increase student achievement and graduation rates.

Resource inequities noted by both schools included transportation, staffing (at Independence a liaison with counselor/teachers and at La Paloma male mentorship). The district has worked with both schools to address these needs by creating strategies and budgets to support improvements for inequities and improve graduation rates. Each site's School Plan for Student Achievement includes information on CSI efforts, including a description of needs, as well as resources inequities and how they are addressed through the goals, strategies, and activities connected to site funds, including site, CSI funds.

Beginning Spring 2023, Educational Services staff assisted both our CSI sites, as well as two of our comprehensive school sites eligible for ATSI, in updating School Plans for Student Achievement for School Site Council and English Learner Advisory Committees, in the

discussion, feedback, and review prior to the start of next academic year (2023-24). Additionally, Educational Services staff will continue to support these schools to monitor data and student needs to better monitor the impact of research-based interventions and their role on student success for the 2023–24 academic year.

LUSHD district office staff will continue to build its capacity to best support school sites by continuing to collaborate and receive support from the Contra Costa County Office of Education, the California Department of Education, McREL, and Crescendo Group to maximize student learning and progress toward meeting graduation requirements.

Monitoring and Evaluating Effectiveness

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

LUHSD Educational Services staff have worked with both CSI eligible schools to complete planning of needs assessment, collect and organize data, interpret this information (Root Cause Analysis), discuss resource inequities, determine priorities, and lastly connect to Implementation of plan. Data continuing to be collected, organized, and analyzed includes but is not limited to CA Dashboard, CALPADS, local student information system (Aeries), and data from software focused on English Learner performance (Ellevation).

Frequently over the course of the academic year, we will collaboratively review data related to CSI eligibility and beyond. We will closely monitor data related student academic achievement toward graduation and our fifth-year students to analyze data related to five-year graduation cohorts.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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, Educational Partner Input and Research-Based Programs to meet the needs of students.

Over 65 meetings were conducted to share our current information and gather feedback from educational partners. Presentations were made to each educational partner group on the LCAP goals, state priorities, metrics, program, activities, ongoing actions and services, and district data (graduation rates, attendance rates, suspensions and expulsions, UC graduation requirements, EL reclassification rates, dropout rates, AP passing rates, scores on locally-developed assessments). An explanation of the California School Dashboard helped educational partners learn how they could access school and district information. Educational partners 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 between August 2022 and May 2023. These educational partner meetings included:

- African American Parent Night (parents and students)
- District Parent Advisory Committee (parents of all students, including unduplicated students and Students with Disabilities)
- English Learner Advisory Committee/District English Learner Advisory Committee (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 (parents and students)
- 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 (principals and other administrators)
- Professional Development Day (LEA, CSEA, and administrators)
- Public Meetings (parents, community members, students, LEA, CSEA, administrators)

These educational partners included parents of unduplicated students (EL, SED, and foster youth), parents, students, principals, 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 700 Parent Surveys. Educational partners 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 both the Parent Advisory Committee and the District English Learner Advisory Committee on April 20, 2023. Both committees endorsed the LCAP with the suggestion that the plan be revised to include improved communication about LUHSD CTE courses, pathways, and student accessibility. Revisions to the LCAP were made based upon this feedback. The LCAP plan was presented to the Board on June 14, 2023 for public hearing, and the LCAP Plan was approved by the Board on June 21, 2023.

A summary of the feedback provided by specific educational partners.

Feedback from educational partner 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)

- Staff development, including Summer Institutes, after school workshops, additional Professional Development Days during academic year, sessions with McREL, sessions with Crescendo Group, and other departmental and interdisciplinary activities, has informed the professional practice of employees and helped them to better support the academic and social-emotional needs of the students.
- Smaller class sizes in 9th grade English Language Arts and mathematics classes, as well as additional sections for English Learners and Students with Disabilities, are beneficial to the students.
- Independence High School provides an excellent program for students who need an alternative setting.
- The English Learner Team (TOSAs, counselors, bilingual parent liaisons, site and district administrators) have provided excellent support for English Learners and their families.
- The English Learner Team of TOSAs and district administrators have participated in Region 4 Multilingual Learner Leadership Network Professional Development to best support EL students and families.
- The mental health supports LUHSD provides for students are very beneficial in addressing their social-emotional needs.
- The Targeted Assistance Counselors provide academic and social-emotional support to high-needs students (English Learners, Socio-economically Disadvantaged, Homeless, and Foster Youth).

New Ideas

- Improve student preparation for post-secondary through development and alignment of CTE Pathways and new courses
- Continue building on school safety and social-emotional supports utilizing software for student social emotional learning and Improve your Tomorrow (IYT) to increase attendance and graduation from colleges and universities
- Improve supports for English Learners by focusing on educational partner communication and data source for student progress and performance
- Improve supports for Special Population students by focusing on compliance of data entry and preservation
- Support and monitor areas for future improvement at Gateway site by collaborating with Director of Community Education Center, Special Populations admin, and Counselor shared with La Paloma
- Increase parent involvement opportunities and trainings such as: College/Career Planning, student progress in Canvas/Aeries, increase access to translation services, develop a volunteer parent organization
- Increase support staff in a variety of areas, including hiring additional counselors based upon a ratio, custodians, assistant principals, a health clerk at IHS & Gateway, a full time counselor, assistant principal, campus security, and School Resource Officer at the alternative sites, English Learner staff for LHS, bring back 2nd person in College/Career Centers, and more staff within classrooms, especially for those with Students with Disabilities.
- Increase mental health and social-emotional supports for students, including more mental health counseling, group sessions for students, an on-site full-time mental health counselor, and addiction recovery programs. Educational partners also expressed an interest in developing Wellness Centers on the campuses and a safe place for students acting out with behavior issues. Increase activities designed to promote parent involvement, teaching parents how to be involved, how to navigate college and career planning, etc. Increase outreach to parents who speak languages other than English. Develop a parent volunteer organization. Add a Parent Ombudsman on the school sites for parents.
- Increase a variety of supports for Students with Disabilities, including; the addition of a Program Specialist, continued evaluation of the Special Education program, adding a Behavior Specialist to support students with challenging behavioral issues, and more elective options for Students with Disabilities (including World Languages), more co-teaching, more school psychologists, and more programs to support students with autism make transition from the sheltered special education classroom to general education classrooms.
- Improve the Facilities - Update bathrooms and drinking fountains, increase the number of bathrooms available to students, keep them stocked, prevent students from doing inappropriate things in them. Gateway needs updating; working with ovens and other facilities that are over 15 years old.
- Increase teacher use of Canvas. Teachers do not respond to their student's emails in a timely manner. If teachers are not using Canvas and putting work on Canvas, it is challenging to make sure work is not missing.
- Increase course offerings, including more technology classes (update technology curriculum), a class on Life Skills (resumes, interviews, paying taxes, etc.), Mandarin Language, appreciation of diversity & cultures, Work Experience, and offering Drivers Education over the summer.
- Increase the variety of food choices at lunch, provide more food, set up a vending machine at the alternative sites, and implement a brunch time.

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

Things that we are doing well (What is working)

- Continue providing free lunches - Students appreciate having access to a reliable source of food.
- Canvas - Students report that Canvas as a learning management system is easier to use and navigate than Aeries.
- Counselors - Students appreciate the help and support of their counselors.

New Ideas

- Increase frequency of Diversity Committee student meetings - due to open position of Diversity Coordinator, school sites held less meetings than in previous years.
- Increase the Variety of Course Offerings - Add more variety to the course offerings, including more electives, College Technical Education courses, Visual and Performing Arts programs, 9th grade electives, courses on human behavior, courses on ethnic studies, other language options, and courses on Skills for Living/Financial Literacy.
- Teaching and Learning - Provide lessons that are more culturally focused, activities which promote school connectedness, differentiation, professional development for teachers regarding instructional strategies, tutoring for all grade levels, increase math support after school, and allowing students different ways to demonstrate their learning.
- Counseling/College-Career Center/Wellness - Increase mental health supports, increase the number of MFTs available to students, increase support for the college application process, better web resources for mental health, developing a Wellness Center on campus, offer summer workshops for help with college essays, help students map out plans to better prepare for college and career, consider an Advisory Period to promote College/Career preparation, increase student access to the counseling class, add a Crisis Counselor, field trips to Jr. Colleges, (Jr. College information, special programs or scholarships), add a full-time campus counselor (alternative site), add a full-time vice principal (alternative site).
- Extra- and Co-Curricular Activities - Increase awareness of extracurricular activities and clubs, promoting underrepresented sports, provide credits for extracurricular activities, provide coaches more access to resources regarding college recruitment to better support student athletes, increase funding to support the music department for trips, competitions, and practices, support clubs competing at a state/national level, increase funding for field trips, including multi-cultural field trips, and support after school intramural sports.
- Facilities & Safety - Improve stadium lighting, improve stadium sound system (performances), improve ingress/egress (student parking), provide larger physical classes for certain classrooms (e.g. engineering and robotics), address the portables (uncovered far and congested walkway), increase passing periods, repair and upgrade restrooms (doors don't lock and soap dispensers don't work, lack of access, cleanliness, girls restrooms need locks on doors), improve sound system in T wing - not able to hear announcements, provide more recycling bins on campus and in classrooms, spray the campus for spiders and ants, increase campus supervision to address drug use and vaping, more home COVID tests, address anonymous texting.

- Cafeteria - Address when student lunches run out, increase the quality of food, provide healthier food options (more salads, fresh vegetables, more choices), consider split lunches: school lunch lines are too long to get food, provide more vending machines
- Communication - Improve access to announcements: offer video announcements and post announcements on campus, provide resources to improve school websites (and update regularly), increase ongoing program to elicit student feedback.

The Liberty Education Association provided the following prioritized recommendations:

Safety:
- Additional bathroom facilities and monitoring of facilities
- Additional day custodian at comprehensive school sites
- Counselors and Psychologist: reduce caseloads; increase number of counselors
- Peer Counseling Programs.
- Increase number of campus supervisors
- Teacher pay for opening classrooms at lunch
- Restorative Justice training
- Additional attendance support staff

Health & Social Support:
- Additional counselors
- MFT for all sites
- Mental Health Specialist: Mobile, fixed at each site, or from an outside organization.
- Mental health training for teachers
- Additional supports at all sites around equity, diversity and inclusion
- Full-time nurse at each site
- Organic/locally sourced food
- Water Bottle Filling Stations

Engagement:
- Smaller class sizes
- Eliminate Study-Hall and replace with elective courses
- Team A, Team B, etc. for sports programs. Limited # of athletes can be on a team; however, population of schools are rising. Fewer students are likely to not be able to play the sports they enjoy.

Academic Support:
- PDD for educators: differentiate lessons that are personalized to a student's needs.
- Paid after school tutoring positions for staff.
- Librarian on each site.
- Additional Special Ed teachers

- Additional Paraprofessionals.
- Special Ed support staff to assist with IEP/504 scheduling, paperwork, and teacher coverage.
- Excel Lab
- Math Lab
- Provide ELD Levels 1-4 on all sites.
- Funding for school issued PE uniforms for students in need.

Challenging Curriculum:
- Greater focus on passing AP exams
- AP Course tutorials/support
- Vocational course and local internship opportunities

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

We will continue to provide:

Additional Support Staff
- Assistant Principals, Special Education TOSA, Special Education Coordinator, Counseling Positions

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, Equitable Grading, Technology, SEL, PD for Curriculum and Instruction, Accelerated Learning

Facilities Upgrades and Modernization
- Measure U (Classrooms/restrooms, administration building, athletic facilities, cafeteria, tech infrastructure, security cameras, etc.)

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

Improve student preparation for post-secondary
- Developing and Align CTE Pathways and new courses

Continue building on school safety and social-emotional supports
- "BASE" software for student social emotional learning; Improve your Tomorrow (IYT) to increase attendance and graduation from colleges and universities

Improve supports for English Learners and Special Population students

- EL: Improve educational partner communication and data source for student progress and performance
- Special Population: Improve compliance of data entry and preservation

Gateway: Director of CEC, Special Populations admin, and Counselor shared with La Paloma offer support and monitor areas for future improvement - possible restructure

Parent Involvement
- Increase opportunities and trainings such as: College/Career Planning, student progress in Canvas/Aeries, increase access to translation services, develop a volunteer parent organization

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 education partner groups, including parents, students, teachers, counselors, classified employees, administrators, and community members. All educational partner 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 2022 California School Dashboard and Dataquest were source of indicators below. The most recent year of data available in each of the available state indicators were analyzed. Data for local measures continue to be reported for the 2022-23 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 - 91.0%
Heritage HS - 93.0%
Liberty HS - 91.8%
La Paloma HS- (alternative site) - 98.0%

Based upon information from Data Quest, the overall Chronic Absenteeism Rate for 2021-22 for LUHSD was 28.9%. This was a decrease of 17.5% 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 35% (6.1% higher than the district average).
- The American Indian or Alaska Native Chronic Absenteeism rate was 34.8% (5.9% higher than the district average).
- The Hispanic Chronic Absenteeism rate was 33% (4.1% higher than the district average).
- The Pacific Islander Chronic Absenteeism rate was 33% (4.1% higher than the district average).
- The English Learner Chronic Absenteeism rate was 40% (11.1% higher than the district average).
- The Foster Youth Chronic Absenteeism rate was 56% (27.1% higher than the district average).
- The Homeless Youth Chronic Absenteeism rate was 56% (27.1% higher than the district average).
- The Socioeconomically Disadvantaged Chronic Absenteeism rate was 41% (12.1% higher than the district average).
- The Students with Disabilities Chronic Absenteeism rate was 44% (15.1% higher than the district average).

Based upon information in DataQuest, the district overall 4-year cohort dropout rate is 2.8%. The percentage of dropout rates higher than the LEA wide average by subgroups is listed below (Priority 5D):

African American – 4.1% (1.3% higher than the average)
Hispanic - 3.9% (1.1% higher than the average)
English Learners – 7.7% (4.9% higher than the average)
Foster Youth - 13.3% (10.5% higher than the average)
Homeless - 10.3% (7.5% higher than the average)
Students with Disabilities – 5.9% (3.1% higher than the average)
Socioeconomically Disadvantaged - 5.6% (2.8% higher than the average).

Based upon the Fall 2022 Dashboard Additional Report - Graduation Rate, the overall Graduation Rate for LUHSD was 93.7% of the students graduating. This is a 1.5% increase over the previous year. The following student populations indicate a need for additional support (Priority 5E):

- The English Learner Graduation Rate is 87.7% - (6% lower than the average).

- The Foster Youth Graduation Rate is 80% - (13.7% lower than the average).
- The Homeless Student Graduation Rate is 84.5% (9.2% lower than the average).
- The Students with Disabilities Graduation Rate is 80.4% (13.3% lower than the average).
- The Native Hawaiian/Pacific Islander Graduation Rate is 90.9% (2.8% lower than the average).

Based upon Data Quest, in 2022 the overall Suspension Rate for LUHSD was 4.9% of the students suspended at least once. In 2021, the Suspension Rate was .03% The overall change is reported as a 3.3% increase over the previous year rate. The following student populations indicate a need for additional support (Priority 6A):

- The African American Suspension Rate is 10.9% (6% higher than the average).
- The Foster Youth Suspension Rate is 15% (10.1% higher than the average).
- The Homeless Suspension Rate is 12.4% (7.5% higher than the average).
- The Socioeconomically Disadvantaged Suspension Rate is 8.1% (3.2% higher than the average).
- The Students with Disabilities Suspension Rate is 9% (4.1% higher than the average).

The expulsion rate for LUHSD is less than 1% (Priority 6B).

According to the 2021-22 California Healthy Kids Survey district results (Priority 6C):
School Connectedness - Average reporting "Agree" or "Strongly Agree" with being connected to school.
9th grade - 43%
11th grade - 41%

Safety - Average reporting feeling "Safe" or "Very Safe"
9th grade - 49%
11th grade - 49%

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.	2020-21 All school facilities are maintained in good repair.	2021-22 All school facilities are maintained in good repair.		All school facilities are maintained in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (Priority 5A)	2019-20 Freedom HS - 94.7% Heritage HS - 95.5% Liberty HS - 95.3% La Paloma HS - 82.4%	2020-21 Freedom HS - 96.8% Heritage HS - 97.4% Liberty HS - 96.8% La Paloma HS - 97.2%	2021-22 Source: Aeries SIS Freedom HS - 91.0% Heritage HS - 93.0% Liberty HS - 91.8% La Paloma HS - 98.0%		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% • Students with Disabilities – 23% • Foster Youth – 26%	2020-21 LEA – 11% • African American – 16% • Hispanic or Latino –14% • Pacific Islander - 14% • English Learners – 23% • Students with Disabilities – 19% • Foster Youth – 19% • Homeless – 32% • Socioeconomically	2021-22 Source: Data Quest LEA – 28.9% • African American – 35% • Hispanic or Latino –33% • Pacific Islander - 33% • English Learners – 40% • Students with Disabilities – 44% • Foster Youth – 56% • Homeless – 56% • Socioeconomically		LEA – 15% • African American – 20% • Hispanic or Latino –17% • Pacific Islander - 20% • English Learners – 17% • Students with Disabilities – 22% • Foster Youth – 25% • Homeless – 34% • Socioeconomically Disadvantaged – 22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Homeless – 35% • Socioeconomically Disadvantaged – 23%	Disadvantaged – 19%	Disadvantaged – 41%		
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) Students with Disabilities – 4% (1% higher) Socioeconomically Disadvantaged - 3.2% (1.3% higher).	2020-21 District overall cohort dropout rate is 2.8%. African American – 4.6% Hispanic - 3.9% Pacific Islander - 0% English Learners – 10% Foster Youth - 6.7% Homeless - 9.6% Students with Disabilities – 3.9% Socioeconomically Disadvantaged - 5.5%	2021-22 Source: Data Quest District overall cohort dropout rate is 2.8%. African American – 4.1% Hispanic - 3.9% Pacific Islander - 0% English Learners – 7.7% Foster Youth - 13.3% Homeless - 10.3% Students with Disabilities – 5.9% Socioeconomically Disadvantaged - 5.6%		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
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). • Homeless = 85.3% (7.6% lower). • Students with Disabilities = 80.7% (12.2% lower). • African American = 90% (2.9% lower). • Native Hawaiian/Pacific Islander = 84.6% (8.3% lower).	2020-21 Overall for LUHSD = 92.2%. • Foster Youth = 73.3% • Homeless = 80.6% • Students with Disabilities = 80.7% • African American = 89.8% • Native Hawaiian/Pacific Islander = 85.7%	2021-22 Source: Data Quest Overall for LUHSD = 93.7%. • Foster Youth = 80% • Homeless = 84.5% • Students with Disabilities = 80.4% • African American = 91.3% • Native Hawaiian/Pacific Islander = 90.9%		Overall for LUHSD = 93.5%. • Foster Youth = 81.6% • Homeless = 85.9% • Students with Disabilities = 81.3% • African American = 90.6% • Native Hawaiian/Pacific Islander = 85.2%
CA Dashboard Suspension Rates. (Priority 6A)	2018-19 LEA – Yellow (4.2%), "Maintained" (-0.3%) • African American – Red (10.5%),	2020-21 Suspension Rates were not reported on the CA School Dashboard for 2020-21. Therefore,	2021-22 Source: Data Quest LEA – 4.9%		Lower the Suspension Rate for 2022-23 by 1% from the rate for 2019-20, with a focus on high needs student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	"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%)	DataQuest is used for the source of the Suspension Rates. LEA – 0.3% • African American – 0.3% • Foster Youth – 2.6% • Hispanic – 0.3% • Socioeconomically Disadvantaged – 0.6%	• African American – 10.9% • Foster Youth – 6.5% • Hispanic – 4.8% • Socioeconomically Disadvantaged – 8.1%		LEA – 3.2% • African American – 9.5% • Foster Youth – 19.9% • Hispanic – 4% • Socioeconomically Disadvantaged – 6.3%
Expulsion Rates. (Priority 6B)	2019-20 Overall less than 1%	2020-21 Overall less than 1%	2021-22 Overall less than 1%		Maintain an Expulsion Rate of less than 1%.
California Healthy Kids Survey (CHKS) - School	2019-20 School Connectedness - Average reporting	2020-21 School Connectedness - Average reporting	2021-22 School Connectedness - Average reporting		Improve the school climate by increasing School Connectedness and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
connectedness and safety. (Priority 6C)	"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%	"Agree" or "Strongly Agree" on the 2020-21 CHKS 9th grade - 59% 11th grade - 59% Safety - Average reporting "Safe" or "Very Safe" on the 2020-21 CHKS 9th grade - 60% 11th grade - 74%	"Agree" or "Strongly Agree" on the 2021-22 CHKS 9th grade - 43% 11th grade - 41% Safety - Average reporting "Safe" or "Very Safe" on the 2021-22 CHKS 9th grade - 49% 11th grade - 49%		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
1.1	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
1.2	Technology - IT Support Staff - Personnel	Continue additional IT support staff - amounts include salary and benefits.	$932,649.00	No
1.3	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

Action #	Title	Description	Total Funds	Contributing
1.4	Technology - Analytics Software	Learning Management System (LMS) and Data Management System are being evaluated and considered for purchase. The 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
1.5	Facilities - Capital Facilities	Continue Facility Master Plan for new and/or modernized facilities using Measure U	$4,600,000.00	No
1.6	Facilities - Personnel	Continue additional M&O person to maintain and repair facilities, salary and benefits.	$118,132.00	No
1.7	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.	$103,537.00	Yes
1.8	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
1.9	Attendance - Personnel	Maintain attendance clerk to address absenteeism at FHS only. Salary and Benefits.	$83,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Staff Development - Diversity and Inclusion Training	Staff development to promote respect for diversity and inclusiveness.	$65,000.00	Yes
1.11	Staff Development - Social Media	Social Media and awareness training for administrators, coaches, and teachers, and classified employees.	$10,000.00	No
1.12	California Healthy Kids Survey	Sites administer the California Healthy Kids Survey and analyze the results.	$2,000.00	No
1.13	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.	$105,518.00	Yes
1.14	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.	$187,028.00	Yes

Goal Analysis [2022-23]

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.

Upon LUHSD's comprehensive review process of the LCAP implementation, we implemented actions including:

- The year was first for us to open doors to students in a post-pandemic context.
- Technology needs including but not limited to infrastructure, software, devices, and training for our schools differed from previous, pre-pandemic, years.
- In addition to impacting teaching and learning, the pandemic impacted all co- and extra-curricular activities, and the social-emotional well-being of the students and staff.
- The transition to opening schools from a distance learning context demanded high attention to social-emotional needs of students.

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

Action 1.1: Due to the post-pandemic and carryover needs from distance learning, LUHSD spent more funds on upgrading technology infrastructure than originally budgeted.
Action 1.2: All technology support staff, outside of administration, were included not previously budgeted resulting in increase.
Action 1.4: Our analytics software costs declined resulting in decrease of funds used.
Action 1.5: Bond projects were not previously present in planned expenditures resulting in more funds within actual expenditures.
Action 1.8: Costs for events (i.e. PRIDE/Multi-Cultural Fair were under projected expenditures).
Action 1.10: Due to open Diversity Coordinator position for portion of academic year, training was paused and funds unused.

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

LUHSD implemented actions and services in an effective and timely manner. Teachers, support staff, administrators, students and parents all focused upon respect and equity. Additionally, staff development in lesson plan design and student engagement helps all students see relevant connections to the curriculum in the courses they are taking. The lesson plan design focused upon providing differentiation for students from different backgrounds and those with special needs. Student activities designed to promote inclusion helped all students better connect to school. Teacher collaboration is built into our calendar, giving teachers opportunities to discuss best practices and share their successes. All sites hold activities promoting a positive school climate and inclusivity. The business department collaborates closely with educational services to ensure that our operating budget is aligned to the goals outlined in our LCAP. The general obligation bond passed by community and its project plans are coming to a close of implementation.

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.

Goal 1 is unchanged.

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

Goals and Actions

Goal

Goal #	Description
2	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 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 2021-22 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):

During the 2021-22 academic year, the State resurrected CAASPP Smarter Balanced Assessments and LUHSD administered to 11th grade students in a post-pandemic context. Results from CAASPP.org for English Language Arts and Mathematics are listed below:

ELA

Student Group Percent Met or Exceeded
All Students 58.5%
Asian 73.4%
African American 40.1%
Filipino 83.3%
Hispanic 51.4%
Native Hawaiian/Other PI 42.9%
White 63.9%
English Learners 6.21%
Homeless 27.3%
Socio-Ec. Disadvantaged 39.8%
Students with Disabilities 14.2%

Mathematics

Student Group Percent Met or Exceeded
All Students 24.3%
Asian 45.3%
African American 16.7%
Filipino 45.4%
Hispanic 14.6%
Native Hawaiian/Other PI 14.3%
White 30.2%

English Learners 1.6%
Homeless 3.03%
Socio-Ec. Disadvantaged 12.1%
Students with Disabilities 3.5%

According to Data Quest, the 2021-22 four-year adjusted overall percentage of LUHSD graduates meeting the UC/CSU "A-G" requirements is 49.7%. There are gaps in the percentage of students meeting these requirements (Priority 4B):

- African American – 29.4% of graduates met the UC/CSU A-G requirements (20.3% below district average)
- Hispanic or Latino – 44% of graduates met the UC/CSU A-G requirements (5.7% below district average)
- Pacific Islander – 45.5% of graduates met the UC/CSU A-G requirements (4.2% below district average)
- English Learners – 16.8% of graduates met the UC/CSU A-G requirements (32.9% below district average)
- Foster Youth – 0% of graduates have met the UC/CSU A-G requirements (25.4% below district average)
- Homeless – 24.3% of graduates have met the UC/CSU A-G requirements (23.3% below district average)
- Students with Disabilities – 14.4% of graduates met the UC/CSU A-G requirements (35.3% below district average)
- Socioeconomically Disadvantaged – 33.8% of graduates met the UC/CSU A-G requirements (15.9% below district average)

Based upon Dashboard, the percentage of pupils who have successfully completed 2021-22 CTE pathways at the comprehensive high schools are as follows (Priority 4C):

- Overall (3 Comprehensive Sites): 18.3%

- FHS: 10.2%
- HHS: 19.7%
- LHS: 30.7%

Based upon the 2022 Dashboard, 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): 14.9%

- FHS: 6.3%
- HHS: 15.9%
- LHS: 22.4%

Based upon the 2022 English Learner Progress Indicator on the 2022 Dashboard, results are as follows (Priority 4E):

- LUHSD: 49.1% Medium

- FHS: 40.6% Low
- HHS: 48.9% Medium
- IHS: N/A (less than 11 students)
- LHS: 56.8% High
- LPHS: 57.9% Low

The 2021-22 Reclassification Rate for English Learners was not available within Data Quest at the time of this report (Priority 4F).

As documented in Aeries (The LUHSD Student Database), in 2021-22, 1290 students took an AP test in 2022 and the average pass rate with 3 or better was 61.5%. Students groups with lower pass rates than the district average are listed below (Priority 4G):

- African American: 60.6% (3.6% below the district average)
- Hispanic or Latino: 53.6% (5.4% below the district average)
- Native Hawaiian/Pacific Islander: 66.7% (31.5% below the district average)
- Socioeconomically Disadvantaged: 59.4% (4.6% below the district average)

No Data
- Homeless: 50% (6.5% below the district average)

In 2021-22, the percentage of students who demonstrated college preparedness (ready or conditionally ready) pursuant to the Early Assessment Program (Priority 4H) were:

- All Students - ELA: 57%, Math: 23%

- English Learners - ELA: ELA 5%, Math: 1%
- Economically Disadvantaged - ELA 37%, Math: 3%
- Homeless - ELA: 34%, Math: 5%
- Students with Disabilities - ELA: 14%, Math: 3%

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)

At this time, reporting of state CCI indicators on the 2022 Dashboard is unavailable and has not been reinstated.

As documented in Aeries (the LUHSD student database), in 2021-22, the number of students taking the SAT was 287, an increase of 114 from total in 2020-21. Participation numbers are listed below (Priority 8A):

- African American – 36
- Hispanic or Latino – 33
- SED – 24
- EL – 44
- Students with Disabilities – 6
- Foster Youth – 0
- Homeless – 5

As documented in Aeries (the LUHSD student database), for 2021-22, the districtwide average for students with a cumulative GPA below a 2.0 is 18.1%. There are some student groups with a higher D/F rate than the district average (Priority 8A):

- African American - 25.0% (6.9% above the district average)
- American Indian/Alaskan Native - 22.9% (4.8% above the district average)
- Hispanic Latino - 24% (5.9% above the district average)
- Native Hawaiian/Pacific Islander - 22.7% (4.6% above the district average)
- SED - 46.5% (28.4% above the district average)
- Students with Disabilities - 20.2% (2.1% 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.	2020-21 100% of teachers are appropriately assigned.	2021-22 100% 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.	2020-21 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.	2021-22 100% 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	2020-21 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued to provide programs and services supporting access for English Learners.	2021-22 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued 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	2018-19 All Students: Blue	2020-21 Due to the COVID-19	2021-22		LEA: Blue (44.8 points above standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance Indicator 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)	pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. In Spring, 2021, 11th grade students took locally-developed assessments in English Language Arts in lieu of the SBAC. The results are listed below: Student Group % Met or Exceeded • All Students 64% • English Learners 8% (56% below) • Students with Disabilities26% (38% below) • African American 55% (9% below) • Homeless 50% (14% below) • Hispanic 55% (9% below)	Student Groups: All Students: Medium (2.4 points above standard) English Learners: Very Low (86 points below standard) Students with Disabilities: Very Low (122.6 points below standard) African American: Very Low (46.8 points below standard) Homeless: Very Low (70.1 points below standard) Hispanic: Low (12.7 points below standard) Socioeconomically Disadvantaged: Low (41.9 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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Socio-Ec. Disadvantaged53% (11% below)			
California School Dash Board Academic Performance Indicator for Mathematics. (Priority 4A)	2018-19 All Students – Green (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	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. In Spring, 2021, 11th grade students took locally-developed assessments in mathematics in lieu of the SBAC. The results are listed below: Student Group % Met or Exceeded All Students 42% English Learners 16% (26% below) Students with Disabilities 10% (32% below) African American 31% (11% below)	2021-22 Student Groups: All Students: Low (86.1 points below standard) English Learners: Very Low (168.8 points below standard) Students with Disabilities: Very Low (188.3 points below standard) African American: Very Low (135.3 points below standard) Homeless: Very Low (155.8 points below standard) Hispanic: Low (108.9 points below standard) Socioeconomically Disadvantaged: Very Low (128.8 points below standard)		All Students – Green (42.4 points below standard) • 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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard) • Two or More Races – Yellow (49.4 points below standard) • Socioeconomically Disadvantaged – Yellow (83.4 points below standard)	Hispanic 35% (7% below) Homeless 20% (22% below) Two or More Races 54% (12% above) Socio-Ec. Disadvantaged 29% (13% below)			• Two or More Races – Yellow (48.4 points below standard) • Socioeconomically Disadvantaged – Yellow (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%	2020-21 Based upon Dataquest: All Students: 54% • African American – 40% • Hispanic or Latino – 46% • Two or More Races – 65% • English Learners – 23% • Foster Youth – 18% • Homeless – 24%	2021-22 Based upon Dashboard: All Students: 49.7% • African American – 37.4% • Hispanic or Latino – 44% • Two or More Races – 58.7% • English Learners – 16.8% • Foster Youth – 0%		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities – 13% • Socioeconomically Disadvantaged – 44%	• Students with Disabilities – 20% • Socio-Ec. Disadvantaged – 41%	• Homeless – 24.3% • Students with Disabilities – 14.4% • Socio-Ec. Disadvantaged – 33.8%		• Socioeconomically Disadvantaged – 45%
Percentage of students who have successfully completed CTE courses from approved pathways (Priority 4C)	2019-20 • All Comprehensive Site: 31.5% • FHS: 30.2% • HHS: 33% • LHS: 31.4%	2020-21 • All Comprehensive Site: 32% • FHS: 31% • HHS: 33% • LHS: 31%	2021-22 • Overall (3 Comprehensive Sites): 18.3% • FHS: 10.2% • HHS: 19.7% • LHS: 30.7%		• 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%	2020-21 • Overall (3 Comprehensive Sites): 15.1% • FHS: 8.3% • HHS: 20.4% • LHS: 22.9%	2021-22 Per California Dashboard: • Overall (3 Comprehensive Sites): 14.9% • FHS: 6.3% • HHS: 15.9% • LHS: 22.4%		• Overall (3 Comprehensive Sites): 12.2% • FHS: 10.8% • HHS: 13.7% • LHS: 11.9%
California School Dashboard English	2018-19 49.3% of English Learners are making	2020-21 Due to the COVID-19 pandemic, state law	2021-22		50.3% of English Learners are making progress towards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner Progress Indicator. (Priority 4E)	progress towards English Language proficiency.	has suspended the reporting of state indicators, including the English Learner Progress Indicator, on the 2021 Dashboard. 2020-21 Summative ELPAC results are as follows: • LUHSD: 23% Proficient • FHS: 18% • HHS: 44% • IHS: N/A (less than 11 students) • LHS: 26% • LPHS: 4%	Per Dashboard: • LUHSD: 49.1% Medium • FHS: 40.6% Low • HHS: 48.9% Medium • IHS: N/A (less than 11 students) • LHS: 56.8% High • LPHS: 57.9% Low		English Language proficiency.
English Learner Reclassification rate. (Priority 4F)	2019-20 The Reclassification Rate for English Learners is 15%.	2020-21 The Reclassification Rate for English Learners is 12%.	2021-22 The 2021-22 Reclassification Rate for English Learners was not available within Data Quest at the time of this report (Priority 4F).		The Reclassification Rate for English Learners is 16%.
AP Exams (Priority 4G)	2019-20 Increase the number of students who have passed an Advanced	2020-21 The LEA average	2021-22 The LEA average		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%	pass rate with 3 or better is 57%. • African American – 53% • Hispanic or Latino – 51% • SED – 52% • ELs – 57% • Students with Disabilities – 60%	pass rate with 3 or better is 61.5%. • African American – 60.6% • Hispanic or Latino – 53.4% • SED – 59.4% • ELs – 0% • Students with Disabilities – 59.4% • African American: 60.6% (3.6% below the district average) • Hispanic or Latino: 53.6% (5.4% below the district average) • Native Hawaiian/Pacific Islander: 66.7% (31.5% below the district average)		• African American – 61% • Hispanic or Latino – 72% • SED – 72% • ELs – 58% • Students with Disabilities – 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• Socioeconomically Disadvantaged: 59.4%		
Percentage of pupils who participate in, and demonstrate college preparedness (ready or conditionally ready) pursuant to, the Early Assessment Program (Priority 4H):	2018-19 • 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%	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. In Spring, 2021, 11th grade students took locally-developed assessments in English Language Arts and mathematics. Both assessments were aligned to blueprints for the SBAC. The results listed below are an alternate measure of college preparedness in the absence of CAASPP results and the Early Assessment Program (Priority 4H): • All Students - ELA: 64%, Math: 42%	2021-22 • All Students - ELA: 57%, Math: 23% • English Learners - ELA: ELA 5%, Math: 1% • Economically Disadvantaged - ELA 37%, Math: 3% • Homeless - ELA: 34%, Math: 5% • Students with Disabilities - ELA: 14%, Math: 3%		• All Students - ELA: 69.9%, Math: 37.1% • English Learners - 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• English Learners - ELA 8%, Math: 16% • Economically Disadvantaged - ELA 53%, Math: 29% • Homeless - ELA: 50%,Math: 20% • Students with Disabilities - ELA: 26%, Math: 10%			
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	2020-21 All Students College Prep: 98% Advanced Placement: 28% CTE: 47% SED College Prep: 98% Advanced Placement: 20% CTE: 44% EL	Resource Aeries: 2021-22 All Students College Prep: 98% Advanced Placement: 21% CTE: 53% SED College Prep: 97% Advanced Placement: 13% CTE: 47%		All Students College Prep: 99% Advanced Placement: 33% CTE: 46% SED College Prep: 98% Advanced Placement: 21% CTE: 47% EL College Prep: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	College Prep: 96% 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%	College Prep: 99% Advanced Placement: 6% CTE: 32% Foster Youth College Prep: 96% Advanced Placement: 4% CTE: 35% Homeless College Prep: 98% Advanced Placement: 28% CTE: 47% Students with Disabilities College Prep: 100% Advanced Placement: 31% CTE: 48%	EL College Prep: 99% Advanced Placement: 2% CTE: 33% Foster Youth College Prep: 82% Advanced Placement: 3% CTE: 27% Homeless College Prep: 95% Advanced Placement: 12% CTE: 47% Students with Disabilities College Prep: 84% Advanced Placement: 2% CTE: 35%		Advanced Placement: 5% 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 –	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021	Data unavailable for 2021-22.		All Students – Yellow: 50% prepared • African American – Orange: 30% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Orange: 29% prepared • English Learners – Orange: 20% prepared • Homeless – Orange: 20% prepared • Two or More Races – Orange: 51% prepared • Students with Disabilities – Orange: 10% prepared	Dashboard. The most recent data available is from the 2020 Dashboard. 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: All Students – Yellow: 55% prepared • African American – 29% Prepared (26% below) • English Learners –			• English Learners – Orange: 21% prepared • Homeless – Orange: 21% prepared • Two or More Races – Orange: 52% prepared • Students with Disabilities – Orange: 11% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		20% Prepared (35% below) • Homeless – 36% prepared (19% below) • Two or More Races – 58% prepared (3% above) • Students with Disabilities – 11% (44% below)			
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:	2020-21 Based upon information from Aeries, the results are as follows: LEA All Students participation: 173 • African American – 17 • Hispanic or Latino – 30 • SED – 22 • SwD – 3 • EL – 0	2021-22 Based upon information from Aeries, the results are as follows: LEA All Students participation: 287 • African American – 36 • Hispanic or Latino – 33 • SED – 24 • SwD – 6 • EL – 44		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
	LEA All Students participation: 859 • 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%	2020-21 Based upon information from Aeries, the results are as follows: LEA All Students - 17% • African American - 24% • Hispanic Latino - 23% • SED - 31% • EL - 46% • Foster Youth - 32% • Homeless - 41% • Students with Disabilities - 27%	2021-22 Based upon information from Aeries, the results are as follows: LEA All Students - 18.1% • African American - 25.0% • Hispanic Latino - 24% • SED - 46.6% • EL - 46.5% • Foster Youth - 1% • Homeless - 4% • Students with Disabilities - 20.2%		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
	- SED - 17% - EL - 26% - Foster Youth - 29% - Homeless - 25% - Students with Disabilities - 17%				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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, English Language Development strategies, and the use of technology.	$575,606.00	No
2.2	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	No
2.3	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.	$544,383.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Study Hall - Personnel	Certificated Staff monitor study hall and provide support to students needing academic support.	$469,383.00	Yes
2.5	Field Trips	Provide College visitations and academic field trip opportunities for EL, FY, and SED students.	$25,000.00	Yes
2.6	Homework Help - Personnel	Continue Homework Extended Learning Program (HELP). Salary and benefits.	$6,842.00	No
2.7	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
2.8	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 student groups.	$100,000.00	Yes
2.9	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
2.10	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

Action #	Title	Description	Total Funds	Contributing
2.11	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
2.12	Director of Curriculum and Instruction - Personnel	Director of Curriculum and Instruction - split funded with Title I. Salary and Benefits.	$235,494.00	Yes
2.13	Assistant Superintendent of Educational Services - Personnel	Support administrators, teachers, and other staff in providing an equitable education to Students with Additional Needs (SWANs). (20% of Salary and benefits.)	$55,528.00	Yes
2.14	Anti-Plagiarism Software	Continue contract for anti-plagiarism software for teacher use - TURNITIN	$37,585.00	Yes
2.15	Technology for English Learner Classrooms	Purchase computers/software for EL classrooms.	$25,000.00	Yes
2.16	Teacher Recruitment	Recruit and hire Highly Qualified, CLAD certificated teachers.	$10,000.00	No
2.17	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.	$85,407.00	No
2.18	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	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners, Socioeconomically Disadvantaged Students and Foster Youth, as well as students from underrepresented groups.		
2.19	Increase College Readiness and Interest - Personnel	Increase opportunities for students and parents to visit colleges to increase graduation rates and college interest while increasing percentage of students who are college ready and UC/CSU eligible. Instructors for "Push" curriculum classes. Salary and Benefits.	$459,011.00	Yes
2.20	Increase College Readiness and Interest	Instructional supplies for "Push" curriculum classes.	$12,000.00	Yes
2.21	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)	$800,003.00	Yes
2.22	Psychologists - Personnel	Provide support for students in need (2.4 FTEs). Salary and Benefits.	$431,891.00	Yes
2.23	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
2.24	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
2.25	Translation Support - Personnel	Provide interpreters and document translation for parents of English Learners. Salary and benefits.	$109,469.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.26	Transportation for EL students transferring to LHS	Provide EL students bus tickets for specialized level 1 & 2 ELD program.	$10,000.00	No
2.27	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, and enroll in capstone courses to provide relevant curriculum and instruction to expand, enrich, and support career opportunities. Salary and Benefits.	$30,000.00	No
2.28	Continue CTE Courses - Personnel	Continue providing CTE pathways/courses. Salaries and Benefits.	$2,237,493.00	No
2.29	Instructional Materials and Supplies for CTE courses	Continue to provide instructional materials and supplies for CTE courses.	$460,000.00	No
2.30	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
2.31	Student Leadership Experiences	Create opportunities for students to develop leadership skills through CTE activities such as fairs and competitions.	$10,000.00	No
2.32	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.	$467,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.33	District Nurse - Personnel	Provide a district nurse to support the health needs of our students. Salary and benefits.	$142,324.00	No
2.34	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 English Learners, Socioeconomically Disadvantaged Students, Homeless, and Foster Youth.	$662,425.00	No
2.35	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.	$296,829.00	Yes
2.36	Bilingual Paraprofessional - Personnel	The bilingual paraprofessional will provide support to English Learners in the newcomer program at Liberty High School.	$109,559.00	Yes
2.37	College & Career Center Technicians - Personnel	College & Career Center Technicians will support the post-secondary readiness of our unduplicated students.	$296,829.00	Yes

Goal Analysis [2022-23]

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

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

The actions and services in Goal #2 prepared students for career and college through curriculum and instruction, content standards, UC eligibility, relevant curriculum that supported career opportunities, and met all state and federal guidelines. Specific actions and services were implemented to achieve this goal, such as providing professional development in all content areas for teachers and administrators across the district that included unit and lesson design that focused upon engagement, differentiation, and student-centered learning; AP trainings; history, math, ELA, PE, VAPA, SPED, world language, and CTE trainings; workshops, webinars, and in-services. Intervention classes were developed to support students, such as READ 180, Math 180, math and ELA support classes, APEX and Edgenuity recovery courses, study

hall teachers, after school H.E.L.P., and many other classes and programs. Core and supplemental materials were purchased to support student learning and achievement, as was new technology, such as laptop computers. More AP courses were offered throughout the district, along with SAT/ACT test prep courses and "Push" curriculum courses.

Targeted assistance counselors supported unduplicated students. In addition, mental health interns, psychologist, and a behaviorist provided additional support to meet the of our students. Our College and Career Technicians supported students in career choices and college planning. All of these actions and services were designed and implemented to support student learning and achievement and prepared students for career and college.

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

Action 2.2: Improve Your Tomorrow (IYT) contract was newly adopted and not part of budgeted expenditures resulting in higher funds used.
Action 2.3: Personnel and software costs exceeded budgeted expenditures resulting in higher actual costs.
Action 2.5: A decline in funds actually used was result in field trips lacking due to post-Covid norms and accessibility.
Action 2.6: Costs and salaries used for homework help were not budgeted but part of a higher actual expense.
Action 2.8: Actual expenditures for materials and supplies were lower than budgeted expenses.
Action 2.15: Actual expenditures for English Learner technology were lower than budgeted expenses.
Action 2.23: Higher actual costs from budgeted were result of contracts with outside agencies due to lack of interns and filling open staff positions.
Action 2.24: Actual expenditures for preventions were lower than budgeted expenses.
Action 2.25: Contract was needed (Hired Hands) for ASL and other translation services resulting in higher actual costs.
Action 2.27: Actual expenditures for professional development were lower than budgeted expenses.
Action 2.28: Personnel costs exceeded budgeted expenditures resulting in higher actual costs..
Action 2.29: Actual expenditures for materials and supplies were lower than budgeted expenses.
Action 2.35: Budgeted funds did not previously capture higher actual costs associated with personnel funds used.

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

LUHSD was effective in implementing the planned actions related to Goal 2. Annual measurable outcome data illustrating this success include:
- 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.
- There is continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content.
- All Students have access to, and are enrolled in, College Prep, Advanced Placement, and CTE courses.
LUHSD was less effective in implementing some planned actions related to Goal 2. Annual measurable outcome data illustrating these challenges include:

- The pass rate for Advanced Placement exams decreased from 72% to 57%.
- Students who met UC/CSU A-G requirements decreased from 54% to 50%
- The percentage of All Students with a G.P.A. below 2.0 mildly increased from 17% to 18%
- The percentage of Socioeconomic Disadvantaged students with a G.P.A. below 2.0 increased from 31% to 46%.

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.

Description of Action 2.1 was amended to adds details related to staff development.
Description of Action 2.8, 2.13, and 2.20 were amended to update language.

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

Goals and Actions

Goal

Goal #	Description
3	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 2021-22 CA Healthy Kids Survey (Priority 8A):

- 41% of the juniors and 43% of the freshmen report experiencing chronic sadness/hopelessness
- 18% of the juniors and 22% of the freshmen have considered suicide
- 17% of the juniors and 13% 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 2022 California School Dashboard Additional Reports, and Aeries (the LUHSD student database) (Priority 8A):

- 14% of socio-economically disadvantaged students graduate having completed the A - G requirements and at least one CTE pathway
- 25% of African American students have a cumulative weighted GPA < 2.0
- 16% of English Learners have a cumulative weighted GPA < 2.0

There is a need for more diversifying parent/educational partner 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.
- 81% 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
- 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 want more school communication and prefer email, automated phone calls, and text messages
- Parents would become more involved if: 1) More information on involvement opportunities (55%), 2) More communication between school and parents (45%), 3) More information on how to support students at home (38%), 4) More participation opportunities at the school level (36%), and 5) More convenient time for participation (43%).

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)	2019-20 Annual Parent Survey - Parent/educational partner input in decision making 29% of parents agreed or strongly	2020-21 Annual Parent Survey - Parent/educational partner input in decision making 27% of parents agreed or strongly	2021-22 LUHSD Local Annual Parent Survey - Parent/educational partner input in 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."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agreed with the statement, "I feel like I have a say in the decision-making 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."	agreed with the statement, "I feel like I have a say in the decision-making process at my child's school." 18% 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."	29% 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." 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."		22% 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."
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	2020-21 Annual Parent Survey - Parent participation in school activities 69% of parents feel comfortable participating in school activities for parents	2021-22 LUHSD Local 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	2020-21 10% of parents completed the Annual Parent Survey	2021-22 8.5% of parents completed the Annual Parent Survey		17% of parents completed the Annual Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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, teachers, and support staff.	2020-21 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.	2021-22 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.		87% of parents surveyed responded that they had the ability to communicate with the administration, 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.	2020-21 62% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.	2021-22 58% 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.	2020-21 74% of parents attended or participated in a school activity or event within the last 2 years.	2021-22 76% 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
3.1	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.	$8,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	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 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.	$18,000.00	Yes
3.3	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
3.4	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 [2022-23]

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.

Upon LUHSD's comprehensive review process of the LCAP implementation, we have identified a number of factors and conditions impacting the implementation of actions described in the LCAP. These factors and conditions include:
- The year continued to build on post-pandemic normalcy and return to in-person collaborative with educational partners.
- Despite adopting Canvas as a learning management system, we made progress with syncing student progress to our student information system allowing parents to visit one software for attendance, discipline, grades, etc.

Though there were substantive differences in the conditions in our schools and community, LUHSD implemented the planned actions with reasonable modifications necessary to succeed. Some adjustments to the implementation of actions related to Goal 3 include:

- Parent collaborative meetings returned to in-person format but not all were ready for change.
- Bi-lingual Parent Liaisons and the addition of hand-held translation devices to meet diverse non-English languages facilitated communication between Spanish-speaking parents and the school.
- Social-emotional supports were increased for students and in-person support reinstated for students on school sites.

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

Action 3.3 material difference exists due to wider access and community outreach in post-pandemic context than previously anticipated.

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

LUHSD was effective in implementing the planned actions related to Goal 3. Annual measurable outcome data illustrating this success include:

- 29% 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," an increase of 2% from previous year;
- 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," an increase of 3% from previous year
- 76% of parents attended or participated in a school activity or event within the last 2 years, and increase of 2% from previous year.

LUHSD was less effective in implementing some planned actions related to Goal 3. Annual measurable outcome data illustrating these challenges include:

- 65% of parents felt comfortable participating in school activities for parents, a decrease of 4% from the previous year.
- 58% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements, a decrease of 4% from the previous year.
- 8.5% of parents completed the Annual Parent Survey, a decrease of 1.5% from the previous year.
- 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff, same percentage from previous year.

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

Metric or Priority 3A language was updated to "educational partner."

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$5,332,006	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.55%	0.06%	$54,182.82	5.61%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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, due to 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

Based upon Data Quest, in 2022 the overall Suspension Rate for LUHSD was 4.9% of the students suspended at least once. In 2021, the Suspension Rate was .03%. The overall change is reported as a 3.3% increase over the previous year rate. The following student populations indicate a need for additional support (Priority 6A). Foster Youth rate is 15% (10.1% higher than the average)

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. Her 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 and 10 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 for Foster Youth Suspension Rates above. In addition and for these two student groups, Chronic Absenteeism rates were also higher than our district average: Foster Youth 56% (27.1% higher than the district average).

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 = 28.9%, English Learners = 40%, Socioeconomically Disadvantaged = 41%, and Foster Youth = 56%)

In order to address this condition of our unduplicated students, we will continue to provide attendance clerks at each of our comprehensive high schools. Clerks will focus on the attendance of unduplicated students, calling home and communicating information regarding student attendance with parents and teachers. Attendance clerks 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 and 10 provide additional resources to increase attendance and student connectedness to school.

These actions are being provided on an LEA-wide basis and we expect/hope that all students there with less than a 100% attendance rate will benefit. However, due to 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 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, and 10 provide additional inclusivity resources 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 accounting 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 2021-22 and from calschls.org, unduplicated students reported feeling less safe on campus than all students (Grade 9 students overall: 50% feel safe or very safe on campus, EL: 38%, SED 40%).

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. Campus supervisors will be trained in restorative practices and in meeting the SEL needs of unduplicated students. 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 3: Intervention Classes - Personnel & Software

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments and LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 6%, math = 2%), Socio-economically Disadvantaged (ELA = 40%, Math = 12%), compared to those for All Students (ELA = 59%, Math = 24%). Socioeconomically Disadvantaged students have a D/F rate of 47%, higher than 18% rate for All Students.

In order to address these conditions 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, due to higher 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 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 (17%) (English Learners = 46%, Socioeconomically Disadvantaged = 31%, and Foster Youth = 32%).

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 (17%) (English Learners = 46%, Socioeconomically Disadvantaged = 31%, and Foster Youth = 32%).

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 the CAASPP Smarter Balanced Assessments and LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 6%, math = 2%), Socio-economically Disadvantaged (ELA = 40%, Math = 12%), compared to those for All Students (ELA = 59%, Math = 24%). Socioeconomically Disadvantaged students have a D/F rate of 47%, higher than 18% rate for All Students.

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 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 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. The software includes components for teachers to teach students how to properly cite their reference material. 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 2022 California School Dashboard College/Career Measures Only Report & Data, AP results (scores of 3 or higher on at least 2 AP exams) there are performance gaps between unduplicated student groups and the ALL Students group. (All Students = 62%, Socio-economically Disadvantaged = 59.4%. The same holds true for the SAT participation rate (All Students Group = 287 with 44 of those students being English Learners, and 24 students being Socio-economically Disadvantaged.

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.

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 2022 California School Dashboard College/Career Measures Only Report & Data, UC/CSU A-G completion rates for unduplicated student groups were lower than the All Student Group. (All Students Group = 50%, English Learners = 17%, Socio-economically Disadvantaged = 34%, Foster Youth = 0%).

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 2022 California School Dashboard College/Career Measures Only Report & Data, UC/CSU A-G completion rates for unduplicated student groups were lower than the All Student Group. (All Students Group = 50%, English Learners = 17%, Socio-economically Disadvantaged = 34%, Foster Youth = 0%).

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.

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 needed. 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 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 unduplicated students, we learned that the CAASPP Smarter Balanced Assessments and LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 6%, math = 2%), Socio-economically Disadvantaged (ELA = 40%, Math = 12%), compared to those for All Students (ELA = 59%, Math = 24%). Socioeconomically Disadvantaged students have a D/F rate of 47%, higher than 18% rate for All Students.

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 37: College & Career Center Technicians - Personnel

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2022 California School Dashboard College/Career Measures Only Report & Data, UC/CSU A-G completion rates for unduplicated student groups were lower than the All Student Group. (All Students Group = 50%, English Learners = 17%, Socio-economically Disadvantaged = 34%, Foster Youth = 0%).

In order to address this condition of our unduplicated students, we will employ College & Career Center Technicians at the 3 comprehensive sites designed to address some of the major causes of lack of post-secondary readiness, including awareness of college entrance requirements, scholarships, support with the college application process, and awareness of resources at colleges to support students from underrepresented groups. In addition, students will receive career information in their fields of their interest. 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 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 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 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 languages 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 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), 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 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 5.61%. 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 2, Actions 5, 15, 25, 35, 36: Addressing academic achievement for foster youth, English Learners, and low-income students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,632,496.00	$3,355,156.00	$4,670,000.00	$378,559.00	$18,036,211.00	$9,761,558.00	$8,274,653.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology - Infrastructure	All	$50,000.00				$50,000.00
1	1.2	Technology - IT Support Staff - Personnel	All	$932,649.00				$932,649.00
1	1.3	Technology - Classroom Equipment	All		$975,000.00		$160,000.00	$1,135,000.00
1	1.4	Technology - Analytics Software	English Learners Foster Youth Low Income	$70,000.00		$70,000.00		$140,000.00
1	1.5	Facilities - Capital Facilities	All			$4,600,000.00		$4,600,000.00
1	1.6	Facilities - Personnel	All	$118,132.00				$118,132.00
1	1.7	Campus Climate - Student meetings - Personnel	English Learners Foster Youth Low Income	$103,537.00				$103,537.00
1	1.8	Campus Climate - Student Programs	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
1	1.9	Attendance - Personnel	English Learners Foster Youth Low Income	$83,310.00				$83,310.00
1	1.10	Staff Development - Diversity and Inclusion Training	English Learners Foster Youth Low Income	$65,000.00				$65,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Staff Development - Social Media	All	$10,000.00				$10,000.00
1	1.12	California Healthy Kids Survey	All	$2,000.00				$2,000.00
1	1.13	Monitor LCAP Expenditures - Personnel	English Learners Foster Youth Low Income	$105,518.00				$105,518.00
1	1.14	Campus Supervisor - Personnel	English Learners Foster Youth Low Income	$187,028.00				$187,028.00
2	2.1	Staff Development - Personnel	All	$575,606.00				$575,606.00
2	2.2	Student Intervention and Recovery Programs	All				$66,000.00	$66,000.00
2	2.3	Intervention Classes - Personnel & Software	English Learners Foster Youth Low Income	$544,383.00				$544,383.00
2	2.4	Study Hall - Personnel	English Learners Foster Youth Low Income	$469,383.00				$469,383.00
2	2.5	Field Trips	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.6	Homework Help - Personnel	All	$6,842.00				$6,842.00
2	2.7	Instructional Materials: Textbooks and Supplies	All		$1,000,000.00			$1,000,000.00
2	2.8	Supplemental Instructional Materials and Supplies	English Learners Foster Youth Low Income	$77,000.00			$23,000.00	$100,000.00
2	2.9	Late Start Wednesdays - Personnel	All	$305,000.00				$305,000.00
2	2.10	Revise District Common Assessments - Personnel	English Learners Foster Youth Low Income	$15,000.00				$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.11	Data Management System	English Learners Foster Youth Low Income	$60,000.00				$60,000.00
2	2.12	Director of Curriculum and Instruction - Personnel	English Learners Foster Youth Low Income	$235,494.00				$235,494.00
2	2.13	Assistant Superintendent of Educational Services - Personnel	English Learners Foster Youth Low Income	$55,528.00				$55,528.00
2	2.14	Anti-Plagiarism Software	English Learners Foster Youth Low Income	$37,585.00				$37,585.00
2	2.15	Technology for English Learner Classrooms	English Learners	$25,000.00				$25,000.00
2	2.16	Teacher Recruitment	All	$10,000.00				$10,000.00
2	2.17	Provide support to Beginning Teachers (Induction) - Personnel	All		$85,407.00			$85,407.00
2	2.18	SAT/ACT/AP Support Programs	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
2	2.19	Increase College Readiness and Interest - Personnel	English Learners Foster Youth Low Income	$459,011.00				$459,011.00
2	2.20	Increase College Readiness and Interest	English Learners Foster Youth Low Income	$12,000.00				$12,000.00
2	2.21	Targeted Assistance Counselors - Personnel	English Learners Foster Youth Low Income	$800,003.00				$800,003.00
2	2.22	Psychologists - Personnel	English Learners Foster Youth Low Income	$431,891.00				$431,891.00
2	2.23	Mental Health Counseling Support	English Learners Foster Youth Low Income	$94,540.00				$94,540.00
2	2.24	Suicide Prevention - Anti-Bullying Training	All	$30,000.00				$30,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.25	Translation Support - Personnel	English Learners	$49,455.00			$60,014.00	$109,469.00
2	2.26	Transportation for EL students transferring to LHS	English Learners				$10,000.00	$10,000.00
2	2.27	Professional Development for CTE teachers - Personnel	All		$30,000.00			$30,000.00
2	2.28	Continue CTE Courses - Personnel	All	$2,237,493.00				$2,237,493.00
2	2.29	Instructional Materials and Supplies for CTE courses	All		$460,000.00			$460,000.00
2	2.30	Curriculum Alignment with Community Colleges - Personnel	All	$5,000.00				$5,000.00
2	2.31	Student Leadership Experiences	All				$10,000.00	$10,000.00
2	2.32	Teachers on Special Assignment - Personnel	English Learners	$467,428.00				$467,428.00
2	2.33	District Nurse - Personnel	All	$0.00	$142,324.00			$142,324.00
2	2.34	Instructional Coaches - Personnel	All		$662,425.00			$662,425.00
2	2.35	After School Tutoring for High-Needs Students - Personnel	English Learners Foster Youth Low Income	$296,829.00				$296,829.00
2	2.36	Bilingual Paraprofessional - Personnel	English Learners	$60,014.00			$49,545.00	$109,559.00
2	2.37	College & Career Center Technicians - Personnel	English Learners Foster Youth Low Income	$296,829.00				$296,829.00
3	3.1	Bi-Lingual Parent Liaisons - Personnel	English Learners Foster Youth Low Income	$8,008.00				$8,008.00
3	3.2	Parent Trainings and Workshops	English Learners Foster Youth Low Income	$18,000.00				$18,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**3.3**	Community Outreach	English Learners Foster Youth Low Income	$3,000.00				$3,000.00
3	**3.4**	Community/Business Involvement on Campus	All	$4,000.00				$4,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$96,141,478	$5,332,006	5.55%	0.06%	5.61%	$5,345,774.00	0.00%	5.56 %	**Total:**	$5,345,774.00
								LEA-wide Total:	$1,441,027.00
								Limited Total:	$456,298.00
								Schoolwide Total:	$3,448,449.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Technology - Analytics Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	0%
1	1.7	Campus Climate - Student meetings - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,537.00	0%
1	1.8	Campus Climate - Student Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$150,000.00	0%
1	1.9	Attendance - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom High School	$83,310.00	0%
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,000.00	0%
1	1.13	Monitor LCAP Expenditures - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,518.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	Campus Supervisor - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$187,028.00	0%
2	2.3	Intervention Classes - Personnel & Software	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$544,383.00	0%
2	2.4	Study Hall - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, Liberty HS	$469,383.00	0%
2	2.5	Field Trips	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$25,000.00	0%
2	2.8	Supplemental Instructional Materials and Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$77,000.00	0%
2	2.10	Revise District Common Assessments - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	0%
2	2.11	Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	0%
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$235,494.00	0%
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,528.00	0%
2	2.14	Anti-Plagiarism Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,585.00	0%
2	2.15	Technology for English Learner Classrooms	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	.0%
2	2.18	SAT/ACT/AP Support Programs	Yes	Schoolwide	English Learners Foster Youth	All Schools	$40,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.19	Increase College Readiness and Interest - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$459,011.00	0%
2	2.20	Increase College Readiness and Interest	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$12,000.00	0%
2	2.21	Targeted Assistance Counselors - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$800,003.00	0%
2	2.22	Psychologists - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$431,891.00	0%
2	2.23	Mental Health Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,540.00	0%
2	2.25	Translation Support - Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$49,455.00	0%
2	2.32	Teachers on Special Assignment - Personnel	Yes	LEA-wide	English Learners	All Schools	$467,428.00	0%
2	2.35	After School Tutoring for High-Needs Students - Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$296,829.00	0%
2	2.36	Bilingual Paraprofessional - Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Liberty High School	$60,014.00	0%
2	2.37	College & Career Center Technicians - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, Liberty HS	$296,829.00	0%
3	3.1	Bi-Lingual Parent Liaisons - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and	$8,008.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Liberty HS		
3	3.2	Parent Trainings and Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,000.00	0%
3	3.3	Community Outreach	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,829,869.00	$25,788,223.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology - Infrastructure	No	$50,000.00	$216,918
1	1.2	Technology - IT Support Staff - Personnel	No	$140,100.00	$874,743
1	1.3	Technology - Classroom Equipment	No	$1,135,000.00	$846,577
1	1.4	Technology - Analytics Software	Yes	$140,000.00	$63,205
1	1.5	Facilities - Capital Facilities	No	$4,600,000.00	$12,390,344
1	1.6	Facilities - Personnel	No	$104,745.00	$110,821
1	1.7	Campus Climate - Student meetings - Personnel	Yes	$94,976.00	$97,086
1	1.8	Campus Climate - Student Programs	Yes	$150,000.00	$68,599
1	1.9	Attendance - Personnel	Yes	$58,406.00	$78,142
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	$65,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Staff Development - Social Media	No	$10,000.00	$10,000
1	1.12	California Healthy Kids Survey	No	$2,000.00	$2,000
1	1.13	Monitor LCAP Expenditures - Personnel	Yes	$74,000.00	$102,159
1	1.14	Campus Supervisor - Personnel	Yes	$156,916.00	$177,867
2	2.1	Staff Development - Personnel	No	$600,000.00	$538,881
2	2.2	Student Intervention and Recovery Programs	Yes	$66,000.00	$274,000
2	2.3	Intervention Classes - Personnel & Software	Yes	$400,891.00	$620,674
2	2.4	Study Hall - Personnel	Yes	$417,118.00	$302,628
2	2.5	Field Trips	Yes	$25,000.00	$5,000
2	2.6	Homework Help - Personnel	No	$6,842.00	$302,628
2	2.7	Instructional Materials: Textbooks and Supplies	No	$1,000,000.00	$795,479
2	2.8	Supplemental Instructional Materials and Supplies	Yes	$100,000.00	$37,021
2	2.9	Late Start Wednesdays - Personnel	No	$305,000.00	$305,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Revise District Common Assessments - Personnel	Yes	$15,000.00	$15,000
2	2.11	Data Management System	Yes	$60,000.00	$40,836
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	$177,742.00	$220,662
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	$47,890.00	$52,024
2	2.14	Anti-Plagiarism Software	Yes	$37,585.00	$37,585
2	2.15	Technology for English Learner Classrooms	Yes	$25,000.00	$7,900
2	2.16	Teacher Recruitment	No	$10,000.00	$10,000
2	2.17	Provide support to Beginning Teachers (Induction) - Personnel	No	$85,407.00	$85,407
2	2.18	SAT/ACT/AP Support Programs	Yes	$40,000.00	$40,000
2	2.19	Increase College Readiness and Interest - Personnel	Yes	$252,455.00	$302,628
2	2.20	Increase College Readiness and Interest	Yes	$12,000.00	$12,000
2	2.21	Targeted Assistance Counselors - Personnel	Yes	$809,449.00	$749,865
2	2.22	Psychologists - Personnel	Yes	$543,425.00	$404,615

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.23	Mental Health Counseling Support	Yes	$94,540.00	$237,983
2	2.24	Suicide Prevention - Anti-Bullying Training	No	$30,000.00	$7,619
2	2.25	Translation Support - Personnel	Yes	$43,000.00	$102,818
2	2.26	Transportation for EL students transferring to LHS	Yes	$10,000.00	$5,700
2	2.27	Professional Development for CTE teachers - Personnel	No	$30,000.00	$15,000
2	2.28	Continue CTE Courses - Personnel	No	$1,813,469.00	$2,887,085
2	2.29	Instructional Materials and Supplies for CTE courses	No	$460,000.00	$136,262
2	2.30	Curriculum Alignment with Community Colleges - Personnel	No	$5,000.00	$5,000
2	2.31	Student Leadership Experiences	No	$10,000.00	$6,527
2	2.32	Teachers on Special Assignment - Personnel	Yes	$408,021.00	$437,914
2	2.33	District Nurse - Personnel	No	$136,845.00	$133,243
2	2.34	Instructional Coaches - Personnel	Yes	$540,000.00	$620,674

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.35	After School Tutoring for High-Needs Students - Personnel	Yes	$65,303.00	$620,674
2	2.36	Bilingual Paraprofessional - Personnel	Yes	$82,747.00	$60,987
2	2.37	College & Career Center Technicians - Personnel	Yes	$249,989.00	$278,433
3	3.1	Bi-Lingual Parent Liaisons - Personnel	Yes	$8,008.00	$6,010
3	3.2	Parent Trainings and Workshops	Yes	$18,000.00	$18,000
3	3.3	Community Outreach	Yes	$3,000.00	$5,000
3	3.4	Community/Business Involvement on Campus	No	$4,000.00	$5,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,983,876	$4,492,362.00	$5,100,497.00	($608,135.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Technology - Analytics Software	Yes	$70,000.00	$63,205	0%	0%
1	1.7	Campus Climate - Student meetings - Personnel	Yes	$94,976.00	$97,086	0%	0%
1	1.8	Campus Climate - Student Programs	Yes	$150,000.00	$68,599	0%	0%
1	1.9	Attendance - Personnel	Yes	$58,406.00	$78,142	0%	0%
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	$65,000.00	$0	0%	0%
1	1.13	Monitor LCAP Expenditures - Personnel	Yes	$74,000.00	$102,159	0%	0%
1	1.14	Campus Supervisor - Personnel	Yes	$156,916.00	$177,867	0%	0%
2	2.2	Student Intervention and Recovery Programs	Yes	$0	$0	0%	0%
2	2.3	Intervention Classes - Personnel & Software	Yes	$400,891.00	$620,674	0%	0%
2	2.4	Study Hall - Personnel	Yes	$417,118.00	$302,628	0%	0%
2	2.5	Field Trips	Yes	$25,000.00	$5,000	0%	0%
2	2.8	Supplemental Instructional Materials and Supplies	Yes	$77,000.00	$37,021	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Revise District Common Assessments - Personnel	Yes	$15,000.00	$15,000	0%	0%
2	2.11	Data Management System	Yes	$60,000.00	$40,836	0%	0%
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	$130,643.00	$220,662	0%	0%
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	$47,890.00	$52,024	0%	0%
2	2.14	Anti-Plagiarism Software	Yes	$37,585.00	$37,585	0%	0%
2	2.15	Technology for English Learner Classrooms	Yes	$25,000.00	$7,900	0%	0%
2	2.18	SAT/ACT/AP Support Programs	Yes	$40,000.00	$40,000	0%	0%
2	2.19	Increase College Readiness and Interest - Personnel	Yes	$252,455.00	$302,628	0%	0%
2	2.20	Increase College Readiness and Interest	Yes	$12,000.00	$12,000	0%	0%
2	2.21	Targeted Assistance Counselors - Personnel	Yes	$809,449.00	$749,865	0%	0%
2	2.22	Psychologists - Personnel	Yes	$543,425.00	$404,615	0%	0%
2	2.23	Mental Health Counseling Support	Yes	$94,540.00	$237,983	0%	0%
2	2.25	Translation Support - Personnel	Yes	$0	$0	0%	0%
2	2.26	Transportation for EL students transferring to LHS	Yes	$0	$0	0%	0%
2	2.32	Teachers on Special Assignment - Personnel	Yes	$408,021.00	$437,914	0%	0%
2	2.34	Instructional Coaches - Personnel	Yes	$0	$0	0%	0%
2	2.35	After School Tutoring for High-Needs Students - Personnel	Yes	$65,303.00	$620,674	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.36	Bilingual Paraprofessional - Personnel	Yes	$82,747.00	$60,987	0%	0%
2	2.37	College & Career Center Technicians - Personnel	Yes	$249,989.00	$278,433	0%	0%
3	3.1	Bi-Lingual Parent Liaisons - Personnel	Yes	$8,008.00	$6,010	0%	0%
3	3.2	Parent Trainings and Workshops	Yes	$18,000.00	$18,000	0%	0%
3	3.3	Community Outreach	Yes	$3,000.00	$5,000	0%	0%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$89,896,747	$4,983,876	0.19%	5.73%	$5,100,497.00	0.00%	5.67%	$54,182.82	0.06%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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

- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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:

    - **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.

    - **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.

    - **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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022