LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Liberty Union High School District
CDS Code: 07-61721-0000000
School Year: 2026-27
LEA contact information:
Erik Faulkner
Assistant Superintendent
faulkner@luhsd.net
(925) 634-2166, ext. 2023

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 2026-27 School Year

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 $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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.

This chart provides a quick summary of how much Liberty Union High School District plans to spend for 2026-27. 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 $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Liberty Union High School District is projecting it will receive $ 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 $ 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 2026-27

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 2026-27, Liberty Union High School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Liberty Union High School District actually spent $ for actions to increase or improve services for high needs students in 2026-27.

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, ext. 2023

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Liberty Union High School District (LUHSD), established in 1902, is located in eastern Contra Costa County—about 55 miles east of San Francisco and 63 miles south of Sacramento. For the 2024–2025 school year, LUHSD serves approximately 8,227 students in grades 9–12, based on Fall 1 Census Day enrollment. The district includes the communities of Brentwood, Oakley, Byron, Knightsen, Discovery Bay, Bethel Island, Antioch, and nearby unincorporated areas. Four elementary school districts feed into LUHSD. With deep community roots, generations of families have attended LUHSD schools. Once primarily agricultural, the area has grown significantly over the past 20 years and now includes a mix of farms, small businesses, homes, and apartments. Many families are drawn to the area for its relatively affordable housing and family-friendly environment, though a large number of residents commute daily to the San Francisco Bay Area for work.

LUHSD includes three comprehensive high schools and two alternative high schools. According to CALPADS Fall 1 Enrollment for 2024–25, the student population is 38% Hispanic/Latino, 32% White, 10% African American, 6% Filipino, 6% Asian, 6% two or more races, and less than 1% Native Hawaiian/Other Pacific Islander. About 25% of students are socioeconomically disadvantaged, 15% have disabilities, 7% are English learners, 1% are homeless, and fewer than 1% are foster youth. Of the English learners, 18.2% are classified as Long-Term English Learners (LTEL). LUHSD is part of the Contra Costa County Special Education Local Plan Area (SELPA) and provides a full range of services to approximately 1,251 students with disabilities—mostly on school sites, with a small number served through nonpublic schools. Three schools—Freedom High, Liberty High, and La Paloma High—have Title I designation. The district emphasizes college and career readiness and offers a strong Adult Education program for those seeking a high school diploma or personal and career advancement. LUHSD also operates the Gateway program, a Community-Based Instruction (CBI) initiative for developmentally and physically disabled students ages 18–22.

LUHSD uses the Local Control and Accountability Plan (LCAP) to set goals, plan actions, and allocate resources to improve student outcomes. The planning process includes input from students, parents, teachers, support staff, and community members through surveys and meetings. Over 1,400 parents and community members completed surveys in English and Spanish. More than 45 informational and input meetings were held with school sites, district staff, and community partners, including the District English Learner Advisory Committee (DELAC), Liberty Education Association (LEA), California State Employees Association (CSEA), the Parent Advisory Committee (with student representation), and superintendent and principal cabinet meetings. The LCAP addresses all student groups, including African American, Asian, Filipino, Hispanic/Latino, White, multiracial, socioeconomically disadvantaged, English learners, students with disabilities, and foster youth. The plan is continuously updated based on this feedback.

As a high school district serving grades 9–12, LCAP Priority 5C does not apply.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Liberty Union High School District (LUHSD) continued to experience both progress and persistent challenges during the 2024 school year, as reflected in California School Dashboard data and local performance indicators.

Highlights in areas of success included:
Academic Achievement:

- CAASPP results showed continued growth in English Language Arts (ELA), with the district maintaining a Yellow performance level and improving to +19 points above standard for all students.
- In Mathematics, while the district remained in the Orange performance level, the gap narrowed slightly, with all students scoring 77 points below standard, an improvement from the prior year.

Graduation Rates:

- The district-wide graduation rate increased to 93.4%, up from 91.4% the previous year.
- Notable gains were seen among Students with Disabilities (+7.7%) and English Learners (+6.7%).

College and Career Readiness:

- The percentage of students meeting UC/CSU A–G requirements rose to 47.9%, with significant improvements among African American and Students with Disabilities.
- The College/Career Indicator (CCI) improved to 49.1% prepared, up from 43.9%.

CTE Participation:

- Completion of Career Technical Education (CTE) pathways increased to 30%, with strong performance at Heritage High School (60.8%).

Mental Health and Engagement:

- California Healthy Kids Survey results showed improved perceptions of safety and connectedness among 9th and 11th graders, with 56% of 9th graders and 55% of 11th graders reporting feeling “Safe” or “Very Safe.”

Highlights in areas for growth included:

Academic Achievement:

- African American (131.4 points below standard), Homeless (146.9 points below standard), and Long Term English Learners (179.8 points below standard) performed at red indicator per CA Dashboard and lower than all students (77 points below standard).

English Learner Progress:

- The EL Progress Indicator dropped to 36.2% (Red), with particularly low performance at Liberty and La Paloma High Schools.
- The EL reclassification rate also declined from 17.29% to 10.72%, prompting a need for stronger instructional alignment and support.

Chronic Absenteeism:

- The district’s overall chronic absenteeism rate remained high at 23.4%, with elevated rates among English Learners (30.9%), Students with Disabilities (35.0%), and Foster Youth (57.7%).

Suspension Rates:

- Suspension rates for both African American (11.5%) and Students with Disabilities (11.4%) was red indicator per CA Dashboard.

Parent Engagement:

- Parent survey participation dropped from 17.4% to 6.84%, and only 23% of parents felt they had a say in district-level decisions.

Learning Recovery and Emergency Block Grant (LREBG)

LUHSD has $2,636,106 of unexpended LREBG funds for the period ending June 30, 2025.

LREBG funded actions may be found in:
Goal 2.21, metrics 1.2, 1.3, 1.6, 1.7 and 2.6.
Goal 1.14, metrics 1.2, 1.3, 1.6, 1.7, and 1.8.

These LREBG funded actions below align to allowable uses of funds in the area of learning recovery, academic intervention, and student well-being. The Liberty Union High School District (LUHSD) conducted a comprehensive needs assessment using California School Dashboard data, local performance indicators, and extensive stakeholder feedback—including surveys and meetings with parents, students, staff, and community partners. This assessment identified persistent achievement gaps, high rates of chronic absenteeism, and increased mental health needs, especially among English Learners, Foster Youth, low-income students, and other unduplicated student groups.

Based on these findings, LUHSD selected LREBG-funded actions that directly address the most urgent needs identified. These included:

- Targeted Assistance Counselors (Goal 2.21): Providing academic and social-emotional support to Foster Youth, English Learners, and socioeconomically disadvantaged students to increase graduation rates and college readiness, and reduce dropout rates.
- Campus Supervisors (Goal 1.14): Increasing student safety and promoting a positive school climate at each comprehensive site.
- Academic Interventions and Support (Goals 2.3, 2.4, 2.8, 2.35, 2.36): Funding intervention classes, study hall, supplemental instructional materials, after-school tutoring, and bilingual paraprofessionals to address learning loss and accelerate academic recovery for high-need students.
- Mental Health and Wellness (Goals 2.22, 2.23): Expanding access to psychologists and mental health counseling interns to support student well-being and engagement.

Each of these actions is aligned with the allowable uses of LREBG funds as defined in EC Section 32526(c)(2), including learning recovery, academic intervention, and student support services. The needs assessment process—grounded in data analysis and educational partner input—ensured that LREBG resources are targeted to the students and schools with the greatest needs, and that funded actions are evidence-based and designed to produce measurable improvements in student outcomes.”

A comparison of CA Dashboard red indicators between Fall 2023 and Fall 2024 were assigned to the following:

LUHSD:
Fall 2023 Dashboard:
Students with Disabilities, American Indian, English Learners, Foster Youth, Hispanic, Pacific Islander, Social Economic Disadvantaged: Suspension;
Students with Disabilities: College and Career Indicator

Fall 2024 Dashboard:
For Suspension: Students with Disabilities remained red indicator. African American declined to red indicator.
For Academic Performance and specifically within Math, the following Groups became red indicator: African American, Homeless, and Long-Term English Learners.
English Learner Progress, new to CA Dashboard, was a red indicator

Freedom:
Fall 2023 CA Dashboard:
Pupil Achievement (ELA): African American; Students with Disabilities
Pupil Achievement (Math): African American, Hispanic, Social Economic Disadvantaged, Students with Disabilities
Suspension: English Learners; Social Economic Disadvantaged
Students with Disabilities: Pupil Achievement (Math or ELA); College and Career Indicator

Fall 2024 Dashboard:
Pupil Achievement (ELA): English Learners, Long-Term English Learners

Suspension: African American, Students with Disabilities
Pupil Achievement (Math): English Learners, Long-Term English Learners, Two or More Races
English Learner Progress, new to CA Dashboard, was a red indicator
College and Career Indicator: Students with Disabilities

Heritage:
Fall 2023 CA Dashboard:
Suspension: English Learners
College and Career Indicator: Students with Disabilities

Fall 2024 Dashboard:
Suspension: African American, Homeless

Independence:
Fall 2023 CA Dashboard:
College Career Indicator: Hispanic, Social Economic Disadvantaged, White
Graduation Rate: Social Economic Disadvantaged, White

Fall 2024 Dashboard:
College Career Indicator: Hispanic
Graduation Rate: Hispanic

La Paloma:
Fall 2023 CA Dashboard:
Graduation Rate: Hispanic, Social Economic Disadvantaged, White
Suspensions: African American, Students with Disabilities, Hispanic, Social Economic Disadvantaged
College Career Indicator: Hispanic, Social Economic Disadvantaged

Fall 2024 Dashboard:
Graduation Rate: Hispanic, Hispanic, Social Economic Disadvantaged
College Career Indicator: Hispanic, Social Economic Disadvantaged
Suspension: White

Liberty:
Fall 2023 CA Dashboard:
Suspension: Students with Disabilities

Fall 2024 Dashboard:
Pupil Achievement (ELA): Students with Disabilities
Pupil Achievement (Math): African American, Long-Term English Learners, Students with Disabilities

English Learner Progress: English Learners, Long-Term English Learners
Suspension: African American

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Liberty Union High School District (LUHSD) continued to receive Differentiated Assistance (DA) due to high suspension rates and low academic performance among African American students.

To address these challenges, LUHSD implemented a multi-tiered support strategy. The district partnered with the Contra Costa County Office of Education through DA Networks and participated in professional learning communities focused on equity and instructional improvement. These collaborations helped identify root causes and shape targeted interventions.

To reduce suspension rates, LUHSD expanded efforts to improve school climate and student engagement. This included hiring more campus supervisors, using restorative practices, and offering professional development on culturally responsive behavior management. The district also encouraged student voice through campus climate committees and diversity-focused student groups. Additionally, LUHSD reviewed and updated its Discipline Matrix and used PowerBI to track suspension data and monitor progress toward reduction goals.

For pupil achievement—especially in mathematics—LUHSD partnered with Solution Tree to evaluate district math culture and systems. The district also piloted AI-based software that students could access anytime for targeted support. Teachers received training in evidence-based math strategies and data-driven instruction. LUHSD also offered after-school tutoring and credit recovery programs to support struggling students. The district participated in the Region 4 Multilingual Learner Leadership Network and continued its involvement in DA Networks to align practices and share strategies.

Professional development was a major focus. LUHSD hosted Summer Institutes, after-school workshops, and additional training days throughout the year. These sessions emphasized inclusive instruction, social-emotional learning, equity in grading, and targeted support for African American students, English learners, and students with disabilities. The district also worked with external partners like McREL and Solution Tree to strengthen instructional leadership, data use, and intervention design.

LUHSD continues to monitor progress through disaggregated data analysis, stakeholder feedback, and site-level reviews. These efforts ensure that interventions are responsive to student needs and lead to measurable improvements in academic outcomes and school climate for African American students.

Comprehensive Support and Improvement

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

Schools Identified

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

La Paloma High School is 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.

The California Department of Education (CDE) has identified La Paloma Continuation High School for Comprehensive Support and Improvement (CSI) due to its low graduation rate. Schools with a three-year average graduation rate below 68% qualify for CSI, and La Paloma's current average is 63.57%.

Since spring 2023, Liberty Union High School District (LUHSD) Educational Services staff have supported La Paloma and another school identified for Additional Targeted Support and Improvement (ATSI) in updating their School Plans for Student Achievement. These updates are being reviewed by the School Site Council and English Learner Advisory Committees in preparation for the 2025–26 school year. LUHSD will continue to monitor data and student needs to evaluate the impact of research-based interventions.

To improve graduation rates at La Paloma, LUHSD is implementing a comprehensive support plan. This includes targeted professional development for teachers, additional instructional materials, and access to educational technology. The district will also hold collaborative planning sessions with school leadership to align support with school goals. Direct intervention programs will be offered to students needing academic or social-emotional support. These efforts aim to foster a culture of continuous improvement and raise student achievement.

LUHSD is also building its capacity to support schools by working with the Contra Costa County Office of Education, the California Department of Education, and external partners like Solution Tree. These collaborations help maximize student learning and progress toward graduation.

Monitoring and Evaluating Effectiveness

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

To monitor and evaluate the School Plan for Student Achievement (SPSA) and support improvement at La Paloma High School, Liberty Union High School District (LUHSD) has developed a comprehensive, multi-tiered approach. This strategy combines data analysis, stakeholder collaboration, and targeted interventions.

Since spring 2023, LUHSD's Educational Services team has worked closely with La Paloma, which was identified for Comprehensive Support and Improvement (CSI) due to its three-year average graduation rate of 63.57%—below the state's 68% threshold. The district has also supported another school identified for Additional Targeted Support and Improvement (ATSI). Both schools have revised their SPSAs,

with input from the School Site Council (SSC) and English Learner Advisory Committee (ELAC), to ensure alignment with district goals and site-specific needs.

To ensure the SPSA is effective, LUHSD will continue tracking key performance indicators such as graduation rates, academic achievement (e.g., SBAC, ELPAC), and student engagement. The district will evaluate the impact of research-based interventions using both qualitative and quantitative data, allowing for timely adjustments to strategies and resources. This data-driven approach ensures that interventions remain responsive to student needs and aligned with SPSA goals.

LUHSD also provides direct support to La Paloma through targeted professional development for teachers. This includes training on instructional strategies, data use, and classroom engagement. The district partners with organizations like McREL, Solution Tree, and Edia to deliver high-quality professional learning and coaching, strengthening instructional practices and fostering continuous improvement.

In addition to training, LUHSD has allocated resources to meet La Paloma's specific needs. This includes funding for a full-time male counselor, a part-time female counselor, and an intervention specialist focused on helping seniors graduate. The district has also expanded credit recovery options through Imagine Learning and added tutorial support classes. These investments provide academic and social-emotional support for students, especially those at risk of not graduating.

To further strengthen its efforts, LUHSD collaborates with the Contra Costa County Office of Education and the California Department of Education. These partnerships offer technical assistance and strategic guidance to ensure the district's work aligns with state and federal expectations.

Through this comprehensive framework—grounded in data, collaboration, and targeted support—LUHSD is committed to improving student outcomes and helping La Paloma High School make measurable progress in graduation rates and academic performance.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	(August-May) School sites frequently meet with teachers throughout the academic year and on average once per month and site admin hold Liberty Education Association (LEA) in-person meetings with representative(s). District Office meets with teachers holding position on Curriculum Council on average monthly, send surveys to staff during academic year. The LEA provided comprehensive feedback from all school sites in the form of a document with recommendations.
Principals and other Administrators	Each Monday, Executive Cabinet meets with a focus on overarching and granular LCAP goals. Bi-weekly, Superintendent's Cabinet and Principals Cabinet members meet to evaluate and reflect on performance as it relates to fulfilling our three LCAP goals. Principals and other administrators offered qualitative feedback for the success and areas for growth of school sites related to LCAP.
Other school personnel	Monthly California School Employees Association (CSEA) meetings are held to garner feedback and updates related to LCAP goals. CSEA offered feedback and recommendation to LCAP in the form of surveys and meetings.
Parents	Throughout the academic year (August-May) our schools elicit feedback via School Site Council, Coffee with Principal, African American Parent Night, and ELAC. Theses events focus on offering recent metrics/updates and receive feedback from parent groups. Information is also disseminated and collected at District level through DELAC, District Parent Advisory collaborative, and Survey sent to parents for completion.

Educational Partner(s)	Process for Engagement
Students	Our students are engaged with getting updates related to LCAP and offering feedback through monthly Campus Climate meetings, District Student Advisory, and School Site Councils. Student feedback was collected and shared with administration in relation to LCAP goals and beyond.
SELPA	April 18 and 29, 2025: Our Special Populations Department meets, at minimal, weekly with County SELPA support to review progress, strengths, and areas for growth related to student supports. In partnership with SELPA, LCAP feedback is aligned with goals for students.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Liberty Union High School District (LUHSD) incorporated feedback from a wide range of educational partners—including students, parents, teachers, classified staff, administrators, bargaining units, and community organizations—into the development of the 2025–26 LCAP.

Goal 1 (Safe and Supportive School Environment): Feedback from students and parents emphasized the need for improved campus safety, mental health supports, and inclusive school climates. In response, LUHSD expanded actions related to campus supervision (Action 1.14), mental health counseling (Action 2.22, 2.23), and diversity and inclusion training (Action 1.10). Metrics such as suspension rates (1.6), expulsion rates (1.7), and school climate survey results (1.8) were prioritized to monitor progress.

Goal 2 (College and Career Readiness): Teachers and administrators requested more professional development focused on instructional strategies for English Learners and Students with Disabilities. This led to the continuation and refinement of Actions 2.1 (Staff Development), 2.3 (Intervention Classes), and 2.10 (Assessment Alignment). Additionally, student and parent feedback highlighted the need for more college and career preparation, resulting in expanded support for AP programs (Action 2.18), college visits (Action 2.5), and College & Career Center Technicians (Action 2.37). Metrics such as A–G completion (2.6), AP participation and pass rates (2.11, 2.15), and the College/Career Indicator (2.14) were emphasized.

Goal 3 (Family and Community Engagement): Parent surveys and advisory meetings revealed a desire for more accessible communication, culturally responsive outreach, and opportunities for decision-making. In response, LUHSD strengthened its investment in bilingual parent liaisons (Action 3.1), expanded parent workshops (Action 3.2), and increased community outreach efforts (Action 3.3). Metrics such as parent input in decision-making (3.1), participation in school activities (3.2, 3.6), and survey completion rates (3.3) were used to track engagement outcomes.

Positive feedback from educational partner groups of things LUHSD is doing well:

The Liberty Union High School District (LUHSD) has demonstrated significant progress in various areas, contributing to the overall well-being and academic success of its students. One notable achievement is the increased frequency of Diversity Committee student meetings, facilitated by the hiring of a Diversity Coordinator position. This initiative has fostered a more inclusive environment within the district.

LUHSD has also continued to grow in equitable grading practices across school sites, ensuring fair assessment of student performance. The district has expanded the variety of course offerings, adding more electives, College Technical Education courses, Visual and Performing Arts programs, 9th grade electives, courses on human behavior, ethnic studies, other language options, and courses on Skills for Living/Financial Literacy. This diversification of curriculum provides students with broader educational opportunities and prepares them for various career paths.

Mental health supports provided by LUHSD have been highly beneficial in addressing the social-emotional needs of students. The district has implemented targeted assistance counselors who offer academic and social-emotional support to high-needs students, including English Learners, socio-economically disadvantaged students, homeless students, and foster youth. Additionally, LUHSD has improved student preparation for post-secondary education through the development and alignment of Career Technical Education (CTE) pathways and new courses.

Staff development is another area where LUHSD is doing well. The district offers Summer Institutes, after-school workshops, additional professional development days during the academic year, and sessions with McREL and Crescendo Group. These departmental and interdisciplinary activities have informed the professional practice of employees, enabling them to better support the academic and social-emotional needs of students.

LUHSD has placed a focus on mental health and social-emotional supports for students, including more mental health counseling, group sessions, an on-site full-time mental health counselor, and addiction recovery programs. Educational partners have expressed interest in developing Wellness Centers on campuses and creating safe spaces for students with behavioral challenges. The district has also increased activities designed to promote parent involvement, teaching parents how to navigate college and career planning, and increasing outreach to parents who speak languages other than English. Efforts to develop a parent volunteer organization and add a Parent Liaison at school sites have further strengthened parent engagement.

Smaller class sizes in 9th grade English Language Arts and mathematics classes, as well as additional sections for English Learners and students with disabilities, have proven beneficial to student learning. The English Learner Team, consisting of Teachers on Special Assignment (TOSAs), counselors, bilingual parent liaisons, site and district administrators, has provided excellent support for English Learners and their families. Furthermore, the English Learner Team has participated in Region 4 Multilingual Learner Leadership Network Professional Development to best support English Learner students and families.

Overall, LUHSD's comprehensive approach to education, mental health, and community engagement has significantly contributed to the district's success in supporting its diverse student population.

New and continuing feedback from educational partners:

Liberty Union High School District (LUHSD) has received valuable feedback from educational partners, including parents, students, and teachers, highlighting several areas for new and continuing improvement.

One key area of focus is the continued enhancement of school safety and social-emotional supports. This includes utilizing software for student social-emotional learning and the Improve Your Tomorrow (IYT) program to increase attendance and graduation rates from colleges and universities. Additionally, there is a need to improve supports for English Learners by enhancing communication with educational partners and utilizing data sources to track student progress and performance.

For Special Population students, the feedback emphasizes the importance of focusing on compliance with data entry and preservation. There is also a call to support and monitor areas for future improvement at the Gateway site by collaborating with the Director of Community Education Center, Special Populations administration, and the counselor shared with La Paloma.

Increasing parent involvement opportunities and providing trainings such as College/Career Planning, student progress tracking in Canvas/Aeries, and access to translation services are also highlighted. Developing a volunteer parent organization and adding a Parent Liaison at school sites are suggested to further engage parents.

The feedback also underscores the need to increase support staff in various areas. This includes hiring additional counselors based on a ratio, custodians, assistant principals, a health clerk at IHS & Gateway, a full-time counselor, assistant principal, campus security, and a School Resource Officer at the alternative sites. There is also a need for more English Learner staff at LHS, reinstating a second person in College/Career Centers, and increasing staff within classrooms, especially for Students with Disabilities.

To better support Students with Disabilities, the feedback suggests adding a Program Specialist, continuing the evaluation of the Special Education program, hiring a Behavior Specialist to support students with challenging behavioral issues, and offering more elective options, including World Languages. Additionally, there is a call for more co-teaching, more school psychologists, and more programs to help students with autism transition from sheltered special education classrooms to general education classrooms.

Improving facilities is another area of focus. This includes updating bathrooms and drinking fountains, increasing the number of bathrooms available to students, keeping them stocked, and encouraging appropriate student behavior. The Gateway site, in particular, needs updating, as it is currently working with ovens and other facilities that are over 15 years old.

There is also a need to increase teacher use of Canvas, as timely responses to student emails and the consistent posting of work on Canvas are essential for ensuring that work is not missed. Lastly, the feedback highlights the importance of increasing the variety of food choices at lunch, providing more food, setting up a vending machine at the alternative sites, and implementing 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)

- Increase of AP class offerings
- Technology access and usage in the classroom
- 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 and continuing feedback from each school site Campus Climate Committees:

Liberty Union High School District (LUHSD) has received new and continuing feedback from each school site Campus Climate Committees, highlighting several key areas for improvement.

One significant concern is campus safety, particularly regarding the behavior, cleanliness, and access to bathrooms during school hours.

In the realm of teaching and learning, feedback suggests the need for more culturally focused lessons and activities that promote school connectedness. There is also a call for differentiation in instructional strategies, professional development for teachers, tutoring for all grade levels, increased math support after school, and allowing students different ways to demonstrate their learning. There is also a strong desire to increase the number of STEM-related classes offered to students.

Regarding counseling, college-career centers, and wellness centers, there is a need to increase mental health supports and the number of Marriage and Family Therapists (MFTs) available to students. Additional support for the college application process, better web resources for mental health, and the development of a Wellness Center on campus are also recommended. Other suggestions include offering summer workshops for college essays, helping students map out plans for college and career preparation, considering an Advisory Period for college/career preparation, increasing student access to counseling classes, adding a Crisis Counselor, organizing field trips to junior colleges, and adding a full-time campus counselor and vice principal at alternative sites.

Feedback on extra- and co-curricular activities emphasizes the need to increase awareness of extracurricular activities and clubs, promote underrepresented sports, provide credits for extracurricular activities, and give coaches more access to resources for college recruitment to better support student athletes. There is also a call for increased funding to support the music department for trips, competitions, and practices, support clubs competing at state and national levels, increase funding for field trips, including multi-cultural field trips, and support after-school intramural sports.

In terms of facilities and safety, feedback included a need to provide larger physical classrooms for certain subjects like engineering and robotics, addressing issues with portable classrooms, increasing passing periods, repairing and upgrading restrooms, providing more recycling bins on campus and in classrooms, and spraying campus for pests (i.e. spiders and ants).

The cafeteria also needs attention, with feedback indicating that student lunches often run out, school lunch lines are long, and there is a need for more vending machines.

Finally, communication improvements are necessary. Suggestions include improving access to announcements through video announcements and posting them on campus, providing resources to improve and regularly update school websites, and increasing ongoing

programs to elicit student feedback.

Overall, the feedback from the Campus Climate Committees provides valuable insights into areas where LUHSD can continue to enhance the educational experience and well-being of its students.

The Liberty Education Association provided the following prioritized recommendations:

Priority 1: Basic Needs
To support foundational teaching conditions, the association emphasizes the need for smaller class sizes and increased pay for all educators to enhance recruitment and retention. Teachers should be provided with a clear list of basic supplies, equipment, and technology expected in classrooms. Additional resources include improved access to drinking water, tools to manage students′ personal devices, and expanded broadband capacity to accommodate growing tech demands such as desktops, laptops, and Vivi projectors. Staffing enhancements include more campus supervisors, a full-time MFT (Marriage and Family Therapist) at each site, and new laptops for educators.

Priority 2: Implementation of State Standards
To effectively implement state standards, teachers need professional development time focused on lesson planning, collaboration, and organizing student spaces, rather than district-led sessions. This priority also reiterates the importance of smaller class sizes and calls for more textbooks to support instruction.

Priority 3: Parent/Guardian Involvement
The association recommends offering parent education workshops covering topics such as RTI strategies, supporting student learning without overburdening teachers, the college application process, and tech etiquette—including appropriate cell phone use at school. A district-wide policy on tech use that garners community support is also encouraged, along with comprehensive communication to parents about school culture, academics, and social-emotional learning (SEL).

Priority 4: Academic Achievement
To boost academic outcomes, the recommendations include implementing an effective system to manage student devices and reduce distractions, assigning a dedicated home-hospital teacher, and improving the counselor-to-student ratio.

Priority 5: Student Engagement
To promote consistent attendance, the association suggests increasing community awareness and employing an attendance liaison to conduct home visits and facilitate meetings with families.

Priority 6: School Climate
Improving school climate involves enhancing traffic monitoring around school premises—including streets, parking lots, and entrances—and establishing a district-wide tech etiquette policy.

Priority 7: Access to Courses
To ensure equitable access to learning opportunities, students should be provided with clear descriptions of all courses available across the

district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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 2023 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 2023-24 school year.

Metrics LUHSD has developed encompass our continue efforts to support our student's physical and emotional well being. After collaborating with educational partners and reviewing previous years of LCAP data, existing metrics were found to still be relevant for our pursuit of improvement. An additional metric with focus on technology has been added in an effort to ensure data can be collected and analyzed for

goals.

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 and are good repair (Priority 1C).

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

- Freedom HS: 92.04%
- Heritage HS: 94.34%
- Liberty HS: 93.27%
- La Paloma HS: 97.62%

Based upon information from Data Quest, the overall Chronic Absenteeism Rate for 2023-24 for LUHSD was 23.4%. This was a decrease of 1% from the previous year. The following student groups have Chronic Absenteeism higher than the overall district average (Priority 5B):

- African American: 27.8%
- Hispanic or Latino: 27.1%
- Pacific Islander: 26.7%
- English Learners: 30.9%
- Students with Disabilities: 35.0%
- Foster Youth: 57.7%
- Homeless: 53.4%
- Socioeconomically Disadvantaged: 34.7%

Based upon information in DataQuest, the 2024 district overall 4-year cohort dropout rate is 2.3%, a 1.6% decrease from previous year. The percentage of dropout rates higher than the LEA wide average by subgroups is listed below (Priority 5D):

African American: 5.6%
Hispanic: 2.5%
Pacific Islander: 0%
English Learners: 4.5%
Foster Youth: N/A
Homeless: 2.9%
Students with Disabilities: 3.4%
Socioeconomically Disadvantaged: 3.0%

Based upon the Fall 2024 Dashboard Additional Report - Graduation Rate, the overall Graduation Rate for LUHSD was 93.4% of the students graduating. This is a 1.6% increase over the previous year. The following student populations indicate a need for additional support (Priority 5E):

- Foster Youth: N/A
- Homeless: 82.1%
- Students with Disabilities: 85.3%
- African American: 89%
- Native Hawaiian/Pacific Islander: N/A
- English Learner: 86.7%
- SED: 90.6%
- Asian: 89.1%
- Hispanic: 92.8%
- LTEL: 87.7%

Based upon Data Quest, in 2024 the overall Suspension Rate for LUHSD was 5.4% of the students suspended at least once, a .4% decrease over previous year. The following student populations indicate a need for additional support (Priority 6A):

- Socioeconomically Disadvantaged: 8.6%
- Foster Youth: 22.6%
- Homeless: 12.4%
- Students with Disabilities: 11.4%
- African American: 11.5%
- American Indian: 9.3%
- Native Hawaiian/Pacific Islander: 6.4%
- English Learner: 6.7%
- Two or more races: 5.9%

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

According to the 2023-24 California Healthy Kids Survey district results (Priority 6C):
School Connectedness - Average reporting "Agree" or "Strongly Agree" with being connected to school.
9th grade: 52%
11th grade: 50%

Safety - Average reporting feeling "Safe" or "Very Safe"
9th grade: 56%

11th grade: 55%

Based on Spring Parent Survey, 71% parents indicated they strongly agreed or agreed LUHSD successfully uses technology with students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual Williams Act: School Facility Rating. (Priority 1C)	2023-24 Source: Annual Williams Act: School Facility Rating All school facilities are maintained in good repair.	2024-25 All school facilities are maintained in good repair.		All school facilities are maintained in good repair.	All school facilities continue to be maintained and are in good repair.
1.2	Attendance Rates (Priority 5A)	2022-23 Source: Aeries SIS Freedom HS - 92.22% Heritage HS - 93.68% Liberty HS - 92.78% La Paloma HS - 99.65%	2023-24 Source: Aeries SIS Freedom HS: 92.04% Heritage HS: 94.34% Liberty HS: 93.27% La Paloma HS: 97.62%		Source: Aeries SIS Freedom HS - 95% Heritage HS - 96% Liberty HS - 95% La Paloma HS - 99%	Freedom HS - 0.18% Heritage HS +0.66% Liberty HS +0.49% La Paloma HS - 2.03%
1.3	Chronic Absenteeism Rate (Priority 5B)	2022-23 Source: Data Quest LEA - 24.4% African American – 27.8% Hispanic or Latino – 28.2% Pacific Islander - 34.7% English Learners – 29%	2023-24 Source: Data Quest LEA: 23.4% African American: 27.8% Hispanic or Latino: 27.1% Pacific Islander: 26.7%		LEA - 21.4% African American – 24.8% Hispanic or Latino –25% Pacific Islander - 31.7% English Learners – 26%	LEA -1.0% African American 0% Hispanic or Latino -1.1% Pacific Islander - 8.0% English Learners +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities – 36% Foster Youth – 55.6% Homeless – 40.5% Socioeconomically Disadvantaged – 34.9%	English Learners: 30.9% Students with Disabilities: 35.0% Foster Youth: 57.7% Homeless: 53.4% Socioeconomically Disadvantaged: 34.7%		Students with Disabilities – 33% Foster Youth – 52.6% Homeless – 37% Socioeconomically Disadvantaged – 31.9%	Students with Disabilities -1.0% Foster Youth +2.1% Homeless +12.9% Socioeconomically Disadvantaged -0.2%
1.4	4-Year Adjusted Cohort Dropout Rate (Priority 5D)	2022-23 Source Data Quest District overall cohort dropout rate is 3.9%. African American – 4.9% Hispanic - 4.4% Pacific Islander - 6.3% English Learners – 10.9% Foster Youth - 9% Homeless - 12.5% Students with Disabilities – 8.2% Socioeconomically Disadvantaged - 7%	2023-24 Source Data Quest District overall cohort dropout rate is 2.3%. African American: 5.6% Hispanic: 2.5% Pacific Islander: 0% English Learners: 4.5% Foster Youth: N/A Homeless: 2.9% Students with Disabilities: 3.4% Socioeconomically Disadvantaged: 3.0%		District overall cohort dropout rate is 2.9%. African American – 2.9% Hispanic - 3.4% Pacific Islander - 5.3% English Learners – 9.9% Foster Youth - 8% Homeless - 11.5% Students with Disabilities – 7.2% Socioeconomically Disadvantaged - 6%	District overall cohort dropout rate -1.6%. African American +0.7% Hispanic -1.9% Pacific Islander - 6.3% English Learners - 6.4% Foster Youth N/A Homeless -9.6% Students with Disabilities -4.8% Socioeconomically Disadvantaged - 4.0%
1.5	Fall 2020 Dashboard District Graduation Rate (Priority 5E)	2022-23 Source: Data Quest Overall for LUHSD =	2023-24 Source: Dashboard		Overall for LUHSD = 94.4%.	Overall for LUHSD +2.0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91.4%. • Foster Youth = 81.8% • Homeless = 75.8% • Students with Disabilities = 77.6% • African American = 89.1% • Native Hawaiian/Pacific Islander = 81.3% • English Learner = 80% • SED 85.8% • Asian 93.1% • Hispanic 90.9% • White 91% • Two or more 93.1% • Filipino = 98.2%	Overall for LUHSD = 93.4%. • Foster Youth: N/A • Homeless: 82.1% • Students with Disabilities: 85.3% • African American: 89% • Native Hawaiian/ Pacific Islander: N/A • English Learner: 86.7% • SED: 90.6% • Asian: 89.1% • Hispanic: 92.8% • White: 95.1% • Two or more: 95.7% • Filipino: 97.7%		• Foster Youth = 84.8% • Homeless = 78.8% • Students with Disabilities = 80.6% • African American = 92.1% • Native Hawaiian/ Pacific Islander = 84.3% • English Learner = 83% • SED 88.8% • Asian 95.1% • Hispanic 92.9% • White 94% • Two or more 95.1% • Filipino = 98.5%	• Foster Youth N/A • Homeless +6.3% • Students with Disabilities +7.7% • African American +0.2% • Native Hawaiian/ Pacific Islander = N/A • English Learner +6.7% • SED +4.8% • Asian - 4.0% • Hispanic +1.9% • White +4.1% • Two or more +2.6% • Filipino - 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• LTEL: 87.7%			
1.6	CA Dashboard Suspension Rates. (Priority 6A)	2022-23 Source: Data Quest LEA – 5.8% • Socioeconomically Disadvantaged – 9.2% • Foster Youth = 26.9% • Homeless = 14.2% • Students with Disabilities = 10% • African American = 9.6% • American Indian = 14.6% • Native Hawaiian/Pacific Islander = 10.2% • English Learner = 9.4% • Asian 2.7% • Hispanic 6.5% • White 5% • Two or more races 6.5% • Filipino = 1.2%	2023-24 Source: Data Quest LEA: 5.4% • Socioeconomically Disadvantaged: 8.6% • Foster Youth: 22.6% • Homeless: 12.4% • Students with Disabilities: 11.4% • African American: 11.5% • American Indian: 9.3% • Native Hawaiian/ Pacific Islander: 6.4% • English Learner: 6.7%		LEA – 4.8% • Socioeconomically Disadvantaged – 8.2% • Foster Youth = 25.9% • Homeless = 13.2% • Students with Disabilities = 9% • African American = 8.6% • American Indian = 13.6% • Native Hawaiian/ Pacific Islander = 9.2% • English Learner = 8.4% • Asian 1.7% • Hispanic 5.5% • White 4%	LEA -0.4% • Socioeconomically Disadvantaged -0.6% • Foster Youth -4.3% • Homeless -1.8% • Students with Disabilities +1.4% • African American +1.9% • American Indian -5.3% • Native Hawaiian/ Pacific Islander -3.8% • English Learner -2.7% • Asian -0.4% • Hispanic -1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Asian: 2.3% • Hispanic: 5.4% • White: 4.7% • Two or more races: 5.9% • Filipino: 1.3%		• Two or more races 5.5% • Filipino = .2%	• White - 0.3% • Two or more races - 0.6% • Filipino +0.1%
1.7	Expulsion Rates. (Priority 6B)	2022-2323 Source: Aeries Overall less than 1%	2023-2024 Source: Aeries Overall less than 1%		Overall less than 1%	No Change
1.8	California Healthy Kids Survey (CHKS) - School connectedness and safety. (Priority 6C)	2022-23 Source: CHKS School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2022-23 CHKS 9th grade - 47% 11th grade - 50% Safety - Average reporting "Safe" or "Very Safe" on the 2022-23 CHKS 9th grade - 50% 11th grade - 53%	2023-24 Source: CHKS School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2023-24 CHKS 9th grade: 52% 11th grade: 50% Safety - Average reporting "Safe" or "Very Safe" on the 2023-24 CHKS 9th grade: 56%		School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2022-23 CHKS 9th grade - 52% 11th grade - 55% Safety - Average reporting "Safe" or "Very Safe" on the 2022-23 CHKS 9th grade - 55% 11th grade - 58%	School Connectedness 9th grade +5.0% 11th grade No Change Safety - No Change 9th grade +6.0% 11th grade +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11th grade: 55%			
1.9	Technology Use	2023-24 Source: LUHSD Parent Survey 69.13% of parents from our Annual Survey indicated they strongly agreed or agreed with Liberty Union High School District uses technology with students successfully.	2024-25 Source: LUHSD Spring Parent Survey 71% of parents from our Spring Parent Survey indicated they strongly agreed or agreed with Liberty Union High School District uses technology with students successfully.		75% of parents from our Annual Survey indicated they strongly agreed or agreed with Liberty Union High School District uses technology with students successfully.	Parents +1.87%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Liberty Union High School District (LUHSD) implemented a comprehensive set of actions under Goal 1, which aimed to provide a physically and emotionally supportive school environment. These actions included investments in technology infrastructure, classroom equipment, analytics software, facilities maintenance, campus climate initiatives, attendance support, and staff development.

Substantive Differences Between Planned and Actual Implementation: There were no major deviations reported between the planned and actual implementation of actions. All key initiatives—such as hiring IT support staff, maintaining facilities, deploying analytics tools, and conducting diversity and inclusion training—were carried out as intended. The district also maintained its commitment to student safety and engagement through campus supervisors and climate programs.

Challenges Experienced:
Chronic absenteeism remained a concern, particularly among English Learners (30.9%), Students with Disabilities (35.0%), Foster Youth (57.7%), and Homeless students (53.4%).

Suspension rates, while slightly improved overall, remained disproportionately high for several student groups, including Foster Youth (22.6%) African American (11.5%), and Students with Disabilities (11.4%).
Graduation rates improved overall but are lower for Homeless students (82.1%) and English Learners (86.7%).

Successes Experienced:
Attendance rates improved across most school sites.
The district saw a decrease in dropout rates, with the overall rate falling to 2.3%.
Suspension rates decreased slightly from the previous year.
Parent survey results showed increased satisfaction with the district's use of technology (71% agreed or strongly agreed).
The California Healthy Kids Survey indicated improved perceptions of school connectedness and safety among students.

Effectiveness of Actions:
Technology upgrades and analytics tools were effective in supporting instruction and data-driven decision-making.
Campus climate programs and diversity training contributed to a more inclusive environment.
Targeted personnel (i.e. Attendance Clerks) helped address absenteeism, though challenges persist.
Staff development initiatives were well-received and aligned with district goals for equity and inclusion.

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.

LUHSD does not have any significant differences between the Budgeted Expenditures and the Estimated Actual Expenditures and/or the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.
(1.1) LUHSD spent $25K more that budget due to an communication equipment upgrade .
(1.3) We are $950k under our budgeted amount due to previous years laptop refresh and a decline in identified need to purchase additional technology at this time.
(1.5) We are $1.9 under capital facilities due to spending down of local Measure U bond.
(1.8) We were over 50% less as budgeted due to spending down one time monies for Action.
(1.11) We did not use any funds budgeted to conduct social media training.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Liberty Union High School District (LUHSD) implemented a comprehensive set of actions to foster a physically and emotionally supportive school environment. These included investments in technology infrastructure, classroom equipment, analytics software, facilities upgrades, and personnel such as IT support, maintenance staff, campus supervisors, and attendance clerks. The district also emphasized diversity and inclusion through staff development and student programs, and monitored school climate via the California Healthy Kids Survey.

Actions 1.1, 1.2, 1.3, and 1.4 Technology: Infrastructure, IT Support Staff Personnel, Classroom Equipment, and Analytics Software
1.1 (Technology: Infrastructure) Maintaining updated technology infrastructure at all sites ensured that all school facilities were in good repair, as confirmed by the Annual Williams Act School Facility Rating (Metric 1.1: 100% of facilities in good repair in both 2023–24 and 2024–25).
1.2 (Attendance Rates): Effective – Analytics tools supported data-driven decisions that contributed to improved attendance rates across most school sites (Metric 1.2: Freedom HS 92.04%, Heritage HS 94.34%, Liberty HS 93.27%, La Paloma HS 97.62% in 2023–24).
1.3 (Chronic Absenteeism): Partially effective – While analytics tools were in place, chronic absenteeism remained a challenge for several student groups, suggesting the need for additional targeted strategies. (Metric 1.3: District 23.4%; English Learners 30.9%, Students with Disabilities 35.0%, Foster Youth 57.7%, Homeless 53.4%)
1.6 (Suspension Rates): Mixed effectiveness – Suspension rates showed slight improvement overall, though disparities persisted for some student groups, indicating room for further impact. (Metric 1.6: District 5.4%; Foster Youth 22.6%, African American 11.5%, Students with Disabilities 11.4%).
1.7 (Expulsion Rates): Effective – Expulsion rates remained below 1%, suggesting effective monitoring and early intervention. (Metric 1.7: <1% districtwide)

Action 1.5 – Facilities: Capital Facilities: Effective – Facilities were maintained in good repair, supporting a safe and conducive learning environment. (Metric 1.5: 100% of facilities in good repair).

Action 1.6 – Facilities: Personnel: Effective – Maintenance staff ensured facilities remained clean and operational, aligning with the district's goal for safe environments. (Metric 1.6: 100% of facilities in good repair).

Action 1.7, 1.8 – Campus Climate: Student Meetings; Campus Climate: Student Programs
1.2 (Attendance Rates): Developing – Student engagement efforts were implemented, though attendance improvements were modest and varied by site. (Metric 1.2: Freedom HS 92.04%, Heritage HS 94.34%, Liberty HS 93.27%, La Paloma HS 97.62% in 2023–24).
1.3 (Chronic Absenteeism): Developing – Chronic absenteeism remained elevated for some student groups, indicating that engagement strategies may need to be expanded or refined (Metric 1.3: District 23.4%; English Learners 30.9%, Students with Disabilities 35.0%, Foster Youth 57.7%, Homeless 53.4%).
1.6 (Suspension Rates): Developing – While the district maintained a focus on equity, suspension rates for certain student groups remained above average, highlighting a continued area of focus (Metric 1.6: District 5.4%; Foster Youth 22.6%, African American 11.5%, Students with Disabilities 11.4%).
1.7 (Expulsion Rates): Effective – Expulsion rates stayed below 1%, indicating that climate initiatives may have helped prevent more severe disciplinary actions. (Metric 1.7: <1% districtwide)
1.8 (School Climate Survey): Effective – Student perceptions of school connectedness and safety improved, reflecting a positive impact from climate-focused meetings (Metric 1.8: 56% of 9th graders, 55% of 11th graders reported feeling "Safe" or "Very Safe" in 2023–24).

Action 1.9 – Attendance: Personnel
1.2 (Attendance Rates): Effective – Freedom High School's attendance rate improved slightly, indicating the attendance clerk's impact (Metric 1.2: Freedom HS 92.04%, Heritage HS 94.34%, Liberty HS 93.27%, La Paloma HS 97.62% in 2023–24).
1.3 (Chronic Absenteeism): Developing – Chronic absenteeism at Freedom High remained a concern, especially among unduplicated student groups, suggesting the need for continued support (Metric 1.3: District 23.4%; English Learners 30.9%, Students with Disabilities 35.0%, Foster Youth 57.7%, Homeless 53.4%).

Action 1.10, 1.11, 1.12, 1.14 – Staff Development: Diversity and Inclusion Training, Social Media; CA Healthy Kids Survey; Campus Supervisor Personnel
1.2 (Attendance Rates): Developing – While training was implemented, attendance improvements were modest and uneven, suggesting a need for broader systemic support (Metric 1.2: Freedom HS 92.04%, Heritage HS 94.34%, Liberty HS 93.27%, La Paloma HS 97.62% in 2023–24).
1.3 (Chronic Absenteeism): Developing – Chronic absenteeism remained high among several student groups, indicating that training alone may not be sufficient to address all barriers to attendance (Metric 1.3: District 23.4%; English Learners 30.9%, Students with Disabilities 35.0%, Foster Youth 57.7%, Homeless 53.4%).
1.6 (Suspension Rates): Developing – Suspension rates for Students with Disabilities and African American students remained high, suggesting that additional strategies may be needed alongside training (Metric 1.6: District 5.4%; Foster Youth 22.6%, African American 11.5%, Students with Disabilities 11.4%).
1.7 (Expulsion Rates): Effective – Expulsion rates stayed below 1%, suggesting that inclusive practices may have helped prevent extreme disciplinary actions (Metric 1.7: <1% districtwide).
1.8 (School Climate Survey): Effective – Improved student perceptions of school safety and connectedness suggest that training contributed to a more inclusive environment (Metric 1.8: 56% of 9th graders, 55% of 11th graders reported feeling “Safe” or “Very Safe” in 2023–24).

Action 1.13 – Monitor LCAP Expenditures: Personnel: Effective – The Accounting Technician role supported alignment of financial decisions with LCAP goals, enhancing fiscal oversight.

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

N/A

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.

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.	$75,304.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Technology - IT Support Staff - Personnel	Continue additional IT support staff - amounts include salary and benefits. This positions supports LUHSD by offering ongoing technical support and troubleshooting for both students and faculty, ensuring a smooth and uninterrupted learning experience across all technological platforms used within the district.	$964,613.00	No
1.3	Technology - Classroom Equipment	Continue district standard for classroom technology equipment such as computers, projectors, laptops and other 21st century learning devices.	$100,000.00	No
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, Ellevation, 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.	$2,300,000.00	No
1.6	Facilities - Personnel	Continue additional Maintenance and Operations person to maintain and repair facilities, salary and benefits. Maintenance and operations staff can support Liberty Union High School District by ensuring all facilities are clean, safe, and well-maintained, providing a conducive environment for learning and extracurricular activities. Additionally, they can contribute by promptly addressing repair needs and optimizing energy usage to reduce operational costs and enhance sustainability efforts. ADD CCI HERE	$96,168.00	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. A District Diversity Coordinator supports Liberty Union High School District by implementing comprehensive diversity and inclusion training programs for staff and students, fostering a more	$107,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
		inclusive and respectful school environment. Additionally, they develop and oversee initiatives that promote equitable educational opportunities for all students with a focus on ensuring representation and support for student groups in red indicators. This also supports our technical assistance work.		
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. Particular attention is placed within a focus on ensuring representation and support for student groups in red indicators. This also supports our technical assistance work.	$150,000.00	Yes
1.9	Attendance - Personnel	Maintain attendance clerk to address absenteeism at FHS only since historically, school site has been faced with challenges of attendance rates. Salary and Benefits. An attendance clerk supports efforts by meticulously tracking student absences and promptly notifying parents and guardians, thereby fostering better communication and accountability. Additionally, they collaborate with teachers and administrators to identify patterns of absenteeism and develop targeted intervention strategies to improve student attendance.	$97,129.00	Yes
1.10	Staff Development - Diversity and Inclusion Training	Staff development to promote respect for diversity and inclusiveness.	$50,000.00	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

Action #	Title	Description	Total Funds	Contributing
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. 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 have found that closely monitoring of LCAP expenditures will focus and increase the achievement of unduplicated students.	$112,806.00	No
1.14	Campus Supervisor - Personnel	LUHSD used Learning Recovery Emergency Block Grant (LREBG) funds to support crisis response as well as observation and referral which are specifically listed as an eligible expenditure on the CDE LREBG guidance page. In moments of acute need (e.g., emotional outbursts, family emergencies), they help de-escalate situations and coordinate with health or counseling staff. Campus Supervisors are often the first to notice signs of distress, trauma, or behavioral changes in students. They can refer pupils to counseling, mental health services, or social-emotional learning programs. This action is supported by research and state guidance as an effective strategy for improving social emotional well being, safety, and fostering a positive school environment. Action: Continue to employ one additional campus supervisor at each comprehensive site to increase student safety and promote a positive school climate. Campus supervisors focus on student safety and foster a positive and safe school culture. Metrics used to monitor this action are attendance rates (1.2), chronic absenteeism (1.3), suspension rates (1.6), and school climate survey results (1.8). How Research Supports the Selected Action: Research shows that increased adult supervision and strong relationships with campus supervisors lead to fewer disciplinary incidents, better safety perceptions, and higher student engagement. Campus supervisors are often the first to notice signs of distress, trauma, or behavioral changes in students. Their presence on school site allows them to refer students to counseling, mental health services, or social-emotional learning programs. Studies from the U.S. Department of Education and the National Center on	$187,028.00	No

Action #	Title	Description	Total Funds	Contributing
		Safe Supportive Learning Environments confirm that visible, proactive supervision improves attendance and school connectedness. LUHSD's own stakeholder feedback and needs assessment identified campus safety and climate as top priorities, and the district's data show that sites with more supervision report fewer behavioral incidents and higher rates of students feeling "Safe" or "Very Safe." Metrics Used to Monitor Effectiveness: 1.2 Attendance Rates: Freedom HS 92.04%, Heritage HS 94.34%, Liberty HS 93.27%, La Paloma HS 97.62% (2023–24) 1.3 Chronic Absenteeism: District 23.4%; English Learners 30.9%, Students with Disabilities 35.0%, Foster Youth 57.7%, Homeless 53.4% 1.6 Suspension Rates: District 5.4%; Foster Youth 22.6%, African American 11.5%, Students with Disabilities 11.4% 1.8 School Climate Survey: 56% of 9th graders, 55% of 11th graders reported feeling "Safe" or "Very Safe" in 2023–24 By maintaining additional campus supervisors, LUHSD is implementing an evidence-based strategy to address the needs identified in the district's needs assessment and to support a safe, inclusive, and engaging school environment for all students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

Preparing students for career and college is paramount for a high school district. LUHSD developed this goal based on collaboration and 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 preparing students for career and college. Additionally, there has been an emphasis on providing an equitable education to all our students, specifically in our work with Crescendo Group and grading practices, and work with McREL focusing on research-based instructional strategies. The Fall 2023 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 2023-24 school year.

Metrics developed by LUHSD reflect our continue focus on ensuring students are prepared for career and college after graduating from our schools. After collaborating with educational partners and reviewing previous years of LCAP data, existing metrics were found to still be relevant for our pursuit of improvement. An additional metric with focus on student social-emotional well being has been added in an effort to ensure data can be collected and analyzed for goals.

Student need metrics provided in Goal 2 reflect California's new School Dashboard accountability model as well other data from the 2022-23 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 2022-23 English Language Arts and Mathematics are listed below:

ELA
Student Group Dashboard Color
All Students Green (2.83 points above standard)
English Learners: Orange (78 points below standard)
Students with Disabilities: Orange (95.5 points below standard)
African American: Yellow (5.7 points below standard)
Homeless: Orange (46.9 points below standard)
Hispanic: Yellow (3.7 points below standard)
Socioeconomically Disadvantaged: Yellow (12.4 points below standard)

Mathematics
Student Group Dashboard Color

All Students: Yellow (72 points below standard)
English Learners: Orange (165.2 points below standard)
Students with Disabilities: Orange (179.2 points below standard)
African American: Orange (116.2 points below standard)
Homeless: Orange (138.7 points below standard)
Hispanic: Orange (110.2 points below standard)
Socioeconomically Disadvantaged: Orange (121.2 points below standard)

According to Data Quest, the 2022-23 four-year adjusted overall percentage of LUHSD graduates meeting the UC/CSU "A-G" requirements is 43.9%. There are gaps in the percentage of students meeting or trending to meet these requirements (Priority 4B):

- African American: 30.2% of graduates met the UC/CSU A-G requirements (13.7% below district average)
- Hispanic or Latino: 37.1% of graduates met the UC/CSU A-G requirements (6.8% below district average)
- English Learners: 11.6% of graduates met the UC/CSU A-G requirements (32.3% below district average)
- Foster Youth: 0% of graduates have met the UC/CSU A-G requirements (43.9% below district average)
- Homeless: 22.7% of graduates have met the UC/CSU A-G requirements (23.3% below district average)
- Students with Disabilities: 7.6% of graduates met the UC/CSU A-G requirements (36.3% below district average)
- Socioeconomically Disadvantaged: 27% of graduates met the UC/CSU A-G requirements (16.9% below district average)
- Two or More Races: 53% of graduates met the UC/CSU A-G requirements (9.1% above district average)

Based upon Dashboard, the percentage of pupils who have successfully completed 2022-23 CTE pathways at the comprehensive high schools are as follows (Priority 4C):

Overall (3 Comprehensive Sites): 23.4%
- FHS: 11.7%
- HHS: 27.1%
- LHS: 39.1%

Based upon the 2022-23 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): 15.6%

- FHS: 7.1%
- HHS: 19.3%
- LHS: 26.7%

Based upon the English Learner Progress Indicator on the 2022-23 Dashboard, results are as follows (Priority 4E):

LUHSD: 49.1% Medium

- FHS: 56.4% Very High
- HHS: 48.3% Medium
- IHS: N/A (less than 11 students)
- LHS: 45.4% Low
- LPHS: 29.4% (no color, less than 35 students)

The 2023-24 Reclassification Rate for English Learners was 17.29% (Priority 4F).

As documented in Aeries (LUHSD Student Database), in 2022-23, students who took an AP test earned a 64.6% average pass rate of 3 or better. Lower pass rates than the district average for student groups are listed below (Priority 4G):

- African American who took assessment: 53%
- Hispanic or Latino who took assessment: 54%
- SED who took assessment: 52.8%
- ELs who took assessment: 28.6%
- Students with Disabilities who took assessment: 62.2%

In 2022-23, the percentage of students who demonstrated college preparedness (ready or conditionally ready) pursuant to the Early Assessment Program (Priority 4H) were:

All Students: ELA: 62.4%, Math: 28.1%

- English Learners: ELA: ELA 10.1%, Math: 1%
- Economically Disadvantaged: ELA 47.2%, Math: 14.4%
- Homeless: ELA: 33.34%, Math: 13.3%
- Students with Disabilities: ELA: 18.7%, Math: 6.63%

In order to prepare students for college and career, and to provide rigorous and stimulating curriculum and instruction program, LUHSD will continue to provide 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) As documented in Aeries (The LUHSD Student Database), percentages of students in the following student groups were enrolled in 2022-23 in:

All Students: College Prep: 96.8%
Advanced Placement: 6%
CTE: 49.4%

SED: College Prep: 94.4%
Advanced Placement: 5.5%

CTE: 45.3%

EL: College Prep: 93.2%
Advanced Placement: .6%
CTE: 32.5%

Foster Youth: College Prep: 75.0%
Advanced Placement: 5.0%
CTE: 30.0%

Homeless: College Prep: 91.2%
Advanced Placement: 2.2%
CTE: 39.6%

Students with Disabilities: College Prep: 86.6%
Advanced Placement: 0.4%
CTE: 34.4%

Based on the state CCI indicators on the 2022-23 Dashboard of College Career Indicators (Priority 8A):

All Students: 43.9% prepared

- African American: 30.2%
- English Learners: 11.6%
- Homeless: 22.7% prepared
- Two or More Races: 53%
- Students with Disabilities: 7.6%

As documented in Aeries (the LUHSD student database), in 2022-23, the ethnic makeup of AP unduplicated students was:

- African American: 10.4%
- American Indian/Alaskan: 4.60%
- Hispanic or Latino: 8.33%
- Asian: 14.95%
- Blank: 10.02%
- Filipino: 11.97%
- Pacific Islander: 1.08%
- White: 46.97%
- Students with Disabilities: 7%

As documented in Aeries (the LUHSD student database), for 2022-23, the districtwide average for students with a cumulative GPA below a 2.0 is 16.2%. There are some student groups with a higher D/F rate than the district average (Priority 8A):

- African American: 21.3% (5.1% above the district average)
- Hispanic Latino: 20.3% (4.1% above the district average)
- EL: 32.8% (16.6% above the district average)
- SED: 23.4% (7.2% above the district average)
- Foster Youth: 32.5% (16.3% above the district average)
- Homeless: 23.3% (7.1% above the district average)
- Students with Disabilities: 23.5% (7.3% above the district average)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Williams Act report on teacher credentials (Priority 1A)	2022-23 Per 2021-2022 DataQuest: Ineffective: 1.1%	2023-24 Per 2022-23 SARC: 2.4%.		.08 Ineffective	+1.3%
2.2	Student access to standards-aligned instructional materials (Priority 1B)	2022-23 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.	2023-24 100% 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.	No Change
2.3	Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. Provide programs and services	2022-23 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content.	2023-24 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and		Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content.	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	Continued to provide programs and services supporting access for English Learners.	NGSS content. Continued to provide programs and services supporting access for English Learners.		Continued to provide programs and services supporting access for English Learners.	
2.4	California School Dash Board Academic Performance Indicator for English Language Arts. (Priority 4A)	2022-23 Student Groups: All Students: Green (2.83 points above standard) English Learners: Orange (78 points below standard) Students with Disabilities: Orange (95.5 points below standard) African American: Yellow (5.7 points below standard) Homeless: Orange (46.9 points below standard) Hispanic: Yellow (3.7 points below standard) Socioeconomically Disadvantaged: Yellow (12.4 points below	2023-24 Student Groups: All Students: Yellow (19 points above standard) English Learners: Orange (71.1 points below standard) Students with Disabilities: Orange (92.3 points below standard) African American: Orange (29.4 points below standard) Homeless: Yellow (42.5 points below standard) Hispanic: Orange (1 point below standard)		All Students: Green (3.83 points above standard) English Learners: Orange (76 points below standard) Students with Disabilities: Orange (93.5 points below standard) African American: Yellow (3.7 points below standard) Homeless: Orange (44.9 points below standard) Hispanic: Yellow (1.7 points below standard) Socioeconomically Disadvantaged: Yellow (10.4 points below standard)	All Students: -1 Level/+16.17points English Learners: No Level Change/+6.9 points Students with Disabilities: No Level Change/+3.2 points African American: -1 Level/+23.7 points Homeless: +1 Level/+4.4 points Hispanic: -1 Level/-2.7 points Socioeconomically Disadvantaged: -1 Level/-4.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: Orange (17.2 points below standard)			
2.5	California School Dash Board Academic Performance Indicator for Mathematics. (Priority 4A)	2022-23 Student Groups: All Students: Yellow (72 points below standard) English Learners: Orange (165.2 points below standard) Students with Disabilities: Orange (179.2 points below standard) African American: Orange (116.2 points below standard) Homeless: Orange (138.7 points below standard) Hispanic: Orange (110.2 points below standard) Socioeconomically Disadvantaged: Orange (121.2 points below standard)	2023-24 Student Groups: All Students: Orange (77 points below standard) English Learners: Orange (159.2 points below standard) Students with Disabilities: Orange (173.3 points below standard) African American: Red (131.4 points below standard) Homeless: Red(146.9 points below standard) Hispanic: Yellow (102.1 points below standard) Socioeconomically Disadvantaged: Orange (116.1 points below standard)		All Students: Yellow (70 points below standard) English Learners: Orange (163.2 points below standard) Students with Disabilities: Orange (177.2 points below standard) African American: Orange (114.2 points below standard) Homeless: Orange (136.7 points below standard) Hispanic: Orange (108.2 points below standard) Socioeconomically Disadvantaged: Orange (119.2 points below standard)	All Students: -1 Level/+5 points English Learners: No Level Change/+6points Students with Disabilities: No Level Change/+5.9 points African American: -1 Level/-15.2 points Homeless: -1 Level/-8.2 points Hispanic: +1 Level/-8.1 points Socioeconomically Disadvantaged: No Level Change/+5.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	UC/CSU A-G requirements (Priority 4B)	2022-23 Based upon Dashboard: All Students: 43.9% • African American – 30.2% • Hispanic or Latino – 37.1% • Two or More Races – 53% • English Learners – 11.6% • Homeless – 22.7% • Students with Disabilities – 7.6% • Socioeconomically Disadvantaged – 27%	2023-24 Based upon Dashboard: All Students: 47.9% • African American: 43.4% • Hispanic or Latino: 37.2% • Two or More Races: 51.3% • English Learners: 16% • Homeless: 17% • Students with Disabilities: 12.1% • Socioeconomically Disadvantaged: 32.8%		All Students: 45.9% • African American – 32.2% • Hispanic or Latino – 39.1% • Two or More Races – 55% • English Learners – 13.6% • Homeless – 24.7% • Students with Disabilities – 9.6% • Socioeconomically Disadvantaged – 29%	All Students: +4.0% • African American +13.2% • Hispanic or Latino +0.1% • Two or More Races - 1.7% • English Learners +4.4% • Homeless -5.7% • Students with Disabilities +4.5% • Socioeconomically Disadvantaged +3.8%
2.7	Percentage of students who have successfully completed CTE courses from approved pathways (Priority 4C)	2022-23 • Overall (3 Comprehensive Sites): 23.4%	2023-24 • Overall (3 Comprehensive Sites): 30%		• Overall: 25.4% • FHS: 20.7%	Overall (3 Comprehensive Sites): +6.6% • FHS: +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• FHS: 11.7% • HHS: 27.1% • LHS: 39.1%	• FHS: 19.3% • HHS: 60.8% • LHS: 38.1%		• HHS: 29.1% • LHS: 40.1% • LHS: 39.1%	• HHS: +33.7% • LHS: -1.0%
2.8	Percentage of pupils who have successfully completed A-G requirements AND CTE courses from approved pathways (Priority 4D):	2022-23 Per California Dashboard: • Overall (3 Comprehensive Sites): 15.6% • FHS: 7.1% • HHS: 19.3% • LHS: 26.7%	2023-24 Per California Dashboard: • Overall (3 Comprehensive Sites): 18.8% • FHS: 19.3% • HHS: 28.3% • LHS: 25%		• Overall 17.6% • FHS: 15.1% • HHS: 21.3% • LHS: 28.7%	• Overall (3 Comprehensive Sites): +3.2% • FHS: +12.2% • HHS: +9.0% • LHS: -1.7%
2.9	California School Dashboard English Learner Progress Indicator. (Priority 4E)	2022-23 Source: Dashboard • LUHSD: 49.1% Medium • FHS: 56.4% Very High • HHS: 48.3% Medium • IHS: N/A (less than 11 students)	2023-24 Source: Dashboard • LUHSD: 36.2% Red • FHS: 42.3% Red • HHS: 39.8% Orange		• LUHSD: 50.1% Medium • FHS: 57.4% Very High • HHS: 49.3% Medium • IHS: N/A (less than	• LUHSD: -12.9% • FHS: 42.3% Red • HHS: 39.8% Orange • IHS: N/A (less than 11 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• LHS: 45.4% Low • LPHS: 29.4% (no color less than 35 students)	• IHS: N/A (less than 11 students) • LHS: 28.2% Red • LPHS: 38.2% Yellow		11 students) • LHS: 46.4% Low • LPHS: 30.4% (no color less than 35 students)	• LHS: 28.2% Red • LPHS: 38.2% Yellow
2.10	English Learner Reclassification rate. (Priority 4F)	2023-24 Using local data (2022 Census and total 2023-24 reclassified EL students), the 2023-24 Reclassification Rate for English Learners was 17.29% (Priority 4F)	2024-25 Using local data (2023 Census and total 2024-25 reclassified EL students), the 2024-25 Reclassification Rate for English Learners was 10.72% (Priority 4F)		Using local data, produce a 18% Reclassification Rate for English Learners (Priority 4F)	-6.57%
2.11	AP Exams (Priority 4G) Increase the number of students who have passed an Advanced Placement exam with a score of 3 or higher, with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities.	2022-23 Based upon information from Aeries, the 2022-23, the LEA average pass rate with 3 or better is 64.6%. • African American – 53% • Hispanic or Latino – 54%	2023-24 The LEA average pass rate with 3 or better is 69%. • African American: 74.85% • Hispanic or Latino: 60.59%		The LEA average pass rate with 3 or better is 66.6%. • African American – 55% • Hispanic or Latino – 56% • SED – 54.8%	• LEA +4.4% • African American +21.85% • Hispanic or Latino +6.59% • SED +7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED – 52.8% • ELs – 28.6% • Students with Disabilities – 62.2%	• SED: 59.84% • EL: 71.53% • Students with Disabilities: 59.26%		• ELs – 30.6% • Students with Disabilities – 64.2%	• EL +42.93% • Students with Disabilities -2.94%
2.12	Percentage of pupils who participate in, and demonstrate college preparedness (ready or conditionally ready) pursuant to, the Early Assessment Program (Priority 4H):	2022-23 Source CAASPP/ETS • All Students - ELA: 62.4%, Math: 28.1% • English Learners - ELA: ELA 10.1%, Math: 1% • Economically Disadvantaged - ELA 47.2%, Math: 14.4% • Homeless - ELA: 33.34%, Math: 13.3% • Students with Disabilities - ELA: 18.7%, Math: 6.63%	2023-24 Source CAASPP/ETS • All Students: ELA: 59%, Math: 24% • English Learners: ELA: ELA 5%, Math: 2% • Economically Disadvantaged: ELA 46.56%, Math: 13.98% • Homeless: ELA: 38.09%,		• All Students - ELA: 63.4%, Math: 29.1% • English Learners - ELA: ELA 11.1%, Math: 2% • Economically Disadvantaged - ELA 48.2%, Math: 15.4% • Homeless - ELA: 34.34%, Math: 14.3%	• All Students - ELA: -3.4%, Math: -4.1% • English Learners - ELA: ELA -5.1%, Math: +1.0% • Economically Disadvantaged - ELA -0.64%, Math: -0.42% • Homeless - ELA: +4.75%, Math: -6.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math: 6.98% • Students with Disabilities: ELA: 19.77%, Math: 3.91%		• Students with Disabilities - ELA: 19.7%, Math: 7.63%	• Students with Disabilities - ELA: +1.07%, Math: -2.72%
2.13	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)	Source Aeries: 2022-23 All Students College Prep: 96.8% Advanced Placement: 6% CTE: 49.4% SED College Prep: 94.4% Advanced Placement: 5.5% CTE: 45.3% EL College Prep: 93.2% Advanced Placement: .6% CTE: 32.5% Foster Youth College Prep: 75.0% Advanced Placement: 5.0% CTE: 30.0%	Source Aeries: 2023-24 All Students College Prep: 99.23% Advanced Placement: 24.32% CTE: 52.02% SED College Prep: 99.10% Advanced Placement: 18.67% CTE: 48.69% EL College Prep: 98.38% Advanced Placement: 3.84% CTE: 36.97% Foster Youth		All Students College Prep: 97.8% Advanced Placement: 7% CTE: 50.4% SED College Prep: 95.4% Advanced Placement: 6.5% CTE: 46.3% EL College Prep: 94.2% Advanced Placement: 1.6% CTE: 33.5% Foster Youth College Prep: 76.0% Advanced Placement: 6.0% CTE: 31.0%	All Students College Prep: +2.43% Advanced Placement: +18.32% CTE: +2.62% SED College Prep: +4.7% Advanced Placement: +13.17% CTE: +3.39% EL College Prep: +5.18% Advanced Placement: +3.24% CTE: +4.47% Foster Youth College Prep: +21.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless College Prep: 91.2% Advanced Placement: 2.2% CTE: 39.6% Students with Disabilities College Prep: 86.6% Advanced Placement: 0.4% CTE: 34.4%	College Prep: 96.43% Advanced Placement: 7.14% CTE: 25% Homeless College Prep: 98.8% Advanced Placement: 14.46% CTE: 42.57% Students with Disabilities College Prep: 95.24% Advanced Placement: 3.2% CTE: 36.83%		Homeless College Prep: 92.2% Advanced Placement: 3.2% CTE: 40.6% Students with Disabilities College Prep: 87.6% Advanced Placement: 1.4% CTE: 35.4%	Advanced Placement: 2.14% CTE: -5.0% Homeless College Prep: +7.6% Advanced Placement: +12.26% CTE: +2.97% Students with Disabilities College Prep: +8.64% Advanced Placement: +2.8% CTE: +2.43%
2.14	California School Dashboard College Career Indicator (Priority 8A)	2022-23 All Students: 43.9% prepared African American: 30.2% prepared English Learners: 11.6% prepared Homeless: 22.7% prepared Two or More Races: 53% prepared	2023-24 All Students: 49.1% prepared African American: 40.6% English Learners: 12.4% Homeless: 20.6% Two or More Races: 50% Students with Disabilities: 11.4%		All Students: 45.9% prepared African American: 32.2% English Learners: 13.6% Homeless: 24.7% prepared Two or More Races: 55% Students with Disabilities: 9.6%	All Students: +5.2% African American: +10.4% English Learners: +0.8% Homeless: -2.1% Two or More Races: -3.0% Students with Disabilities: +3.8% Hispanic: +0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 7.6% prepared Socioeconomically Disadvantaged: 27% prepared Hispanic: 37.1% prepared Two or more: 53% prepared White: 47.8% prepared Asian: 60.4% prepared Filipino: 71.1% prepared Pacific Islander: 25% prepared	Hispanic: 37.4% prepared Two or more: 50% prepared White: 55.7% prepared Asian: 69.6% prepared Filipino: 72.5% prepared Pacific Islander: N/A		Socioeconomically Disadvantaged: 30% Hispanic: 40.1% prepared Two or more: 56% prepared White: 50.8% prepared Asian: 63.4% prepared Filipino: 74.1% prepared Pacific Islander: 28% prepared	Two or more: -3.0% White: +7.9% Asian: +9.2% Filipino: +1.4% Pacific Islander: N/A
2.15	AP Participation. (Priority 8A) Increase rate of AP participation by ethnic and student program groups.	2022-23 Source: Aeries LEA total percentage of students from percentage of students in groups: • African American – 19.41% • American Indian/Alaskan Native - 19.9% • Asian - 41.63% • Decline to state race - 10.24% • Filipino - 32.64%	2023-24 Based upon information from Aeries, the results are as follows: • African American: 14.81% • American Indian/Alaskan Native: 13.13% • Asian: 35.99% • Decline to state		• African American – 21.41% • American Indian/Alaskan Native - 21.9% • Asian - 43.63% • Decline to state race - 12.24 • Filipino - 34.64% • Pacific Islander - 20.87%	• African American -4.6% • American Indian/Alaskan Native - 6.77% • Asian - 5.64% • Decline to state race -4.9% • Filipino +9.98% • Pacific Islander +0.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Pacific Islander - 18.87% • White - 22.97% • Hispanic/Latino - 17.52% • EL - 2.63% • SPED - 1.51% • SED - 16.48%	race: 5.34% • Filipino: 42.62% • Pacific Islander: 19.82% • White: 19.13% • Hispanic/Latino: 15.96% • EL: 20.09% • SPED: 2.52% • SED: 18.85%		• White - 24.97% • Hispanic/Latino - 19.52% • EL - 4.63 • SPED - 3.51% • SED - 18.48%	• White - 3.84% • Hispanic/Latino - 1.56% • EL +17.46% • SPED +13.96%
2.16	Cumulative GPA less than 2.0 (Priority 8A) 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.	2022-23 Based upon information from Aeries, the results are as follows: LEA All Students - 16.2% • African American - 21.3% • Hispanic Latino - 20.3% • SED - 23.4% • EL - 32.8% • Foster Youth - 32.5%	2023-24 Based upon information from Aeries, the results are as follows: LEA All Students: 16.45% • African American: 17.61% • Hispanic Latino: 17.79% • SED: 27.01%		LEA All Students - 14.2% • African American - 19.3% • Hispanic Latino - 18.3% • SED - 21.4% • EL - 30.8% • Foster Youth - 30.5% • Homeless - 21.3%	LEA All Students +.25% • African American -3.69% • Hispanic Latino - 2.51% • SED +3.61% • EL-14.9% • Foster Youth +25.08% • Homeless +5.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless - 23.3% • Students with Disabilities - 23.5%	• EL: 17.9% • Foster Youth: 57.58% • Homeless: 29.06% • Students with Disabilities: 19.07%		• Students with Disabilities - 21.5%	• Students with Disabilities -4.43%
2.17	California Healthy Kids Survey (CHKS) - School connectedness and safety. (Priority 6C)	2022-23 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2022-23 CHKS 9th grade - 47% 11th grade - 50% Safety - Average reporting "Safe" or "Very Safe" on the 2022-23 CHKS 9th grade - 50% 11th grade - 53%	2023-24 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2023-24 CHKS 9th grade: 52% 11th grade: 50% Safety - Average reporting "Safe" or "Very Safe" on the 2023-24 CHKS 9th grade: 56% 11th grade: 55%		School Connectedness - Average reporting "Agree" or "Strongly Agree" on CHKS. 9th grade - 52% 11th grade - 55% Safety - Average reporting "Safe" or "Very Safe" on CHKS 9th grade - 55% 11th grade - 58%	School Connectedness: 9th grade +5.0% 11th grade No Change Safety: 9th grade +6.0% 11th grade +2.0%
2.18	Lower percentage of non-SPED LTEL students enrolled as English Learners	2023-24 Using local data from Ellevation, 23% of total EL students without an IEP are identified LTEL	2024-25 Using local data from Ellevation, 21.39% of total EL students without		Using local data from Ellevation, 19% of total EL students without an IEP are identified LTEL	-1.61

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			an IEP are identified LTEL			
2.19	California School Dash Board Academic Performance Indicator for Science. (Priority 4A)	2022-23 Student Groups: All Students: 30.6% Met/Exceeded English Learners: 2.9% Students with Disabilities: 6.88% African American: 15.17% Homeless: 8.82% Hispanic: Orange: 20.29% Socioeconomically Disadvantaged: 16.61%	2023-24 Student Groups: All Students: 27.22% Met/Exceeded English Learners: 0% Students with Disabilities: 7.11% African American: 10.86% Homeless: 10.41% Hispanic: 19.45% Socioeconomically Disadvantaged: 15.41%		Student Groups: All Students: 35% Met/Exceeded English Learners: 5% Students with Disabilities: 10% African American: 20% Homeless: 10% Hispanic: Orange: 25% Socioeconomically Disadvantaged: 20%	All Students: -3.38% English Learners: -2.9% Students with Disabilities: -0.23% African American: -4.31% Homeless: +1.59% Hispanic: -.084% Socioeconomically Disadvantaged: -1.20%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Highlights of overall implementation of Goal 2 included a wide range of actions including:
-Professional Development: Two full days of PD for all certificated staff, with a focus on English Learners (ELs), Long-Term English Learners (LTELs), and research-based instructional strategies.
-Targeted Interventions: Programs like READ 180, ALEKS, and credit recovery were offered, especially for ELs, Foster Youth, and Socioeconomically Disadvantaged students.
-College Readiness Supports: College visits, “Push” curriculum classes, and Targeted Assistance Counselors were provided to increase UC/CSU eligibility and graduation rates.
-Mental Health and Academic Support: Psychologists, mental health interns, and after-school tutoring were deployed to support student well-being and academic success.

-CTE Expansion: Continued investment in Career Technical Education (CTE) pathways, including teacher PD, curriculum alignment with community colleges, and student leadership opportunities

While most actions were implemented as planned, the LCAP notes that:
-Some metrics, such as the English Learner Progress Indicator and AP pass rates, showed mixed results, suggesting that while implementation occurred, the impact varied.
-The reclassification rate for ELs dropped from 17.29% to 10.72% in 2024–25, indicating a need to reassess EL instructional supports.
-AP participation and performance improved for some groups (e.g., ELs), but disparities remain for others, such as Students with Disabilities

Highlights of Challenges Experienced included:
-Persistent Achievement Gaps: Despite targeted supports, ELs, Foster Youth, and Students with Disabilities continue to underperform in CAASPP, A-G completion, and AP exams.
-Mental Health Needs: Survey data showed that many students still report chronic sadness and low school connectedness, indicating ongoing social-emotional challenges.
-Data Gaps: Some metrics lacked complete subgroup data (e.g., Foster Youth), limiting full evaluation of impact.

Highlights of Successes Achieved included:
-Increased A-G Completion: District-wide A-G completion rose from 43.9% to 47.9%, with notable gains among African American and Students with Disabilities.
-Improved AP Pass Rates: The overall AP pass rate increased to 69%, with significant gains among ELs (from 28.6% to 71.53%).
-CTE Participation Growth: CTE completion rose from 23.4% to 30% overall, with strong performance at Heritage High School (60.8%).
-Expanded Access: Nearly all student groups saw increased access to college prep, AP, and CTE courses.

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

(2.1) We were less than 50% of utilizing funds due to the use of one time money for Action.
(2.2) LUHSD spent $492K less than what was budgeted due to the spend down of one time funding sources that were targeted to these programs.
(2.4) LUHSD spent $293K more than what was budgeted on study hall personnel due to the addition of personnel to address low performing test scores in math.
(2.7) LUHSD spent $545K greater than what was budgeted on instructional material due to the unscheduled replacement of a series of textbooks.
(2.11) We spent 50% or more on software due to unforeseen contract increase costs.
(2.15) We spent 50% or less on technology due to recent refresh of technology.
(2.21) We spent 50% or more on targeted counselors due to an increased need for students.
(2.23) LUHSD spent $47K more on Mental Health Counseling support than what was budgeted due to the ability to secure additional mental health interns to assist with case loads.
(2.25) We spent 50% or less on translation due to utilizing technology when accessible for translation.

(2.26) LUHSD spent $7,706 more than what was budget due to the increase need for bus passes.
(2.29) We spent 50% or less on instructional materials for CTE courses due to minimal expansion of new CTE courses or pathways.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highlights of Effective and Ineffective Actions included:

Action 2.1, 2.16, 2.17 – Staff Development; Teacher Recruitment; Provide Support for Beginning Teachers Induction Personnel
2.4 (ELA Performance): Partially effective – While professional development was implemented, ELA performance for English Learners and Students with Disabilities remained below standard. (2.4 (ELA Performance): All Students: +19 points above standard; English Learners: -71.1 points below standard
Students with Disabilities: -92.3 points below standard)
2.5 (Math Performance): Partially effective – Math scores showed modest gains overall, but persistent gaps remained for African American and Homeless students. (2.5 (Math Performance): All Students: -77 points below standard; African American: -131.4 points below standard; Homeless: -146.9 points below standard)

Action 2.2. 2.3 – Intervention Classes; Student Recovery Programs
1.6 (Suspension Rates): Developing – Intervention classes were implemented, but suspension rates for some student groups remained elevated. (1.6 (Suspension Rates): District: 5.4%; Foster Youth: 22.6%; African American: 11.5%; Students with Disabilities: 11.4%)
1.7 (Expulsion Rates): Effective – Expulsion rates remained low, suggesting a positive impact from embedded supports. (1.7 (Expulsion Rates):
District: <1%)
1.8 (School Climate Survey): Effective – Student perceptions of safety and connectedness improved slightly, indicating a supportive learning environment. 1.8 (School Climate Survey): 9th grade: 56% “Safe” or “Very Safe”; 11th grade: 55% “Safe” or “Very Safe”)

Action 2.4, 2.5, 2.6, 2.35 – Study Hall; Field Trips; Homework Help Personnel; After School Tutoring for High Needs Students Personnel
1.4 (Dropout Rate): Developing – Dropout rates declined overall, but remained higher for some student groups, suggesting study hall had a limited impact. (1.4 (Dropout Rate): District: 2.3%; African American: 5.6%; Hispanic: 2.5%; English Learners: 4.5%; Homeless: 2.9%; Students with Disabilities: 3.4%)
1.5 (Graduation Rate): Partially effective – Graduation rates improved, though gaps persisted for Homeless and English Learner students. (1.5 (Graduation Rate): District: 93.4%; Homeless: 82.1%; English Learners: 86.7%)
2.16 (GPA < 2.0): Developing – D/F rates remained high for Foster Youth and English Learners, indicating the need for more targeted academic support. (2.16 (GPA < 2.0): All Students: 16.45%; Foster Youth: 57.58%; English Learners: 17.9%;

Action 2.7 2.8, 2.15, 2.25, 2.26 – Instructional Materials Textbooks and Supplies; Supplemental Instructional Materials; Technology for English Learner Classrooms; English Learner Translation Support Personnel; Transportation for English Learner Students attending Liberty HS
2.2 (Access to Instructional Materials): Effective – All students continued to have access to standards-aligned instructional materials.

Action 2.9 – Late Start Wednesdays (2.2 (Access to Instructional Materials): 100% of students have access to standards-aligned instructional materials)
2.4 (ELA Performance): Partially effective – Collaboration time supported instructional alignment, though ELA performance for some student groups remained below standard. (2.4 (ELA Performance): All Students: +19 points above standard; English Learners: -71.1 points below standard; Students with Disabilities: -92.3 points below standard)
2.5 (Math Performance): Developing – Math performance showed slight improvement, but significant gaps persisted for English Learners and Students with Disabilities. (2.5 (Math Performance): All Students: -77 points below standard; English Learners: -159.2 points below standard; Students with Disabilities: -173.3 points below standard)

Action 2.10 – Revise District Common Assessments
2.4 (ELA Performance): Developing – Assessment revisions were implemented, but their impact on ELA outcomes was not yet clearly evident. (2.4 (ELA Performance): All Students: +19 points above standard; English Learners: -71.1 points below standard; Students with Disabilities: -92.3 points below standard)
2.5 (Math Performance): Developing – Continued refinement of assessments is needed to better support instructional alignment and student growth. (2.5 (Math Performance): All Students: -77 points below standard; English Learners: -159.2 points below standard; Students with Disabilities: -173.3 points below standard)

Action 2.11 – Data Management System
1.4 (Dropout Rate): Developing – While data systems were in place, their use in reducing dropout rates for high-need students could be strengthened. (1.4 (Dropout Rate): District: 2.3%)
1.5 (Graduation Rate): Partially effective – Graduation rates improved overall, but disparities remained for some student groups. (1.5 (Graduation Rate):
District: 93.4%)
2.16 (GPA < 2.0): Developing – GPA data was tracked, but additional supports may be needed to reduce D/F rates among unduplicated students. (2.16 (GPA < 2.0): All Students: 16.45%)

Actions 2.12, 2.13, 2.34 – Director of Curriculum and Instruction; Assistant Superintendent of Educational Services; Instructional Coaches Personnel
1.4 (Dropout Rate): Effective – Dropout rates declined, suggesting leadership support contributed to improved outcomes. (1.4 (Dropout Rate): District: 2.3%)
1.5 (Graduation Rate): Effective – Graduation rates increased, particularly for Students with Disabilities and English Learners. (1.5 (Graduation Rate):
District: 93.4%)
2.16 (GPA < 2.0): Developing – GPA improvements were uneven, indicating a need for continued focus on instructional quality. (2.16 (GPA < 2.0): All Students: 16.45%)

Action 2.14 – Anti-Plagiarism Software
2.4 (ELA Performance): Developing – While academic integrity tools were in place, their direct impact on ELA performance is still emerging. (2.4 (ELA Performance): All Students: +19 points above standard; English Learners: -71.1 points below standard; Students with Disabilities: -92.3 points below standard)

Action 2.18 – AP Programs
2.15 (AP Participation): Effective – Participation and pass rates improved for several student groups, including English Learners. (2.15 (AP Participation):
All Students: 24.32%; English Learners: 3.84%; African American: 14.81%; Hispanic/Latino: 15.96%; SED: 18.85%)

Action 2.19, 2.27, 2.28, 2.29, 2.30, 2.31 – College Readiness: Push Curriculum; Professional Development for CTE Teachers Personnel; Continue CTE Courses Personnel; Instructional Materials and Supplies for CTE Courses; Curriculum Alignment with Community Colleges Personnel; Student Leadership Experiences
2.6, 2.7, 2.11, 2.14 (A–G, CTE, AP, College/Career Indicator): Mixed effectiveness – Participation and readiness improved for some groups, but significant gaps remained for English Learners and Students with Disabilities. (2.6 (A–G Completion): All Students: 47.9%; English Learners: 16%; Students with Disabilities: 12.1%. 2.7 (CTE Completion): Overall: 30%; 2.11. (AP Pass Rate): All Students: 69%. 2.14 (College/Career Indicator): All Students: 49.1%;
English Learners: 12.4%; Students with Disabilities: 11.4%)

Action 2.20 – College Readiness: Instructional Supplies
2.6 (A–G Completion): Partially effective – Supplies supported instruction, but A–G completion rates for some student groups remained below district average. (Action 2.20 – College Readiness: Instructional Supplies; 2.6 (A–G Completion): All Students: 47.9%; English Learners: 16%; Students with Disabilities: 12.1%)

Action 2.21 – Targeted Assistance Counselors
1.2, 1.3, 1.6, 1.7, 2.6 (Attendance, Absenteeism, Suspension, Expulsion, A–G): Partially effective – Counselors provided critical support, though chronic absenteeism and suspension rates remained high for some groups. (1.2 (Attendance Rates): Freedom HS: 92.04%; Heritage HS: 94.34%; Liberty HS: 93.27%; La Paloma HS: 97.62%. 1.3 (Chronic Absenteeism): District: 23.4%. 1.6 (Suspension Rates): District: 5.4%. 1.7 (Expulsion Rates): District: <1%
2.6 (A–G Completion): All Students: 47.9%)

Action 2.22, 2.23, 2.24, 2.33 – Psychologists; Mental Health Counseling Interns; Suicide Prevention Anti-Bullying Training; District Nurse
1.8 (School Climate Survey): Effective – Student perceptions of safety and connectedness improved, reflecting the impact of mental health supports. (1.8 (School Climate Survey): 9th grade: 56% “Safe” or “Very Safe”; 11th grade: 55% “Safe” or “Very Safe”)

Action 2.32, 2.36 – Teachers on Special Assignment (TOSAs); Bilingual Paraprofessional Personnel
2.10, 1.4, 1.5, 2.4, 2.5: Developing – Despite support roles, EL reclassification and CAASPP scores remained low, suggesting a need for stronger instructional alignment. (2.10 (EL Reclassification Rate): 2023–24: 10.72%. 1.4 (Dropout Rate): District: 2.3%. 1.5 (Graduation Rate): District: 93.4%)

Action 2.37 – College & Career Center Technicians
2.6 (A–G Completion): Effective – Technicians supported increased A–G completion and post-secondary planning. (2.6 (A–G Completion): All Students: 47.9%)

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

LUHSD recognized that while access to programs (e.g., AP, CTE, college prep) had improved, outcomes for unduplicated students (ELs, Foster Youth, SED) still lagged. There was a clear effort to align resources more directly with student performance gaps, especially in CAASPP scores, A–G completion, and EL progress. Feedback from educational partners and student surveys also influenced the emphasis on mental health, equity, and instructional quality.

Changes made to Actions included:

Teachers on Special Assignment (TOSAs) (Action 2.32)
-No longer funding positions

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.

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). Specifically focusing on EL and LTEL student success, teachers attend Summer Institute, Staff Development Day(s), and frequent after school training with focus on El instructional strategies and EL Standards across content areas. In addition, staff development is provided to teachers regarding general research-supported instructional practices, students engagement, diversity and inclusion, equity, Social-Emotional Learning, and the use of technology.	$83,778.00	Yes
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 English Learners, Foster Youth, and Socioeconomically Disadvantaged and identified student groups including Students with Disabilities, Homeless, and African American students to meet all state and federal	$115,840.00	No

Action #	Title	Description	Total Funds	Contributing
		accountability measures. These interventions may include online programs such as Edgenuity. This action supports student group in red indicator of CA Dashboard.		
2.3	Intervention Classes - Personnel & Software	Provide intervention classes such as READ 180, ALEKS, math support classes, tutorial support, credit recovery, English Learner Academic Support, with targeted enrollment of EL, FY, SED and other identified student groups. Salary and Benefits.	$1,500,688.00	Yes
2.4	Study Hall - Personnel	Certificated Staff monitor study hall and provide support to students needing academic support. A teacher monitoring study hall and offering academic support to students aligns with Liberty Union High School District's goal of fostering academic excellence by ensuring personalized attention and addressing individual learning needs. This practice also promotes a supportive learning environment, contributing to the district's commitment to student success and overall educational achievement.	$762,089.00	Yes
2.5	Field Trips	Provide College visitations and academic field trip opportunities for English Learners and Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged 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	Purchase supplemental instructional materials, including instructional software principally directed to support English Learners and Long-Term	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Materials and Supplies	English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as well as students from targeted student groups.		
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	Yes
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
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.	$136,300.00	Yes
2.12	Director of Curriculum and Instruction - Personnel	Director of Curriculum and Instruction. Salary and Benefits. This position ensures that educational programs including but not limited to core content, English Learners, and CTE are aligned with district goals, fostering student achievement and instructional excellence. By providing professional development and implementing data-driven strategies, the Director enhances teaching effectiveness and promotes continuous improvement across all schools in the district.	$250,499.00	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). The Assistant Superintendent of Educational Services at Liberty Union High School District supports district goals by developing and implementing comprehensive instructional programs that enhance student achievement and engagement. Additionally, they collaborate with teachers and administrators to ensure the effective use of educational resources and the continuous improvement of teaching practices.	$60,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Anti-Plagiarism Software	Continue contract for anti-plagiarism software for teacher use -TURNITIN	$46,416.00	Yes
2.15	Technology for English Learner Classrooms	Purchase computers/software for EL classrooms.	$5,000.00	No
2.16	Teacher Recruitment	Recruit and hire Highly Qualified, CLAD certificated teachers.	$5,000.00	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. A Beginning Teacher Induction Coordinator supports the goals of Liberty Union High School District by providing new teachers with targeted mentoring and professional development, ensuring high-quality instruction and student achievement. Additionally, the coordinator facilitates collaborative learning communities that align with the district's commitment to continuous improvement and educational excellence.	$90,000.00	No
2.18	AP Programs	Continue to provide support for students to increase scores and decrease the achievement gap on SAT/ACT/AP exams. This support may be classes during the school day or support programs outside of the normal school day. These programs would primarily support English Learners, Socioeconomically Disadvantaged Students and Foster Youth, as well as Students with Disabilities, Homeless, and African American students from underrepresented groups.	$40,000.00	Yes
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. This position supports the goals of Liberty Union High School District by providing intensive support for students including Homeless, Students with Disabilities, English Learners and African American student groups who will be first-time	$462,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		college applicants in the post-secondary world. This action supports student group in red indicator of CA Dashboard.		
2.20	Increase College Readiness and Interest	Instructional supplies for "Push" curriculum classes that include English Learners, Foster Youth, and Socioeconomically Disadvantaged and identified student groups including Students with Disabilities, Homeless, and African American student groups who will be first-time college applicants. This action supports student group in red indicator of CA Dashboard.	$12,000.00	Yes
2.21	Targeted Assistance Counselors - Personnel	LREBG Action: 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). A Targeted Assistance Counselor focusing on higher-need students at Liberty Union High School District supports the goal of ensuring equitable access to educational resources by providing tailored academic and emotional support to those most in need. This role helps bridge achievement gaps and fosters a more inclusive and supportive school environment, aligning with the district's commitment to academic excellence and student well-being. How Research Supports the Selected Action: Research consistently shows that targeted counseling and academic advising for high-need students—such as Foster Youth, English Learners, and SED students—improves graduation rates, reduces dropout rates, and increases college readiness. The U.S. Department of Education and the American School Counselor Association cite strong evidence that school counselors who provide individualized academic and social-emotional support help close achievement gaps, increase A–G completion, and foster a more inclusive and supportive school environment. These supports are especially critical for students facing barriers to success, such as trauma, language acquisition needs, or economic hardship. Metrics used to monitor the Action are: 1.2, 1.3, 1.6, 1.7, and 2.6. $691,674 is being used annually to support Action through 2027-28.	$1,693,761.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.22	Psychologists - Personnel	Provide support for students in need (2.4 FTEs). Salary and Benefits. The school psychologist at Liberty Union High School District supports the goals by providing comprehensive mental health services to students, fostering a supportive and inclusive learning environment conducive to academic success and personal growth. Additionally, they collaborate with educators and families to implement evidence-based interventions, ensuring the holistic well-being of every student in alignment with the district's mission.	$473,474.00	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). As a mental health counseling intern at Liberty Union High School District, I provide compassionate support to students, fostering their emotional well-being and academic success. By implementing evidence-based interventions and collaborating with staff, I contribute to creating a supportive and inclusive environment conducive to students' growth and development.	$142,010.00	Yes
2.24	Suicide Prevention - Anti-Bullying Training	Training and materials for all staff members to receive suicide prevention training and anti-bullying training.	$15,000.00	No
2.25	Translation Support - Personnel	Provide interpreters and document translation for parents of English Learners. Salary and benefits. Interpreters facilitate effective communication between educators and parents of English Learners during as an example, ELAC/DELAC meetings, fostering a collaborative environment conducive to student success, aligning with Liberty Union High School District's commitment to inclusive education.	$30,000.00	No

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. Career technical education classes at Liberty Union High School District provide students with practical skills and knowledge essential for future employment, aligning with the district's goal of preparing students for successful careers. By offering diverse vocational pathways, these classes empower students to explore their interests and develop marketable skills, contributing to the district's mission of fostering well-rounded individuals ready for the workforce.	$3,141,126.00	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 CTE 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 (TOSAs) - Personnel	No longer funding 2025-26	$0.00	

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. The district nurse plays a vital role in ensuring the health and well-being of students, thereby supporting the goal of creating a safe and nurturing environment conducive to learning in Liberty Union High School District. By promoting preventive care and addressing health concerns promptly, the district nurse helps students stay physically and mentally fit, enhancing their overall academic performance and educational experience.	$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, Foster Youth, and Socioeconomically Disadvantaged and identified student groups including Students with Disabilities, Homeless, and African American student Groups. This action supports student group in red indicator of CA Dashboard.	$552,000.00	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.	$171,395.00	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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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. District has also instituted Annual Parent Surveys in both English and Spanish to garner feedback and identify needs. The 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 2023-24 CA Healthy Kids Survey (Priority 8A):

- 43% of the juniors and 38% of the freshmen report experiencing chronic sadness/hopelessness
- 17% of the juniors and 17% of the freshmen have considered suicide
- 15% of the juniors and 11% 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 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%).

LUHSD recognizes the need to increase frequency of eliciting formative, quantitative feedback. Our school sites will be sending surveys to educational partners that are shorter than our Annual in an effort to collect and analyze quantitively how we are doing during the academic year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Survey feedback on effort the school district makes to seek parent input in making decisions for the school district and individual school sites Source: Annual Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	2023-24 Annual Parent Survey - Parent/educational partner input in decision making 29% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making process at my child's school." The following are parent completer percentages	2024-25 Spring Parent Survey - Parent/educational partner input in decision making 35% 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."		Per Annual Parent Survey - Parent/educational partner input in decision making: 33% of parents will agree or strongly agree with the statement, "I feel like I have a say in the decision-making process at my child's school."	+6% 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." English Learner: +5.4% Students with Disabilities: +1.1% +2% of parents agreed or strongly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from respondent Student Groups: English Learner: 42.6% Students with Disabilities:34.9% SED and Foster not available at this time 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." The following are parent completer percentages from respondent Student Groups: English Learner: 25.5% Students with Disabilities: 20.1% SED and Foster not available at this time	The following are parent completer percentages from respondent Student Groups: English Learner: 48% Students with Disabilities: 36% SED: 32% Homeless/Foster: 25% 23% 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." The following are parent completer percentages from respondent Student Groups: English Learner: 27% Students with Disabilities: 23% SED: 20% Homeless/Foster: 18%		The following are targets for parent completer percentages for respondent Student Groups: English Learner: 50% Students with Disabilities: 40% SED: 36% Homeless/Foster: 30% 25% of parents will agree or strongly agree with the statement, "I feel like I have a say in the decision-making process in the school district." The following are targets for parent completer percentages for respondent Student Groups: English Learner: 30% Students with Disabilities: 25% SED: 25% Homeless/Foster: 22%	agreed with the statement, "I feel like I have a say in the decision-making process in the school district." English Learner: +1.5% Students with Disabilities: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	How the school district will promote parental participation in programs for unduplicated students and students with exceptional needs. Source: Annual Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	2023-24 Annual Parent Survey - Parent participation in school activities 66% of parents feel comfortable participating in school activities for parents The following are parent completer percentages from respondent Student Groups: English Learner: 59.6% Students with Disabilities: 59.7% SED and Foster not available at this time	2024-25 Spring Parent Survey - Parent participation in school activities 63% of parents feel comfortable participating in school activities for parents The following are parent completer percentages from respondent Student Groups: English Learner: 70% Students with Disabilities: 72% SED: 62% Homeless/Foster: 28%		Per Annual Parent Survey - Parent participation in school activities 70% of parents will feel comfortable participating in school activities for parents. The following are targets for parent completer percentages for respondent Student Groups: English Learner: 73% Students with Disabilities: 75% SED: 65% Homeless/Foster: 30%	-3% of parents feel comfortable participating in school activities for parents English Learner: +10.4% Students with Disabilities: +12.3%
3.3	Parent participation in survey Source: Annual Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	2023-24 17.4% of parents completed the Annual Parent Survey The following are parent completer percentages from respondent Student Groups:	2024-25 Spring Parent Survey 6.84% of parents completed the Spring Parent Survey The following are parent completer percentages from		20% of parents will complete the Annual Parent Survey The following are targets for parent completer percentages for respondent Student Groups:	-10.56% of parents completed the Spring Parent Survey English Learner: -6.3% Students with Disabilities: -1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 10.7% (make up 7% of LUHSD) Students with Disabilities: 26.2% (make up 15% of LUHSD) SED and Foster not available at this time	respondent Student Groups: English Learner: 4.4% (make up 6% of LUHSD) Students with Disabilities: 25% (make up 15% of LUHSD) SED: 3% (make up 25% of LUHSD) Homeless/Foster:1 % (make up 1% of LUHSD)		English Learner: 15% Students with Disabilities: 30% SED: 5% Homeless/Foster:3 %	
3.4	Communication with school Source: Annual Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	2023-24 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff. The following are parent completer percentages from respondent Student Groups: English Learner: 76% Students with Disabilities: 83.8% SED and Foster not available at this time	2024-25 Spring Parent Survey 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff. The following are parent completer percentages from respondent Student Groups: English Learner: 70% Students with Disabilities: 85.3%		84% of parents surveyed will respond they have the ability to communicate with the administration, teachers, and support staff. The following are targets for parent completer percentages for respondent Student Groups: English Learner: 75% Students with Disabilities: 85% SED: 75% Homeless/Foster: 50%	There was no change in percent of parents surveyed will respond they have the ability to communicate with the administration, teachers, and support staff. English Learner: -6% Students with Disabilities: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 72% Homeless/Foster: 47%			
3.5	Annual Parent Survey - Parent familiarity with college entrance requirements Source: Annual Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	2023-24 57.4% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements. The following are parent completer percentages from respondent Student Groups: English Learner: 27.3% Students with Disabilities: 36.4% SED and Foster not available at this time	2024-25 Spring Parent Survey 56.05% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements. The following are parent completer percentages from respondent Student Groups: English Learner: 7% Students with Disabilities: 41.31% SED: 27% Homeless/Foster: 19%		60% of parents will indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements The following are targets for parent completer percentages for respondent Student Groups: English Learner: 25% Students with Disabilities: 40% SED: 30% Homeless/Foster: 25%	-1.35% of parents will indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements English Learner: -20%% Students with Disabilities: +4.91%
3.6	Parent participation in school activities or events Source: Annual Parent Survey Priority 3A: Parental Involvement	2023-24 79.4% of parents attended or participated in a school activity or event within the last year.	2023-24 Spring Parent Survey 64.52% of parents attended or participated in a school activity or		82% of parents will have attended or participated in a school activity or event within the last 2 years.	-14.88% of parents will have attended or participated in a school activity or event within the last 2 years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	The following are parent completer percentages from respondent Student Groups: English Learner: 74.2% Students with Disabilities: 80.4% SED and Foster not available at this time	event within the last year. The following are parent completer percentages from respondent Student Groups: English Learner: 57.14% Students with Disabilities: 61.29% SED: 52.3% Homeless/Foster: 18%		The following are targets for parent completer percentages for respondent Student Groups: English Learner: 70% Students with Disabilities: 75% SED: 50% Homeless/Foster: 20%	English Learner: -17.06% Students with Disabilities: -19.11%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Highlights of LUSHD overall implementation of Goal 3 include the following key actions:

Bilingual Parent Liaisons (Action 3.1)
-Continued stipends for liaisons to support communication with families of English Learners.

Parent Trainings and Workshops (Action 3.2)
-Offered sessions on navigating the Parent Portal, college planning, and school culture, with a focus on underrepresented groups.

Community Outreach (Action 3.3)
-Increasing communication from district in the form of quarterly newsletter and adding a Fall survey to our existing Annual (Spring) survey.
-Expanding non-profit centers to include Chabad of the Delta and Brentwood Muslim Community Center in addition to Village Resource Community Center and Inter-District English Learner Collaborative which includes feeder middle school districts.
-Principals and district leaders engaged with local organizations and held presentations to build partnerships.

Community/Business Involvement on Campus (Action 3.4)
-Events like career fairs were held to connect students with real-world opportunities

Challenges Experienced included:
Engagement Gaps: Despite targeted outreach, engagement from families of unduplicated students (EL, SED, Foster Youth) remained lower than desired.
Language and Access Barriers: Some families still faced challenges accessing information or participating due to language or scheduling constraints.
Limited Feedback Loop: While surveys and meetings were conducted, translating feedback into visible changes remains an area for growth.

Successes Achieved included:
Improved Communication: 81% of parents reported being able to communicate with school staff, with even higher rates among Students with Disabilities (85.3%) and English Learners (70%).
Increased Comfort with Participation: 63% of parents felt comfortable participating in school activities, with higher rates among English Learner and Special Education families.
Expanded Outreach Channels: The district used multiple formats—surveys, ELAC/DELAC meetings, parent nights, and advisory committees—to gather input.

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.

For Action 3, LUHSD did not have substantive material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 – Bi-Lingual Parent Liaisons
1.8 (School Climate Survey): Effective – Student perceptions of school connectedness and safety improved, suggesting that enhanced communication with families contributed positively to school climate. Metric Data: 56% of 9th graders and 55% of 11th graders reported feeling “Safe” or “Very Safe” in 2023–24.

3.2 (Parent Participation in School Activities): Effective – A majority of parents, especially those of English Learners and Students with Disabilities, reported feeling comfortable participating in school activities, reflecting the impact of liaison support. Metric Data: 63% of parents felt comfortable participating in school activities for parents (2024–25 Spring Parent Survey); English Learner parents: 70%, Students with Disabilities: 72%, SED: 62%, Homeless/Foster: 28%.

Action 3.2 – Parent Trainings and Workshops
1.8 (School Climate Survey): Effective – Improved student perceptions of safety and connectedness may be linked to increased parent engagement and understanding of school systems. Metric Data: 56% of 9th graders and 55% of 11th graders reported feeling “Safe” or “Very Safe” in 2023–24.

3.1 (Parent Input in Decision-Making): Developing – While trainings were offered, only a modest percentage of parents felt they had a say in school or district decisions, indicating room for deeper engagement. Metric Data: 35% 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" (2024–25 Spring Parent Survey); English Learner: 48%, Students with Disabilities: 36%, SED: 32%, Homeless/Foster: 25%.
3.3 (Parent Survey Participation): Developing – Parent survey response rates declined, suggesting that additional outreach or alternative formats may be needed to boost participation. Metric Data: 6.84% of parents completed the Spring Parent Survey (2024–25); English Learner: 4.4%, Students with Disabilities: 25%, SED: 3%, Homeless/Foster: 1%.
3.5 (Familiarity with College Requirements): Partially effective – While some gains were noted, many parents—especially from underrepresented groups—still reported limited familiarity with A–G requirements. Metric Data: 56.05% of parents indicated they are moderately, very, or extremely familiar with UC/CSU A–G requirements (2024–25 Mid-Year Parent Survey); English Learner: 7%, Students with Disabilities: 41.31%, SED: 27%, Homeless/Foster: 19%.

Action 3.3, 3.4 – Community Outreach; Community/Business Involvement on Campus
1.8 (School Climate Survey): Effective – Broader outreach efforts contributed to improved student perceptions of safety and connectedness. Metric Data: 56% of 9th graders and 55% of 11th graders reported feeling “Safe” or “Very Safe” in 2023–24.
3.1 (Parent Input in Decision-Making): Developing – Despite expanded outreach, only a small percentage of parents reported feeling they had decision-making input, suggesting the need for more inclusive engagement strategies. Metric Data: 35% 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" (2024–25 Spring Parent Survey).
3.2 (Parent Participation in School Activities): Effective – Outreach efforts helped increase comfort levels among parents participating in school events, particularly for English Learner and Special Education families. Metric Data: 63% of parents felt comfortable participating in school activities for parents (2024–25 Spring Parent Survey); English Learner: 70%, Students with Disabilities: 72%.
3.3 (Parent Survey Participation): Developing – Survey participation dropped significantly, indicating a need for more accessible or engaging formats. Metric Data: 6.84% of parents completed the Spring Parent Survey (2024–25).
3.4 (Communication with School): Effective – A large majority of parents reported being able to communicate with school staff, reflecting the success of multi-channel outreach. Metric Data: 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff (2024–25 Spring Parent Survey); English Learner: 70%, Students with Disabilities: 85.3%.
3.6 (Participation in Events): Partially effective – While many parents attended events, participation declined from the previous year, suggesting a need to revisit scheduling or promotion strategies. Metric Data: 64.52% of parents attended or participated in a school activity or event within the last year (2023–24 Mid-Year Parent Survey); English Learner: 57.14%, Students with Disabilities: 61.29%.

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

Perhaps the most significant change made for community engagement was around:

Community Outreach (Action 3.3)
-Increasing communication from district in the form of quarterly newsletter and adding a Fall survey to our existing Annual (Spring) survey.
-Expanding non-profit centers to include Chabad of the Delta and Brentwood Muslim Community Center in addition to Village Resource Community Center and Inter-District English Learner Collaborative which includes feeder middle school districts.

These changes were driven by a careful review of our parent and stakeholder engagement metrics and feedback from the previous year:

Parent Input in Decision-Making:
There was a +6% increase in parents who agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making process at my child's school" (English Learner: +5.4%, Students with Disabilities: +1.1%). Similarly, there was a +2% increase in parents who felt they had a say in district-level decisions (English Learner: +1.5%, Students with Disabilities: +2.9%). This positive trend suggests that recent efforts to increase opportunities for input are having an effect, but continued focus is needed to further strengthen engagement.

Parent Participation in School Activities:
Despite some subgroup gains, there was an overall -3% decrease in parents who felt comfortable participating in school activities (English Learner: +10.4%, Students with Disabilities: +12.3%). This mixed result indicates that while targeted supports are working for some groups, broader strategies are needed to reverse the overall decline.

Parent Survey Participation:
There was a significant -10.56% decrease in parents completing the Spring Parent Survey (English Learner: -6.3%, Students with Disabilities: -1.2%). This decline in survey participation prompted the addition of a Fall survey and more frequent communications to increase engagement and feedback opportunities throughout the year.

Communication with School:
There was no change in the overall percentage of parents who reported being able to communicate with school staff (English Learner: -6%, Students with Disabilities: +1.5%). This stability suggests that communication channels are generally effective, but the decrease among English Learner families highlights a need for renewed focus on language access and outreach.

Familiarity with College Requirements:
There was a -1.35% decrease in parents indicating they are moderately, very, or extremely familiar with UC/CSU A–G requirements (English Learner: -20%, Students with Disabilities: +4.91%). This decline, especially among English Learner families, led to the expansion of targeted workshops and resources to improve college readiness awareness.

Participation in Events:
There was a -14.88% decrease in parents who attended or participated in a school activity or event within the last two years (English Learner: -17.06%, Students with Disabilities: -19.11%). This significant drop reinforced the need for more accessible, inclusive, and well-promoted events, as well as alternative engagement strategies.

Target 3 Outcomes were revised to include metrics for student Groups.

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.

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
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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,235,676	$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
6.402%	0.223%	$214,332.00	6.625%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Technology - Analytics Software **Need:** LUHSD's 2023–24 data shows persistent performance gaps for unduplicated students. Chronic absenteeism remains high for English Learners (30.9%), Students with Disabilities (35.0%), and Foster Youth (57.7%). Suspension rates are also elevated for African American students (11.5%) and Students with	LUHSD uses analytics tools like Microsoft 365, Ellevation, and Language Tree across all schools to identify and address performance gaps in real time. These tools are essential for tracking attendance, behavior, and academic performance, especially for English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students. By implementing these tools district-wide, LUHSD ensures that every school has access to disaggregated data to inform interventions,	Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disabilities (11.4%). These disparities highlight the need for robust analytics tools to identify at-risk students and intervene early. **Scope:** LEA-wide	monitor progress, and support early identification of at-risk students. This uniform access allows for consistent practices and equitable support across all campuses.	
1.7	**Action:** Campus Climate - Student meetings - Personnel **Need:** Suspension rates for Foster Youth (22.6%) and African American students (11.5%) remain significantly above the district average of 5.4% in 2023–24. These figures underscore the need for targeted student engagement and culturally responsive practices to reduce exclusionary discipline. **Scope:** LEA-wide	A centralized Diversity Coordinator facilitates student voice and engagement across all schools, ensuring that systemic issues like high suspension rates among FY and EL students are addressed consistently. The coordinator leads structured meetings with targeted student groups and collaborates with site administrators to implement culturally responsive practices. This LEA-wide approach ensures that all schools benefit from shared strategies and district-level oversight.	Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7) Survey (1.8)
1.8	**Action:** Campus Climate - Student Programs **Need:** Chronic absenteeism for English Learners (30.9%), Socioeconomically Disadvantaged students (34.7%), and Homeless students (53.4%) exceeds the district average of 23.4%. These figures indicate a need for schoolwide programs that foster belonging and improve attendance.	Each school implements programs tailored to its student population while aligning with district goals for equity and inclusion. These programs promote positive behavior, reduce absenteeism, and foster a sense of belonging—especially critical for students who may feel marginalized. Schoolwide implementation ensures that all students, including unduplicated groups, benefit from a supportive environment.	Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7) Survey (1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.9	**Action:** Attendance - Personnel **Need:** Freedom High School's attendance rate was 92.04% in 2023–24, below the district's top-performing sites. Chronic absenteeism among unduplicated students at Freedom remains a concern, necessitating dedicated personnel to monitor and intervene. **Scope:** Schoolwide	Freedom High School has historically struggled with attendance, particularly among unduplicated students. A dedicated attendance clerk monitors patterns, contacts families, and coordinates interventions. This targeted, schoolwide support ensures that all students at the site benefit from improved attendance systems, with a focus on those most at risk.	Attendance Data (1.2, 1.3)
1.10	**Action:** Staff Development - Diversity and Inclusion Training **Need:** Suspension and absenteeism data show that unduplicated students continue to face systemic barriers. For example, Students with Disabilities had an 11.4% suspension rate and a 35.0% chronic absenteeism rate in 2023–24. These disparities call for ongoing staff training in equity and inclusion. **Scope:** Schoolwide	Staff development to promote respect for diversity and inclusiveness. This training equips educators to better support diverse learners, particularly ELs, FY, and LI students. Schoolwide implementation ensures that every classroom is a safe and respectful space, contributing to improved academic and behavioral outcomes.	Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7) Survey (1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Staff Development - Personnel **Need:** CAASPP results from 2023–24 show English Learners scored 71.1 points below standard in ELA and 159.2 points below in Math. Socioeconomically Disadvantaged students scored 17.2 points below in ELA and 116.1 points below in Math. These gaps highlight the need for targeted professional development. **Scope:** LEA-wide	Professional development is coordinated district-wide to ensure consistency in instructional quality and alignment with state standards. Focused training on EL strategies, equity, and data-driven instruction helps close achievement gaps. LEA-wide implementation ensures that all teachers, regardless of site, are equipped to meet the needs of unduplicated students.	CAASPP Scores (2.4, 2.5)
2.3	**Action:** Intervention Classes - Personnel & Software **Need:** D/F rates remain high for English Learners (17.9%) and Foster Youth (57.58%) in 2023–24. These students also underperform on CAASPP and A–G completion metrics, indicating a need for embedded intervention classes. **Scope:** Schoolwide	These classes are embedded into the master schedule at each school, making them accessible to all students while targeting those with the greatest need. Programs like READ 180 and ALEKS provide personalized support in literacy and math, directly addressing the academic gaps of ELs, FY, and LI students.	Behavior Data (1.6, 1.7) Survey (1.8)
2.4	**Action:** Study Hall - Personnel **Need:** The district-wide D/F rate was 16.45% in 2023–24, with higher rates for Foster Youth	Study halls are available to all students but are especially beneficial for those with low GPAs or high D/F rates. Teachers provide academic support during these periods, helping students catch up and stay on	Graduation Rate Data (1.4, 1.5) Cumulative GPA over 2.0 (2.16)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(57.58%), English Learners (17.9%), and SED students (27.01%). Study hall provides structured academic support to address these disparities. **Scope:** Schoolwide	track for graduation. This structure supports equity by ensuring that struggling students receive timely help.	
2.8	**Action:** Supplemental Instructional Materials and Supplies **Need:** Persistent achievement gaps in CAASPP and GPA data for unduplicated students—especially ELs and SED students—demonstrate the need for differentiated instructional materials to support diverse learners. **Scope:** Schoolwide	Materials are distributed across all classrooms but are selected to support the needs of unduplicated students. These include bilingual resources, culturally relevant texts, and adaptive software, ensuring that instruction is accessible and engaging for all learners.	Instructional Material Access (2.2)
2.9	**Action:** Late Start Wednesdays - Personnel **Need:** Despite some gains, CAASPP Math scores for English Learners (159.2 points below standard) and African American students (131.4 points below) remain low. Collaboration time is essential for teachers to align instruction and close these gaps.	All schools follow a coordinated schedule that allows for weekly professional learning communities (PLCs). School sites use this time for teachers to analyze data, plan interventions, and align instruction. This systemic approach ensures that best practices are shared and implemented consistently across the district.	CAASPP Scores (2.4, 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.10	**Action:** Revise District Common Assessments - Personnel **Need:** District assessments show unduplicated students consistently underperform compared to their peers. Revising assessments to be more culturally responsive and aligned with standards is critical to equity. **Scope:** LEA-wide	Common assessments are used across all schools to ensure consistency in measuring student progress. Revising these assessments ensures they are culturally responsive and aligned to standards, particularly benefiting ELs and students with learning gaps.	CAASPP Scores (2.4, 2.5)
2.11	**Action:** Data Management System **Need:** The district's 2023–24 data shows persistent gaps in graduation rates (e.g., ELs at 86.7%, Homeless at 82.1%) and GPA. A centralized data system is needed to monitor interventions and outcomes for unduplicated students. **Scope:** LEA-wide	A centralized system allows for consistent tracking of student performance across all sites. Teachers and administrators use this data to identify trends, monitor interventions, and adjust instruction, ensuring that unduplicated students receive targeted support.	Graduation Rate Data (1.4, 1.5) Cumulative GPA over (2.16)
2.12	**Action:** Director of Curriculum and Instruction - Personnel **Need:**	This role supports curriculum alignment and instructional quality across all schools. Salary and Benefits.	Graduation Rate Data (1.4, 1.5) CAASPP Scores (2.4, 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP and A–G completion data show that unduplicated students continue to lag behind. A dedicated leader is needed to coordinate curriculum and instructional strategies that address these gaps and others. **Scope:** Schoolwide	The director ensures that programs meet the needs of all learners, with a focus on closing gaps for unduplicated students through coaching, curriculum review, and professional development.	
2.13	**Action:** Assistant Superintendent of Educational Services - Personnel **Need:** The district's 2023–24 performance data shows systemic disparities in academic achievement and college readiness. Leadership is needed to ensure district-wide alignment and accountability for equity goals. **Scope:** LEA-wide	This leadership role oversees district-wide instructional initiatives and ensures alignment with LCAP goals and meeting the needs of Students with Additional Needs (SWANs). (20% of Salary and benefits.) The assistant superintendent ensures that resources and supports are equitably distributed and that all schools are held accountable for serving unduplicated students effectively.	Graduation Rate Data (1.4, 1.5) CAASPP Scores (2.4, 2.5)
2.14	**Action:** Anti-Plagiarism Software **Need:** As more students engage in college-level coursework, tools like Turnitin help support academic integrity and skill development, especially for ELs and first-generation college-bound students. **Scope:**	All teachers have access to this tool to uphold academic integrity. It supports ELs and other students in learning proper citation and research skills, which are essential for college readiness.	CAASPP Scores (2.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.18	**Action:** AP Programs **Need:** AP pass rates improved overall in 2023–24 (69%), but gaps remain: ELs (71.53%), SED (59.84%), and Students with Disabilities (59.26%) still trail the district average. Continued support is needed to close these gaps. **Scope:** Schoolwide	AP support is embedded into the school day and offered to all students, with targeted outreach to underrepresented groups. These programs help close opportunity gaps by preparing ELs, FY, and LI students for college-level coursework.	AP Unduplicated Enrollment (2.15)
2.19	**Action:** Increase College Readiness and Interest - Personnel **Need:** A–G completion rates for ELs (16%) and Foster Youth (N/A) remain far below the district average (47.9%). Dedicated staff are needed to guide these students through the college preparation process. **Scope:** Schoolwide	Push curriculum instructors are placed at each comprehensive high school to support students in becoming college-ready. These staff members provide direct instruction and mentoring to students who may be the first in their families to attend college.	UC/CSU A-G met requirements (2.6) CTE Course Completion (2.7) AP Exams (2.11) College Career Indicator (2.14)
2.20	**Action:** Increase College Readiness and Interest **Need:**	Supplies support the push curriculum and are used in classrooms serving high-need students.	UC/CSU A-G met requirements (2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Targeted instructional materials are needed to support “Push” curriculum classes, which serve students with historically low college readiness rates, including ELs and SED students. **Scope:** Schoolwide	Materials include college planning guides, test prep resources, and culturally relevant content to engage students in post-secondary planning.	
2.21	**Action:** Targeted Assistance Counselors - Personnel **Need:** Graduation rates for Homeless students (82.1%) and ELs (86.7%) remain below the district average (93.4%). Counselors are essential to provide academic and social-emotional support. **Scope:** Schoolwide	These counselors are embedded at each comprehensive high school to support unduplicated students. They provide academic advising, social-emotional support, and college/career guidance tailored to the needs of ELs, FY, and LI students.	Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7) UC/CSU A-G met requirements (2.6
2.22	**Action:** Psychologists - Personnel **Need:** The 2023–24 California Healthy Kids Survey shows only 52% of 9th graders and 50% of 11th graders feel connected to school. Psychologists are critical to addressing mental health needs that impact learning. Unduplicated students reported the following: English Learners: Grade 9: 56%, Grade 11: 38%; Foster/Homeless: Grade 9: 44%, Grade	Psychologists are assigned across the district to ensure equitable access to mental health services. Salary and Benefits. They support students with trauma, anxiety, and other barriers to learning, which disproportionately affect unduplicated students.	Survey (1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	11: 41%; Socio-economically Disadvantaged: Grade 9: 50%, Grade 11: 45% **Scope:** LEA-wide		
2.23	**Action:** Mental Health Counseling Support **Need:** Mental health concerns remain high, with 43% of juniors and 38% of freshmen reporting chronic sadness. Interns expand access to support services, especially for high-need students. Unduplicated students reported the following: English Learners: 30%; Foster/Homeless: 40% (combined category); Socio-economically Disadvantaged: 41%. **Scope:** LEA-wide	Interns are placed at both comprehensive and alternative sites to expand access to services. They provide individual and group counseling, helping students manage stress and stay engaged in school.	Survey (1.8)
2.37	**Action:** College & Career Center Technicians - Personnel **Need:** A–G completion and CCI data show that unduplicated students are underrepresented in college readiness metrics. Technicians help bridge this gap through direct support and guidance.	Technicians are placed at each comprehensive high school to support post-secondary planning. They assist students with applications, financial aid, and career exploration, with a focus on unduplicated students.	UC/CSU A-G met requirements (2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.1	**Action:** Bi-Lingual Parent Liaisons - Personnel **Need:** Only 27% of EL parents felt they had a say in district decisions in 2024–25. Liaisons are vital for improving communication and engagement with non-English-speaking families. **Scope:** Schoolwide	Liaisons are assigned to schools with high EL populations to support family engagement. Salary and Benefits. They help families navigate school systems, attend meetings, and access resources, improving outcomes for EL students.	Survey (1.8, 3.2,)
3.2	**Action:** Parent Trainings and Workshops **Need:** Only 56.05% of parents reported familiarity with A–G requirements in 2024–25. Workshops help families support their students' academic and college readiness goals. **Scope:** Schoolwide	Workshops are offered at all schools and tailored to the needs of each community. Topics include college planning, technology use, and school culture, empowering families to support student success.	Survey (1.8, 3.1, 3.3, 3.5)
3.3	**Action:** Community Outreach **Need:**	Outreach efforts are coordinated across schools to build partnerships and gather feedback.	Survey (1.8, 3.1, 3,2, 3.3, 3.4, 3.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parent survey participation dropped to 6.84% in 2024–25. Outreach is needed to re-engage families, especially those of unduplicated students, in school decision-making and support systems. **Scope:** Schoolwide	Engaging community organizations helps schools better serve unduplicated students through shared resources and support.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Field Trips **Need:** English Learners, Long-Term English Learners, Foster Youth, Low Income **Scope:** Limited to Unduplicated Student Group(s)	Field trips support LUHSD unduplicated student group(s) success by providing experiential learning opportunities that enhance classroom concepts, making lessons more engaging and memorable. They expose students to real-world applications of their studies, fostering critical thinking and problem-solving skills. Additionally, field trips can inspire students by connecting them with professionals and potential career paths, broadening their future aspirations.	Survey (1.8) Graduation Rate Data (1.4, 1.5)
2.25	**Action:** Translation Support - Personnel **Need:** English Learners **Scope:**	Translation services support LUHSD unduplicated student group(s) families and students by ensuring clear communication between non-English-speaking families and school staff, fostering a more inclusive and supportive educational environment. They help families stay informed about their children's academic progress,	Survey (1.8, 3.1, 3,2, 3.3, 3.4, 3.6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		school events, and important announcements, enabling better participation in the school community. Additionally, translation services assist students in understanding assignments and instructions, reducing language barriers and enhancing their overall academic success.	
2.35	**Action:** After School Tutoring for High-Needs Students - Personnel **Need:** English Learners, Foster Youth, Low Income **Scope:** Limited to Unduplicated Student Group(s)	After school tutoring for high-needs unduplicated student group(s) supports academic success by providing personalized instruction and additional practice, helping them to better understand and retain challenging material. It offers a structured and focused learning environment where students can address specific academic weaknesses and receive immediate feedback. Additionally, this extra support fosters confidence and motivation, encouraging students to engage more actively in their regular classes and improve their overall academic performance.	Graduation Rate Data (1.4, 1.5) UC/CSU A-G met requirements (2.6) Cumulative GPA over (2.16)
2.36	**Action:** Bilingual Paraprofessional - Personnel **Need:** English Learners **Scope:** Limited to Unduplicated Student Group(s)	Bilingual paraprofessionals support LUHSD unduplicated student group(s) ' academic success by bridging language gaps, ensuring that English learners fully understand the curriculum and classroom instructions. They provide targeted assistance during lessons, helping students grasp complex concepts and complete assignments effectively. Additionally, bilingual paraprofessionals facilitate better communication between students, teachers, and families, creating a more inclusive and supportive educational environment.	EL Reclassification Rate (2.10)

For any limited 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, as applicable.

The Liberty Union High School District is required to increase or improve services for English Learners, Foster Youth, and Low Income Students by 5.5%. This increased percentage is met by actions and services included in our 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.

Additional Concentration Grant Funding

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 ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$97,402,000	6,235,676	6.402%	0.223%	6.625%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,966,411.00	$6,161,828.00	$2,442,324.00	$158,840.00	$16,729,403.00	$11,483,481.00	$5,245,922.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology - Infrastructure	All	No			All Schools		$0.00	$75,304.00	$75,304.00	$0.00	$0.00	$0.00	$75,304.00	0%
1	1.2	Technology - IT Support Staff - Personnel	All	No			All Schools		$964,613.00	$0.00	$964,613.00	$0.00	$0.00	$0.00	$964,613.00	0%
1	1.3	Technology - Classroom Equipment	All	No			All Schools		$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0%
1	1.4	Technology - Analytics Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$140,000.00	$140,000.00	$0.00	$0.00	$0.00	$140,000.00	0%
1	1.5	Facilities - Capital Facilities	All	No			All Schools		$0.00	$2,300,000.00	$0.00	$0.00	$2,300,000.00	$0.00	$2,300,000.00	0%
1	1.6	Facilities - Personnel	All	No			All Schools		$96,168.00	$0.00	$96,168.00	$0.00	$0.00	$0.00	$96,168.00	0%
1	1.7	Campus Climate - Student meetings - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$107,317.00	$0.00	$107,317.00	$0.00	$0.00	$0.00	$107,317.00	0%
1	1.8	Campus Climate - Student Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	0%
1	1.9	Attendance - Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom High School		$97,129.00	$0.00	$97,129.00	$0.00	$0.00	$0.00	$97,129.00	0%
1	1.10	Staff Development - Diversity and Inclusion Training	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools		$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.11	Staff Development - Social Media	All	No			All Schools		$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0%
1	1.12	California Healthy Kids Survey	All	No			All Schools		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0%
1	1.13	Monitor LCAP Expenditures - Personnel	All	No					$112,806.00	$0.00	$112,806.00	$0.00	$0.00	$0.00	$112,806.00	
1	1.14	Campus Supervisor - Personnel	All	No			All Schools		$187,028.00	$0.00	$0.00	$187,028.00	$0.00	$0.00	$187,028.00	
2	2.1	Staff Development - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$83,778.00	$0.00	$83,778.00	$0.00	$0.00	$0.00	$83,778.00	0%
2	2.2	Student Intervention and Recovery Programs	All	No			All Schools		$0.00	$115,840.00	$0.00	$0.00	$0.00	$115,840.00	$115,840.00	0%
2	2.3	Intervention Classes - Personnel & Software	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$1,306,736.00	$193,952.00	$1,500,688.00	$0.00	$0.00	$0.00	$1,500,688.00	0%
2	2.4	Study Hall - Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, Liberty HS		$762,089.00	$0.00	$762,089.00	$0.00	$0.00	$0.00	$762,089.00	0%
2	2.5	Field Trips	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0%
2	2.6	Homework Help - Personnel	All	No			All Schools		$6,842.00	$0.00	$6,842.00	$0.00	$0.00	$0.00	$6,842.00	0%
2	2.7	Instructional Materials: Textbooks and Supplies	All	No			All Schools		$0.00	$1,000,000.00	$0.00	$1,000,000.00	$0.00	$0.00	$1,000,000.00	0%
2	2.8	Supplemental Instructional Materials and Supplies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$100,000.00	$77,000.00	$0.00	$0.00	$23,000.00	$100,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Late Start Wednesdays - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$305,000.00	$0.00	$305,000.00	$0.00	$0.00	$0.00	$305,000.00	0%
2	2.10	Revise District Common Assessments - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0%
2	2.11	Data Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$136,300.00	$136,300.00	$0.00	$0.00	$0.00	$136,300.00	0%
2	2.12	Director of Curriculum and Instruction - Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$250,499.00	$0.00	$250,499.00	$0.00	$0.00	$0.00	$250,499.00	0%
2	2.13	Assistant Superintendent of Educational Services - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$60,100.00	$60,100.00	$0.00	$0.00	$0.00	$60,100.00	0%
2	2.14	Anti-Plagiarism Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$46,416.00	$46,416.00	$0.00	$0.00	$0.00	$46,416.00	0%
2	2.15	Technology for English Learner Classrooms	All	No			All Schools		$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
2	2.16	Teacher Recruitment	All	No			All Schools		$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
2	2.17	Provide support to Beginning Teachers (Induction) - Personnel	All	No			All Schools		$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	0%
2	2.18	AP Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	0%
2	2.19	Increase College Readiness and Interest - Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS		$462,000.00	$0.00	$462,000.00	$0.00	$0.00	$0.00	$462,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.20	Increase College Readiness and Interest	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS		$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	0%
2	2.21	Targeted Assistance Counselors - Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS		$1,693,761.00	$0.00	$1,002,087.00	$691,674.00	$0.00	$0.00	$1,693,761.00	0%
2	2.22	Psychologists - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$473,474.00	$0.00	$473,474.00	$0.00	$0.00	$0.00	$473,474.00	0%
2	2.23	Mental Health Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$142,010.00	$142,010.00	$0.00	$0.00	$0.00	$142,010.00	0%
2	2.24	Suicide Prevention - Anti-Bullying Training	All	No			All Schools		$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0%
2	2.25	Translation Support - Personnel	All	No			All Schools		$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0%
2	2.26	Transportation for EL students transferring to LHS	English Learners	No			Specific Schools: Liberty HS		$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	0%
2	2.27	Professional Development for CTE teachers - Personnel	All	No			All Schools		$30,000.00	$0.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	0%
2	2.28	Continue CTE Courses - Personnel	All	No			All Schools		$3,141,126.00	$0.00	$0.00	$3,141,126.00	$0.00	$0.00	$3,141,126.00	0%
2	2.29	Instructional Materials and Supplies for CTE courses	All	No			All Schools		$0.00	$460,000.00	$0.00	$460,000.00	$0.00	$0.00	$460,000.00	0%
2	2.30	Curriculum Alignment with Community Colleges - Personnel	All	No			All Schools		$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
2	2.31	Student Leadership Experiences	All	No			All Schools		$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.32	Teachers on Special Assignment (TOSAs) - Personnel							$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
2	2.33	District Nurse - Personnel	All	No			All Schools		$142,324.00	$0.00	$0.00	$0.00	$142,324.00	$0.00	$142,324.00	0%
2	2.34	Instructional Coaches - Personnel	All	No					$552,000.00	$0.00	$0.00	$552,000.00	$0.00	$0.00	$552,000.00	0%
2	2.35	After School Tutoring for High-Needs Students - Personnel	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$171,395.00	$0.00	$171,395.00	$0.00	$0.00	$0.00	$171,395.00	0%
2	2.36	Bilingual Paraprofessional - Personnel	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Liberty High School		$109,559.00	$0.00	$109,559.00	$0.00	$0.00	$0.00	$109,559.00	0%
2	2.37	College & Career Center Technicians - Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, Liberty HS		$296,829.00	$0.00	$296,829.00	$0.00	$0.00	$0.00	$296,829.00	0%
3	3.1	Bi-Lingual Parent Liaisons - Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS		$8,008.00	$0.00	$8,008.00				$8,008.00	0%
3	3.2	Parent Trainings and Workshops	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$18,000.00	$0.00	$18,000.00				$18,000.00	0%
3	3.3	Community Outreach	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	0%
3	3.4	Community/Business Involvement on Campus	All	No			All Schools		$0.00	$4,000.00	$4,000.00				$4,000.00	0%

2026-27 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
$97,402,000	6,235,676	6.402%	0.223%	6.625%	$6,544,678.00	0.000%	6.719 %	**Total:**	$6,544,678.00
								LEA-wide Total:	$1,509,395.00
								Limited Total:	$305,954.00
								Schoolwide Total:	$4,729,329.00

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	$140,000.00	0%
1	1.7	Campus Climate - Student meetings - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,317.00	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	$97,129.00	0%
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0%
2	2.1	Staff Development - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income		$83,778.00	0%
2	2.3	Intervention Classes - Personnel & Software	Yes	Schoolwide	English Learners Foster Youth	All Schools	$1,500,688.00	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	2.4	Study Hall - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, Liberty HS	$762,089.00	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	2.9	Late Start Wednesdays - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income		$305,000.00	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	$136,300.00	0%
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$250,499.00	0%
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,100.00	0%
2	2.14	Anti-Plagiarism Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,416.00	0%
2	2.18	AP Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	0%
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	$462,000.00	0%
2	2.20	Increase College Readiness and Interest	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and	$12,000.00	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 (%)
						Liberty HS		
2	2.21	Targeted Assistance Counselors - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and Liberty HS	$1,002,087.00	0%
2	2.22	Psychologists - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$473,474.00	0%
2	2.23	Mental Health Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,010.00	0%
2	2.25	Translation Support - Personnel				All Schools	$30,000.00	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	$171,395.00	0%
2	2.36	Bilingual Paraprofessional - Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Liberty High School	$109,559.00	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 Liberty HS	$8,008.00	0%
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%

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,729,403.00	

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	$75,304.00	
1	**1.2**	Technology - IT Support Staff - Personnel	No	$964,613.00	
1	**1.3**	Technology - Classroom Equipment	No	$100,000.00	
1	**1.4**	Technology - Analytics Software	Yes	$140,000.00	
1	**1.5**	Facilities - Capital Facilities	No	$2,300,000.00	
1	**1.6**	Facilities - Personnel	No	$96,168.00	
1	**1.7**	Campus Climate - Student meetings - Personnel	Yes	$107,317.00	
1	**1.8**	Campus Climate - Student Programs	Yes	$150,000.00	
1	**1.9**	Attendance - Personnel	Yes	$97,129.00	
1	**1.10**	Staff Development - Diversity and Inclusion Training	Yes	$50,000.00	
1	**1.11**	Staff Development - Social Media	No	$10,000.00	

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	1.12	California Healthy Kids Survey	No	$2,000.00	
1	1.13	Monitor LCAP Expenditures - Personnel	No	$112,806.00	
1	1.14	Campus Supervisor - Personnel	No	$187,028.00	
2	2.1	Staff Development - Personnel	Yes	$83,778.00	
2	2.2	Student Intervention and Recovery Programs	No	$115,840.00	
2	2.3	Intervention Classes - Personnel & Software	Yes	$1,500,688.00	
2	2.4	Study Hall - Personnel	Yes	$762,089.00	
2	2.5	Field Trips	Yes	$25,000.00	
2	2.6	Homework Help - Personnel	No	$6,842.00	
2	2.7	Instructional Materials: Textbooks and Supplies	No	$1,000,000.00	
2	2.8	Supplemental Instructional Materials and Supplies	Yes	$100,000.00	
2	2.9	Late Start Wednesdays - Personnel	Yes	$305,000.00	
2	2.10	Revise District Common Assessments - Personnel	Yes	$15,000.00	

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)
2	2.11	Data Management System	Yes	$136,300.00	
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	$250,499.00	
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	$60,100.00	
2	2.14	Anti-Plagiarism Software	Yes	$46,416.00	
2	2.15	Technology for English Learner Classrooms	No	$5,000.00	
2	2.16	Teacher Recruitment	No	$5,000.00	
2	2.17	Provide support to Beginning Teachers (Induction) - Personnel	No	$90,000.00	
2	2.18	AP Programs	Yes	$40,000.00	
2	2.19	Increase College Readiness and Interest - Personnel	Yes	$462,000.00	
2	2.20	Increase College Readiness and Interest	Yes	$12,000.00	
2	2.21	Targeted Assistance Counselors - Personnel	Yes	$1,693,761.00	
2	2.22	Psychologists - Personnel	Yes	$473,474.00	
2	2.23	Mental Health Counseling Support	Yes	$142,010.00	
2	2.24	Suicide Prevention - Anti-Bullying Training	No	$15,000.00	

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)
2	**2.25**	Translation Support - Personnel	No	$30,000.00	
2	**2.26**	Transportation for EL students transferring to LHS	No	$10,000.00	
2	**2.27**	Professional Development for CTE teachers - Personnel	No	$30,000.00	
2	**2.28**	Continue CTE Courses - Personnel	No	$3,141,126.00	
2	**2.29**	Instructional Materials and Supplies for CTE courses	No	$460,000.00	
2	**2.30**	Curriculum Alignment with Community Colleges - Personnel	No	$5,000.00	
2	**2.31**	Student Leadership Experiences	No	$10,000.00	
2	**2.32**	Teachers on Special Assignment (TOSAs) - Personnel		$0.00	
2	**2.33**	District Nurse - Personnel	No	$142,324.00	
2	**2.34**	Instructional Coaches - Personnel	No	$552,000.00	
2	**2.35**	After School Tutoring for High-Needs Students - Personnel	Yes	$171,395.00	
2	**2.36**	Bilingual Paraprofessional - Personnel	Yes	$109,559.00	
2	**2.37**	College & Career Center Technicians - Personnel	Yes	$296,829.00	

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)
3	**3.1**	Bi-Lingual Parent Liaisons - Personnel	Yes	$8,008.00	
3	**3.2**	Parent Trainings and Workshops	Yes	$18,000.00	
3	**3.3**	Community Outreach	Yes	$3,000.00	
3	**3.4**	Community/Business Involvement on Campus	No	$4,000.00	

2026-27 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)
	$6,544,678.00					

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	$140,000.00		0%	
1	1.7	Campus Climate - Student meetings - Personnel	Yes	$107,317.00		0%	
1	1.8	Campus Climate - Student Programs	Yes	$150,000.00		0%	
1	1.9	Attendance - Personnel	Yes	$97,129.00		0%	
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	$50,000.00		0%	
2	2.1	Staff Development - Personnel	Yes	$83,778.00		0%	
2	2.3	Intervention Classes - Personnel & Software	Yes	$1,500,688.00		0%	
2	2.4	Study Hall - Personnel	Yes	$762,089.00		0%	
2	2.5	Field Trips	Yes	$25,000.00		0%	
2	2.8	Supplemental Instructional Materials and Supplies	Yes	$77,000.00		0%	
2	2.9	Late Start Wednesdays - Personnel	Yes	$305,000.00		0%	
2	2.10	Revise District Common Assessments - Personnel	Yes	$15,000.00		0%	
2	2.11	Data Management System	Yes	$136,300.00		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	2.12	Director of Curriculum and Instruction - Personnel	Yes	$250,499.00		0%	
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	$60,100.00		0%	
2	2.14	Anti-Plagiarism Software	Yes	$46,416.00		0%	
2	2.18	AP Programs	Yes	$40,000.00		0%	
2	2.19	Increase College Readiness and Interest - Personnel	Yes	$462,000.00		0%	
2	2.20	Increase College Readiness and Interest	Yes	$12,000.00		0%	
2	2.21	Targeted Assistance Counselors - Personnel	Yes	$1,002,087.00		0%	
2	2.22	Psychologists - Personnel	Yes	$473,474.00		0%	
2	2.23	Mental Health Counseling Support	Yes	$142,010.00		0%	
2	2.35	After School Tutoring for High-Needs Students - Personnel	Yes	$171,395.00		0%	
2	2.36	Bilingual Paraprofessional - Personnel	Yes	$109,559.00		0%	
2	2.37	College & Career Center Technicians - Personnel	Yes	$296,829.00		0%	
3	3.1	Bi-Lingual Parent Liaisons - Personnel	Yes	$8,008.00		0%	
3	3.2	Parent Trainings and Workshops	Yes	$18,000.00		0%	
3	3.3	Community Outreach	Yes	$3,000.00		0%	

2026-27 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)
$95,951,096		0.00%	6.028%				$214,332.00	0.223%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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).
    - **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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
    - 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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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)**

  - 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).

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