



LCFF Budget Overview for Parents

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

CDS Code: 07-61721-0000000

School Year: 2024-25

LEA contact information:

Erik Faulkner

Assistant Superintendent

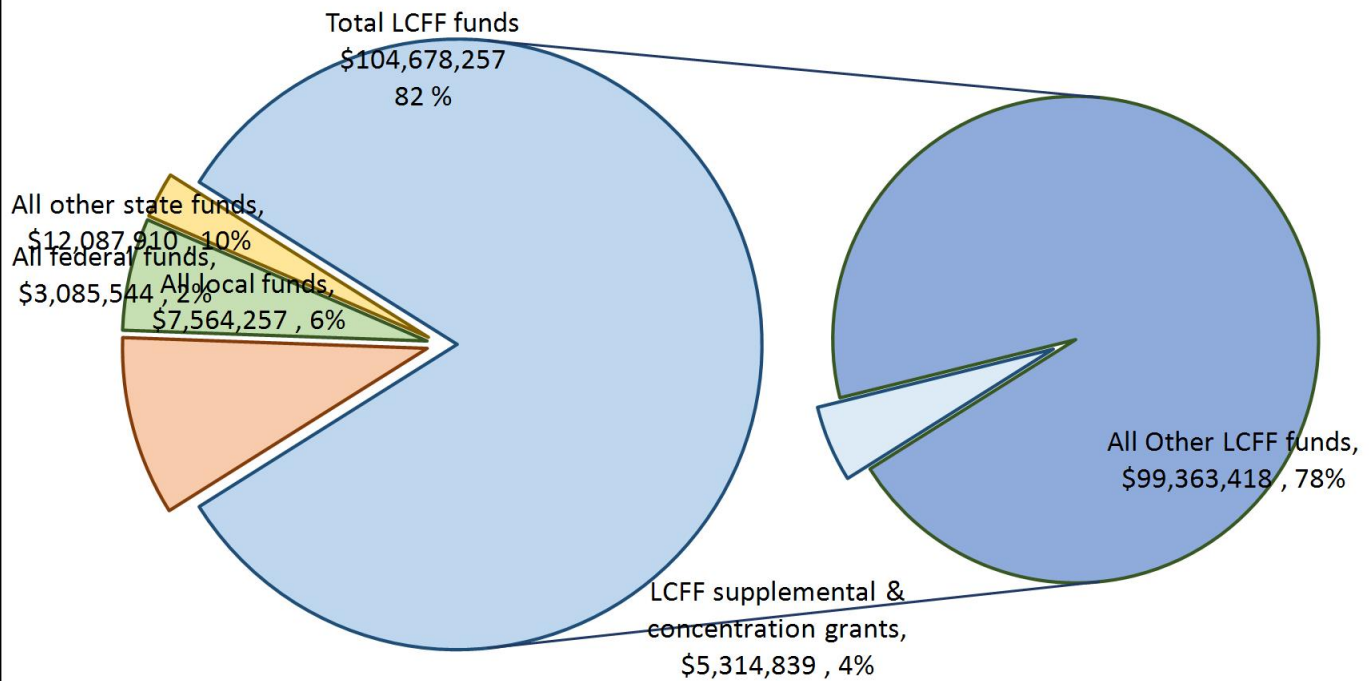
faulkner@luhsd.net

(925) 634-2166, x2023

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

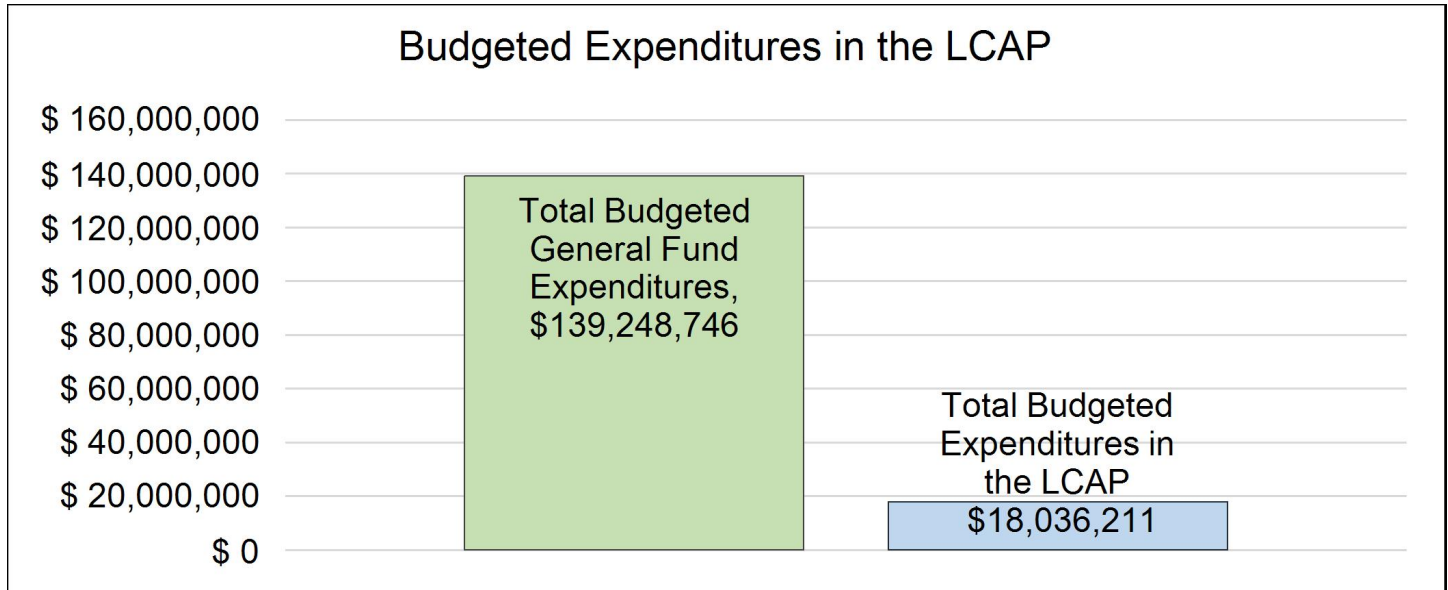


This chart shows the total general purpose revenue Liberty Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Liberty Union High School District is \$127,415,968, of which \$104,678,257 is Local Control Funding Formula (LCFF), \$12,087,910 is other state funds, \$7,564,257 is local funds, and \$3,085,544 is federal funds. Of the \$104,678,257 in LCFF Funds, \$5,314,839 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 2024-25. 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 \$139,248,746 for the 2024-25 school year. Of that amount, \$18,036,211 is tied to actions/services in the LCAP and \$121,212,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

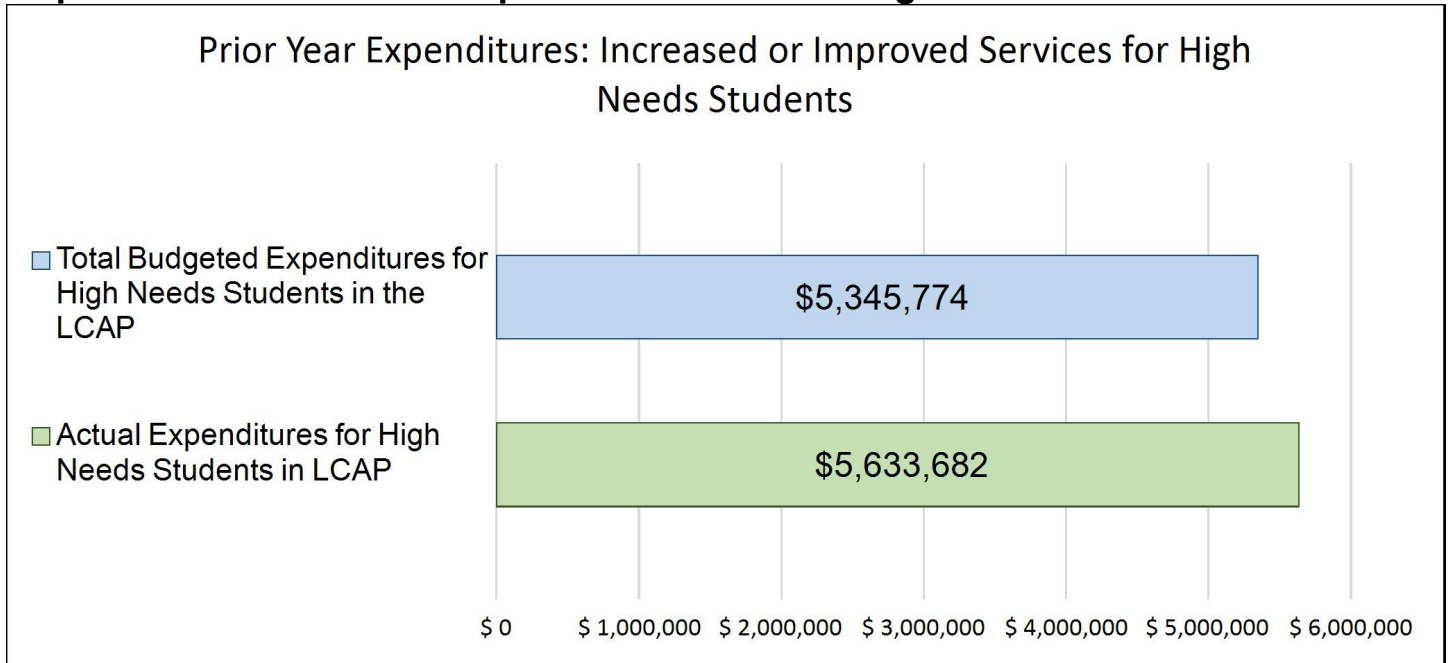
As a general rule, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Liberty Union High School District is projecting it will receive \$5,314,839 based on the enrollment of foster youth, English learner, and low-income students. Liberty Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Liberty Union High School District plans to spend \$5,345,774 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Liberty Union High School District's LCAP budgeted \$5,345,774 for planned actions to increase or improve services for high needs students. Liberty Union High School District actually spent \$5,633,682 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1: The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which supports student learning by:</p> <ul style="list-style-type: none"> 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. <p>State and/or Local Priorities addressed by this goal:</p> <p>State Priorities: Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p> <p>Local Priorities: LUHSD Strategic Plan (LUHSDSP) Goal #1</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams Act: School Facility Rating. (Priority 1C)	2019-20 All school facilities are maintained in good repair.	2020-21 All school facilities are maintained in good repair.	2021-22 All school facilities are maintained in good repair.	2022-23 All school facilities are maintained in good repair.	All school facilities are maintained in good repair.
Attendance Rates (Priority 5A)	2019-20 Freedom HS - 94.7% Heritage HS - 95.5% Liberty HS - 95.3%	2020-21 Freedom HS - 96.8% Heritage HS - 97.4% Liberty HS - 96.8%	2021-22 Source: Aeries SIS Freedom HS - 91.0% Heritage HS - 93.0%	2022-23 Source: Aeries SIS Freedom HS - 92.22% Heritage HS - 93.68%	All high school increase attendance rates by .6%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	La Paloma HS - 82.4%	La Paloma HS - 97.2%	Liberty HS - 91.8% La Paloma HS - 98.0%	Liberty HS - 92.78% La Paloma HS - 99.65%	Freedom HS - 95.3% Heritage HS - 96.1% Liberty HS - 95.9% La Paloma High School - 83.0%
Chronic Absenteeism Rate (Priority 5B)	<p>2019-20 Lower the Chronic Absenteeism rate with a focus on high needs student groups.</p> <p>LEA – 16%</p> <ul style="list-style-type: none"> African American – 21% Hispanic or Latino – 18% Pacific Islander - 21% English Learners – 18% Students with Disabilities – 23% Foster Youth – 26% Homeless – 35% Socioeconomically 	<p>2020-21 LEA – 11%</p> <ul style="list-style-type: none"> African American – 16% Hispanic or Latino – 14% Pacific Islander - 14% English Learners – 23% Students with Disabilities – 19% Foster Youth – 19% Homeless – 32% Socioeconomically Disadvantaged – 19% 	<p>2021-22 Source: Data Quest LEA – 28.9%</p> <ul style="list-style-type: none"> African American – 35% Hispanic or Latino – 33% Pacific Islander - 33% English Learners – 40% Students with Disabilities – 44% Foster Youth – 56% Homeless – 56% Socioeconomically Disadvantaged – 41% 	<p>2022-23 Source: Data Quest LEA - 24.4%</p> <ul style="list-style-type: none"> African American – 27.8% Hispanic or Latino – 28.2% Pacific Islander - 34.7% English Learners – 29% Students with Disabilities – 36% Foster Youth – 55.6% Homeless – 40.5% Socioeconomically Disadvantaged – 34.9% 	<ul style="list-style-type: none"> LEA – 15% African American – 20% Hispanic or Latino – 17% Pacific Islander - 20% English Learners – 17% Students with Disabilities – 22% Foster Youth – 25% Homeless – 34% Socioeconomically Disadvantaged – 22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged – 23%				
4-Year Adjusted Cohort Dropout Rate (Priority 5D)	<p>2019-20 The district overall cohort dropout rate is 1.9%. Student groups higher than the district average:</p> <p>African American – 3.6% (1.7% higher) Hispanic - 2.1% (.2% higher) Pacific Islander - 8.3% (6.4% higher) English Learners – 3.6% (2.7% higher) Foster Youth - 8% (6.1% higher) Homeless - 6.3% (4.4% higher) Students with Disabilities – 4% (1% higher) Socioeconomically Disadvantaged - 3.2% (1.3% higher).</p>	<p>2020-21 District overall cohort dropout rate is 2.8%.</p> <p>African American – 4.6% Hispanic - 3.9% Pacific Islander - 0% English Learners – 10% Foster Youth - 6.7% Homeless - 9.6% Students with Disabilities – 3.9% Socioeconomically Disadvantaged - 5.5%</p>	<p>2021-22 Source: Data Quest</p> <p>District overall cohort dropout rate is 2.8%.</p> <p>African American – 4.1% Hispanic - 3.9% Pacific Islander - 0% English Learners – 7.7% Foster Youth - 13.3% Homeless - 10.3% Students with Disabilities – 5.9% Socioeconomically Disadvantaged - 5.6%</p>	<p>2022-23 Source Data Quest</p> <p>District overall cohort dropout rate is 3.9%.</p> <p>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%</p>	<p>District overall cohort dropout rate - 1.3%</p> <p>African American – 3% Hispanic - 1.5% Pacific Islander - 7.7% English Learners – 3% Foster Youth - 7.4% Homeless - 5.7% Students with Disabilities – 3.4% Socioeconomically Disadvantaged - 2.6%</p>
Fall 2020 Dashboard District Graduation Rate (Priority 5E)	<p>2019-20 Overall for LUHSD = 92.9%. The following student groups have lower Graduation</p>	<p>2020-21 Overall for LUHSD = 92.2%.</p>	<p>2021-22 Source: Data Quest</p> <p>Overall for LUHSD =</p>	<p>2022-23 Source: Data Quest</p> <p>Overall for LUHSD =</p>	<p>Overall for LUHSD = 93.5%.</p> <ul style="list-style-type: none"> Foster Youth = 81.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Rates:</p> <ul style="list-style-type: none"> Foster Youth = 81% (11.9% lower). Homeless = 85.3% (7.6% lower). Students with Disabilities = 80.7% (12.2% lower). African American = 90% (2.9% lower). Native Hawaiian/Pacific Islander = 84.6% (8.3% lower). 	<ul style="list-style-type: none"> Foster Youth = 73.3% Homeless = 80.6% Students with Disabilities = 80.7% African American = 89.8% Native Hawaiian/Pacific Islander = 85.7% 	<p>93.7%.</p> <ul style="list-style-type: none"> Foster Youth = 80% Homeless = 84.5% Students with Disabilities = 80.4% African American = 91.3% Native Hawaiian/Pacific Islander = 90.9% 	<p>91.4%.</p> <ul style="list-style-type: none"> Foster Youth = 81.8% Homeless = 75.8% Students with Disabilities = 77.6% African American = 89.1% Native Hawaiian/Pacific Islander = 81.3% 	<ul style="list-style-type: none"> Homeless = 85.9% Students with Disabilities = 81.3% African American = 90.6% Native Hawaiian/Pacific Islander = 85.2%
CA Dashboard Suspension Rates. (Priority 6A)	<p>2018-19 LEA – Yellow (4.2%), “Maintained” (-0.3%)</p> <ul style="list-style-type: none"> African American – Red (10.5%), “Increased” (1.3%) Foster Youth – Red 	<p>2020-21 Suspension Rates were not reported on the CA School Dashboard for 2020-21. Therefore, DataQuest is used for the source of the Suspension Rates. LEA – 0.3%</p>	<p>2021-22 Source: Data Quest</p> <p>LEA – 4.9%</p> <ul style="list-style-type: none"> African American – 10.9% Foster Youth – 6.5% 	<p>2022-23 Source: Data Quest</p> <p>LEA – 5.8%</p> <ul style="list-style-type: none"> African American – 9.6% Foster Youth – 26.9% 	<p>Lower the Suspension Rate for 2022-23 by 1% from the rate for 2019-20, with a focus on high needs student groups.</p> <p>LEA – 3.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(20.9%), "Increased" (11.4%) (The rate for this group is highly variable due to a low number of students in the group.)</p> <ul style="list-style-type: none"> Hispanic – Orange (5%) "Increased" (0.8%) Socioeconomically Disadvantaged – Orange (7.3%) "Increased" (0.6%) 	<ul style="list-style-type: none"> African American – 0.3% Foster Youth – 2.6% Hispanic – 0.3% Socioeconomically Disadvantaged – 0.6% 	<ul style="list-style-type: none"> Hispanic – 4.8% Socioeconomically Disadvantaged – 8.1% 	<ul style="list-style-type: none"> Hispanic – 6.5% Socioeconomically Disadvantaged – 9.2% 	<ul style="list-style-type: none"> African American – 9.5% Foster Youth – 19.9% Hispanic – 4% Socioeconomically Disadvantaged – 6.3%
Expulsion Rates. (Priority 6B)	2019-20 Overall less than 1%	2020-21 Overall less than 1%	2021-22 Overall less than 1%	2022-23 Overall less than 1%	Maintain an Expulsion Rate of less than 1%.
California Healthy Kids Survey (CHKS) - School connectedness and safety. (Priority 6C)	2019-20 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2019-20 CHKS	2020-21 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2020-21 CHKS	2021-22 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2021-22 CHKS	2022-23 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2022-23 CHKS	Improve the school climate by increasing School Connectedness and Safety survey results on the 2022-23 CHKS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9th grade - 56% 11th grade - 53% Safety - Average reporting "Safe" or "Very Safe" on the 2019-20 CHKS 9th grade - 59% 11th grade - 58%	9th grade - 59% 11th grade - 59% Safety - Average reporting "Safe" or "Very Safe" on the 2020-21 CHKS 9th grade - 60% 11th grade - 74%	9th grade - 43% 11th grade - 41% Safety - Average reporting "Safe" or "Very Safe" on the 2021-22 CHKS 9th grade - 49% 11th grade - 49%	9th grade - 47% 11th grade - 50% Safety - Average reporting "Safe" or "Very Safe" on the 2022-23 CHKS 9th grade - 50% 11th grade - 53%	School Connectedness 9th grade - 58% 11th grade - 53% Safety 9th grade - 60% 11th grade - 60%

Goal Analysis

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

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

The Liberty Union High School District (LUHSD) has worked hard to maintain a physically and emotionally supportive school environment, thereby enhancing student learning. By ensuring a safe, secure, updated, and clean environment, LUHSD prioritizes students' well-being and comfort, crucial for effective learning. Our local Measure U is in the process of wrapping up after multiple academic years of seeing a high volume of modernization construction projects for our school sites. The district continuously integrates best practices and successful programs, adapting to educational advancements and addressing students' diverse needs. Some the programs contributing to our actions for promoting a physically and emotionally supportive school environment include our work within MTSS, Crescendo Group, and McREL. A culture of respect and civility is actively promoted, ensuring all students feel valued and heard, which contributes to a positive and inclusive atmosphere. Additionally, LUHSD aligns its operating budget with the strategic plan, ensuring resources are efficiently allocated to support these initiatives, demonstrating a commitment to both educational excellence and student welfare.

We did not find substantive differences in planned actions and actual implementation of these actions.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services that are over/under 50% or \$750k, and Estimated Actual Percentages of Improved Services with supporting example(s) included:

- Goal One:
- 1.1 Technology Infrastructure: LUHSD Technology needs continue to be a challenge in our post-pandemic education culture. Despite an existing high number of devices and a safe, reliable network, updating and maintaining access to technology for students and staff was more costly than anticipated.
 - 1.5 Facilities: Our local Measure U projects are wrapping up within LUHSD and the budgeted amount was insufficient for funds needed to complete modernization in facilities that include planning for complex costs and processes. Due to costs rising in most, if not all steps, of completing a construction projects, our actual expenditures exceeded budget.
 - 1.8 Campus Climate: Our focus was on internal programmatic changes that did not have a fiscal impact and therefore the budgeted amount exceeded actual expenditures.
 - 1.10 Staff Development (Diversity/Inclusion): With the support of local resources, we were able to reduce costs from those anticipated.
 - 1.11 Staff Development (Social Media): LUHSD has shifted its training for teachers from social media to higher needed areas around social-emotional learning and well-being. We did not spend amount budgeted.

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

- In analyzing the effectiveness of our actions and their contributions toward meeting our goals, the following either achieved our goal or supported our trending in direction of meeting goal over time:
- 1.1-1.4 Technology: Our focus on technology was effective but we recognize we did not have a metric related specific to technology. Qualitative feedback from educational partners (teachers and parents) stated technology is used effectively. 69.13% of parents from our Annual Survey indicated they strongly agreed or agreed LUHSD uses technology with students successfully. For future LCAP, this metric has been added to quantify
 - 1.5-1.6 Facilities: School Facility Rating: All school facilities are maintained in good repair.
 - 1.7-1.8, 1.10-1.12, 1.14 Student Social Emotional: LUHSD did not meet its desired outcome in Four-Year Adjusted Cohort Dropout Rate however comparing data from the 2020-21 year to 2022-23 academic year, we showed signs of growth and are trending in a direction for student success. LUHSD met its Dashboard District Graduation Rate goal of having a percentage under 1% of our students expelled. LUHSD met desired outcomes for unduplicated student with this goal and will continue its focus on graduation rates.
 - 1.9 Attendance: Despite not achieving the desired outcome, our Attendance rates increased over time and from 2021-22 to 2022-23, we saw increases for 3 of 4 sites within LEA. Although we did not meet our desired outcome goals for LEA or Groups, LUHSD has shown growth from 2021-22 to 2022-23 within Groups and will continue to focus on our unduplicated students. We highly feel any ineffectiveness over the three year LCAP cycle is, in large part, an outcome from pandemic.
 - 1.13 Expenditure Monitoring: LCAP funds are principally directed toward providing actions and services to unduplicated students. Our Actions meet needs most associated with the challenges faced by unduplicated students and our CAASPP ELA/Math scores, as an example.

showed that the monitoring of LCAP expenditures increased achievement of the unduplicated students more than the achievement of all other students.

Overall and with the circumstances of focus on student mental health the last few years, we are proud of the collaborative work with educational partners to support our student's physical and emotional well-being in our school environments.

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

LUHSD has chosen to maintain its planned goal and metrics related to goal as they encompass feedback from educational partners and our collective goals around creating physically and emotionally supportive school environments that support student learning by:

1. Providing a safe, secure, updated, clean environment,
2. Creating opportunities to incorporate best practices and program successes,
3. Fostering an atmosphere of respect and civility among all students, and
4. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

We have analyzed desired outcomes for all metrics and adjusted all based on educational partner feedback and our progress from our previous LCAP cycle.

To accommodate need for a metric related to technology in 1.1-1.4, the following was added to our Annual Survey and as a metric for Goal 1 (1.9 in new LCAP):

"Please indicate how much you agree or disagree with the following statements. Liberty Union High School District uses technology with students successfully."

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

Goals and Actions

Goal

Goal #	Description
2	<p>The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:</p> <ul style="list-style-type: none">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. <p>State and/or Local Priorities addressed by this goal:</p> <p>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)</p> <p>Local Priorities: LUHSD Plan Goal #2 & Title III Program Improvement Plan Goal 2c</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams Act report on teacher credentials (Priority 1A)	2019-20 100% of teachers are appropriately assigned.	2020-21 100% of teachers are appropriately assigned.	2021-22 100% of teachers are appropriately assigned.	2022-23 DataQuest 87.4%.	100% of teachers are appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student access to standards-aligned instructional materials (Priority 1B)	2019-20 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.	2020-21 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.	2021-22 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.	2022-23 100% of students have access to standards-aligned instructional materials. All students have their own textbooks.	100% of students have access to standards-aligned instructional materials. All students have their own textbooks.
Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. Provide programs and services that will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Priority 2A, 2B)	2019-20 Continue on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continue to provide programs and services supporting access for English Learners	2020-21 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued to provide programs and services supporting access for English Learners.	2021-22 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued to provide programs and services supporting access for English Learners.	2022-23 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued to provide programs and services supporting access for English Learners.	Continue on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. All content area state standard adoptions and programs are in process and on target for completion. Continue to provide programs and services supporting access for English Learners.
California School Dash Board Academic Performance Indicator for English Language Arts. (Priority 4A)	2018-19 All Students: Blue (43.8 points above standard) <ul style="list-style-type: none"> English Learners: Orange (57.9 	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. In Spring,	2021-22 Student Groups: All Students: Medium (2.4 points above standard)	2022-23 Student Groups: All Students: Green (2.83 points above standard)	LEA: Blue (44.8 points above standard) <ul style="list-style-type: none"> English Learners: Orange (56.9 points below standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard)</p> <ul style="list-style-type: none"> Students with Disabilities: Orange (76.4 points below standard) African American: Yellow (13.6 points below standard) Homeless: Yellow (19 points below standard) Hispanic: Green (24.2 points above standard) Socioeconomically Disadvantaged: Green (10.1 points below standard) 	<p>2021, 11th grade students took locally-developed assessments in English Language Arts in lieu of the SBAC. The results are listed below:</p> <p>Student Group % Met or Exceeded</p> <ul style="list-style-type: none"> All Students 64% English Learners 8% (56% below) Students with Disabilities 26% (38% below) African American 55% (9% below) Homeless 50% (14% below) Hispanic 55% (9% below) Socio-Ec. Disadvantaged 53% (11% below) 	<p>English Learners: Very Low (86 points below standard)</p> <p>Students with Disabilities: Very Low (122.6 points below standard)</p> <p>African American: Very Low (46.8 points below standard)</p> <p>Homeless: Very Low (70.1 points below standard)</p> <p>Hispanic: Low (12.7 points below standard)</p> <p>Socioeconomically Disadvantaged: Low (41.9 points below standard)</p>	<p>English Learners: Orange (78 points below standard)</p> <p>Students with Disabilities: Orange (95.5 points below standard)</p> <p>African American: Yellow (5.7 points below standard)</p> <p>Homeless: Orange (46.9 points below standard)</p> <p>Hispanic: Yellow (3.7 points below standard)</p> <p>Socioeconomically Disadvantaged: Yellow (12.4 points below standard)</p>	<ul style="list-style-type: none"> Students with Disabilities: Orange (75.4 points below standard) African American: Yellow (12.6 points below standard) Homeless: Yellow (18 points below standard) Hispanic: Green (25.2 points above standard) Socioeconomically Disadvantaged: Green (9.1 points below standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dash Board Academic Performance Indicator for Mathematics. (Priority 4A)	2018-19 All Students – Green (43.4 points below standard) <ul style="list-style-type: none"> English Learners – Orange (132.1 points below standard) Students with Disabilities – Orange (161.4 points below standard) African American – Yellow (101.8 points below standard) Hispanic – Yellow (71.2 points below standard) Homeless – Yellow (102.3 points below standard) Two or More Races – Yellow (49.4 	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. In Spring, 2021, 11th grade students took locally-developed assessments in mathematics in lieu of the SBAC. The results are listed below: Student Group % Met or Exceeded All Students 42% English Learners 16% (26% below) Students with Disabilities 10% (32% below) African American 31% (11% below) Hispanic 35% (7% below) Homeless 20%	2021-22 Student Groups: All Students: Low (86.1 points below standard) English Learners: Very Low (168.8 points below standard) Students with Disabilities: Very Low (188.3 points below standard) African American: Very Low (135.3 points below standard) Homeless: Very Low (155.8 points below standard) Hispanic: Low (108.9 points below standard) Socioeconomically Disadvantaged: Very Low (128.8 points below standard)	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)	All Students – Green (42.4 points below standard) <ul style="list-style-type: none"> English Learners – Orange (131.1 points below standard) Students with Disabilities – Orange (160.4 points below standard) African American – Yellow (100.8 points below standard) Hispanic – Yellow (70.2 points below standard) Homeless – Yellow (101.3 points below standard) Two or More Races – Yellow (48.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard) <ul style="list-style-type: none"> Socioeconomically Disadvantaged – Yellow (83.4 points below standard) 	(22% below) Two or More Races 54% (12% above) Socio-Ec. Disadvantaged 29% (13% below)			points below standard) <ul style="list-style-type: none"> Socioeconomically Disadvantaged – Yellow (82.4 points below standard)
UC/CSU A-G requirements (Priority 4B)	2019-20 Based upon Dataquest: All Students: 55% <ul style="list-style-type: none"> African American – 35% Hispanic or Latino – 47% Two or More Races – 52% English Learners – 24% Foster Youth – 24% Homeless – 36% Students with Disabilities – 13% Socioeconomically 	2020-21 Based upon Dataquest: All Students: 54% <ul style="list-style-type: none"> African American – 40% Hispanic or Latino – 46% Two or More Races – 65% English Learners – 23% Foster Youth – 18% Homeless – 24% Students with Disabilities – 20% Socioeconomically 	2021-22 Based upon Dashboard: All Students: 49.7% <ul style="list-style-type: none"> African American – 37.4% Hispanic or Latino – 44% Two or More Races – 58.7% English Learners – 16.8% Foster Youth – 0% Homeless – 24.3% Students with Disabilities – 14.4% 	2022-23 Based upon Dashboard: All Students: 43.9% <ul style="list-style-type: none"> African American – 30.2% Hispanic or Latino – 37.1% Two or More Races – 53% English Learners – 11.6% Foster Youth – N/A Homeless – 22.7% Students with Disabilities – 7.6% 	LEA: 56% <ul style="list-style-type: none"> African American – 36% Hispanic or Latino – 48% Two or More Races – 53% English Learners – 25% Foster Youth – 25% Homeless – 37% Students with Disabilities – 14% Socioeconomically Disadvantaged – 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged – 44%	Disadvantaged – 41%	<ul style="list-style-type: none"> Socioeconomically Disadvantaged – 33.8% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged – 27% 	
Percentage of students who have successfully completed CTE courses from approved pathways (Priority 4C)	2019-20 <ul style="list-style-type: none"> All Comprehensive Site: 31.5% FHS: 30.2% HHS: 33% LHS: 31.4% 	2020-21 <ul style="list-style-type: none"> All Comprehensive Site: 32% FHS: 31% HHS: 33% LHS: 31% 	2021-22 <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 18.3% FHS: 10.2% HHS: 19.7% LHS: 30.7% 	2022-23 <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 23.4% FHS: 11.7% HHS: 27.1% LHS: 39.1% 	<ul style="list-style-type: none"> All Comprehensive Site: 32.1% FHS: 30.8% HHS: 33.6% LHS: 32%
Percentage of pupils who have successfully completed A-G requirements AND CTE courses from approved pathways (Priority 4D):	2019-20 <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 11.6% FHS: 10.2% HHS: 13.1% LHS: 11.3% 	2020-21 <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 15.1% FHS: 8.3% HHS: 20.4% LHS: 22.9% 	2021-22 Per California Dashboard: <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 14.9% FHS: 6.3% HHS: 15.9% LHS: 22.4% 	2022-23 Per California Dashboard: <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 15.6% FHS: 7.1% HHS: 19.3% LHS: 26.7% 	<ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 12.2% FHS: 10.8% HHS: 13.7% LHS: 11.9%
California School Dashboard English Learner Progress Indicator. (Priority 4E)	2018-19 49.3% of English Learners are making progress towards English Language proficiency.	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators, including	2021-22 Source: Dashboard <ul style="list-style-type: none"> LUHSD: 49.1% Medium 	2022-23 Source: Dashboard <ul style="list-style-type: none"> LUHSD: 49.1% Medium 	50.3% of English Learners are making progress towards English Language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>the English Learner Progress Indicator, on the 2021 Dashboard. 2020-21 Summative ELPAC results are as follows:</p> <ul style="list-style-type: none"> • LUHSD: 23% Proficient • FHS: 18% • HHS: 44% • IHS: N/A (less than 11 students) • LHS: 26% • LPHS: 4% 	<ul style="list-style-type: none"> • FHS: 40.6% Low • HHS: 48.9% Medium • IHS: N/A (less than 11 students) • LHS: 56.8% High • LPHS: 57.9% Low 	<ul style="list-style-type: none"> • 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) 	
English Learner Reclassification rate. (Priority 4F)	2019-20 The Reclassification Rate for English Learners is 15%.	2020-21 The Reclassification Rate for English Learners is 12%.	2021-22 The 2021-22 Reclassification Rate for English Learners was not available within Data Quest at the time of this report (Priority 4F).	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)	The Reclassification Rate for English Learners is 16%.
AP Exams (Priority 4G)	2019-20 Increase the number of students who have passed an Advanced Placement exam with	2020-21 The LEA average pass rate with 3 or better is 57%.	2021-22 The LEA average pass rate with 3 or better is 61.5%.	2022-23 The LEA average pass rate with 3 or better is 64.6%.	The LEA average pass rate with 3 or better is 73%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>a score of 3 or higher, with special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities.</p> <p>Based upon information from Aeries, the 2019-20 results are as follows:</p> <p>The LEA average pass rate with 3 or better is 72%.</p> <ul style="list-style-type: none"> • African American – 60% • Hispanic or Latino – 71% • SED – 71% • ELs – 57% • Students with Disabilities – 52% 	<ul style="list-style-type: none"> • African American – 53% • Hispanic or Latino – 51% • SED – 52% • ELs – 57% • Students with Disabilities – 60% 	<ul style="list-style-type: none"> • African American – 60.6% • Hispanic or Latino – 53.4% • SED – 59.4% • ELs – 0% • Students with Disabilities – 59.4% • African American: 60.6% (3.6% below the district average) • Hispanic or Latino: 53.6% (5.4% below the district average) • Native Hawaiian/Pacific Islander: 66.7% (31.5% below the district average) • Socioeconomically 	<ul style="list-style-type: none"> • African American – 53% • Hispanic or Latino – 54% • SED – 52.8% • ELs – 28.6% • Students with Disabilities – 62.2% 	<ul style="list-style-type: none"> • African American – 61% • Hispanic or Latino – 54.5% • SED – 56% • ELs – 58% • Students with Disabilities – 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Disadvantaged: 59.4%		
Percentage of pupils who participate in, and demonstrate college preparedness (ready or conditionally ready) pursuant to, the Early Assessment Program (Priority 4H):	2018-19 <ul style="list-style-type: none"> All Students - ELA: 69.3%, Math: 36.5% English Learners - ELA: ELA 11%, Math: 0% Economically Disadvantaged - ELA 56%, Math: 19.3% Homeless - ELA: 46.9%, Math: 15.6% Students with Disabilities - ELA: 20.1%, Math: 5.6% 	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. In Spring, 2021, 11th grade students took locally-developed assessments in English Language Arts and mathematics. Both assessments were aligned to blueprints for the SBAC. The results listed below are an alternate measure of college preparedness in the absence of CAASPP results and the Early Assessment Program (Priority 4H): <ul style="list-style-type: none"> All Students - ELA: 64%, Math: 42% English Learners - 	2021-22 <ul style="list-style-type: none"> All Students - ELA: 57%, Math: 23% English Learners - ELA: ELA 5%, Math: 1% Economically Disadvantaged - ELA 37%, Math: 3% Homeless - ELA: 34%, Math: 5% Students with Disabilities - ELA: 14%, Math: 3% 	2022-23 Source CAASPP/ETS <ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> All Students - ELA: 69.9%, Math: 37.1% English Learners - ELA: ELA 11.6%, Math: 0.6% Economically Disadvantaged - ELA 56.6%, Math: 19.9% Homeless - ELA: 47.5%, Math: 16.2% Students with Disabilities - ELA: 20.7%, Math: 6.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ELA 8%, Math: 16% <ul style="list-style-type: none"> Economically Disadvantaged - ELA 53%, Math: 29% Homeless - ELA: 50%, Math: 20% Students with Disabilities - ELA: 26%, Math: 10% 			
Course Access: Continue a broad course of study in all subject areas that allow access for all students. Provide SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses. (Priority 7A, 7B, 7C)	2019-20 All Students College Prep: 99% Advanced Placement: 32% CTE: 45% SED College Prep: 98% Advanced Placement: 20% CTE: 46% EL College Prep: 96%	2020-21 All Students College Prep: 98% Advanced Placement: 28% CTE: 47% SED College Prep: 98% Advanced Placement: 20% CTE: 44% EL College Prep: 99%	Resource Aeries: 2021-22 All Students College Prep: 98% Advanced Placement: 21% CTE: 53% SED College Prep: 97% Advanced Placement: 13% CTE: 47% EL	Resource 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	All Students College Prep: 99% Advanced Placement: 33% CTE: 46% SED College Prep: 98% Advanced Placement: 21% CTE: 47% EL College Prep: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Advanced Placement: 4% CTE: 36% Foster Youth College Prep: 93% Advanced Placement: 7% CTE: 48% Homeless College Prep: 99% Advanced Placement: 13% CTE: 39% Students with Disabilities College Prep: 88% Advanced Placement: 4% CTE: 37%	Advanced Placement: 6% CTE: 32% Foster Youth College Prep: 96% Advanced Placement: 4% CTE: 35% Homeless College Prep: 98% Advanced Placement: 28% CTE: 47% Students with Disabilities College Prep: 100% Advanced Placement: 31% CTE: 48%	College Prep: 99% Advanced Placement: 2% CTE: 33% Foster Youth College Prep: 82% Advanced Placement: 3% CTE: 27% Homeless College Prep: 95% Advanced Placement: 12% CTE: 47% Students with Disabilities College Prep: 84% Advanced Placement: 2% CTE: 35%	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%	Advanced Placement: 5% CTE: 37% Foster Youth College Prep: 93% Advanced Placement: 8% CTE: 49% Homeless College Prep: 99% Advanced Placement: 14% CTE: 40% Students with Disabilities College Prep: 88% Advanced Placement: 5% CTE: 38%
California School Dashboard College Career Indicator (Priority 8A)	2018-19 All Students – Yellow: 49% prepared <ul style="list-style-type: none"> African American – 	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state	Data unavailable for 2021-22.	2022-23 All Students: 43.9% prepared	All Students – Yellow: 50% prepared <ul style="list-style-type: none"> African American –

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Orange: 29% prepared</p> <ul style="list-style-type: none"> English Learners – Orange: 20% prepared Homeless – Orange: 20% prepared Two or More Races – Orange: 51% prepared Students with Disabilities – Orange: 10% prepared 	<p>indicators on the 2021 Dashboard. The most recent data available is from the 2020 Dashboard. Based upon the Fall 2020 California School Dashboard Additional Reports and Data, College/Career Measures Reports, 55.2% of the All Students group graduated Prepared. In 2019, 48.9% of All Students graduated Prepared. The 2020 results represent a 6.3% increase over the previous year. The following student populations indicate need based on performance below the All Student group:</p> <p>All Students – Yellow: 55% prepared</p> <ul style="list-style-type: none"> African American – 29% Prepared (26% below) 		<p>African American: 30.2%</p> <p>English Learners: 11.6%</p> <p>Homeless: 22.7% prepared</p> <p>Two or More Races: 53%</p> <p>Students with Disabilities: 7.6%</p>	<p>Orange: 30% prepared</p> <ul style="list-style-type: none"> English Learners – Orange: 21% prepared Homeless – Orange: 21% prepared Two or More Races – Orange: 52% prepared Students with Disabilities – Orange: 11% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> English Learners – 20% Prepared (35% below) Homeless – 36% prepared (19% below) Two or More Races – 58% prepared (3% above) Students with Disabilities – 11% (44% below) 			
SAT Participation. (Priority 8A)	<p>2019-20 Increase the percentage of students who participate in the SAT, with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities.</p> <p>Based upon information from Aeries, the results are</p>	<p>2020-21</p> <p>Based upon information from Aeries, the results are as follows:</p> <p>LEA All Students participation: 173</p> <ul style="list-style-type: none"> African American – 17 Hispanic or Latino – 30 SED – 22 SwD – 3 	<p>2021-22</p> <p>Based upon information from Aeries, the results are as follows:</p> <p>LEA All Students participation: 287</p> <ul style="list-style-type: none"> African American – 36 Hispanic or Latino – 33 SED – 24 SwD – 6 	<p>2022-23</p> <p>Based upon information from Aeries, the results are as follows:</p> <p>LEA All Students participation: 530</p> <ul style="list-style-type: none"> African American – 72 Hispanic or Latino – 122 SED – 94 SwD – 7 	<p>LEA All Students participation: 868</p> <ul style="list-style-type: none"> African American – 62 Hispanic or Latino – 240 SED – 206 SwD – 24 EL – 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as follows: LEA All Students participation: 859 <ul style="list-style-type: none"> African American – 61 Hispanic or Latino – 238 SED – 204 SwD – 23 EL – 2 	<ul style="list-style-type: none"> EL – 0 	<ul style="list-style-type: none"> EL – 44 	<ul style="list-style-type: none"> EL – 7 	
Cumulative GPA less than 2.0 (Priority 8A)	2019-20 Lower percentage of students below a 2.0 GPA with a special focus on African American, Hispanic/Latino, SED, EL, Foster Youth, Homeless and Students with Disabilities. Based upon information from Aeries, the results are as follows: LEA All Students - 10%	2020-21 Based upon information from Aeries, the results are as follows: LEA All Students - 17% <ul style="list-style-type: none"> African American - 24% Hispanic Latino - 23% SED - 31% EL - 46% Foster Youth - 32% Homeless - 41% 	2021-22 Based upon information from Aeries, the results are as follows: LEA All Students - 18.1% <ul style="list-style-type: none"> African American - 25.0% Hispanic Latino - 24% SED - 46.6% EL - 46.5% Foster Youth - 1% Homeless - 4% 	2022-23 Based upon information from Aeries, the results are as follows: LEA All Students - 16.2% <ul style="list-style-type: none"> African American - 21.3% Hispanic Latino - 20.3% SED - 23.4% EL - 32.8% Foster Youth - 32.5% 	LEA All Students - 9% <ul style="list-style-type: none"> African American - 15% Hispanic Latino - 12% SED - 16% EL - 25% Foster Youth - 28% Homeless - 24% Students with Disabilities - 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> African American - 16% Hispanic Latino - 13% SED - 17% EL - 26% Foster Youth - 29% Homeless - 25% Students with Disabilities - 17% 	<ul style="list-style-type: none"> Students with Disabilities - 27% 	<ul style="list-style-type: none"> Students with Disabilities - 20.2% 	<ul style="list-style-type: none"> Homeless - 23.3% Students with Disabilities - 23.5% 	

Goal Analysis

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

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

The Liberty Union High School District (LUHSD) prepares students for career and college through a rigorous and stimulating curriculum and instructional program that meets accountability measures. By adhering to these standards, LUHSD ensures that its curriculum is robust, comprehensive, and capable of preparing students to meet the academic challenges of higher education and the professional world. Regular assessments and evaluations continue to align the district's instructional strategies with these accountability measures, ensuring continuous improvement and high academic standards. This commitment to accountability not only upholds educational quality but also instills confidence in students, parents, and the community regarding the district's dedication to excellence in preparing students for success in a post-secondary setting.

LUHSD emphasizes demonstrating student proficiency in all content standards, ensuring that every student masters the essential knowledge and skills required across all subjects. This proficiency is achieved through differentiated instruction tailored to meet diverse learning needs, rigorous coursework, and supportive interventions for those who need additional help. The district employs a variety of assessment tools to monitor and measure student progress, providing data-driven insights that inform instructional practices and curriculum development. District

common assessments in core-content areas is an example. By focusing on student proficiency, LUHSD equips its students with a strong academic foundation, essential for both college success and career readiness.

To increase the percentage of students who are college-ready and eligible for UC/CSU admission, LUHSD provides a relevant and enriching curriculum designed to expand career opportunities. The district offers a wide array of Advanced Placement (AP) courses, dual enrollment programs, and career and technical education (CTE) pathways that align with current workforce demands. These programs not only prepare students for the academic rigors of college but also provide practical skills and experiences that enhance their career prospects. By integrating real-world applications and industry partnerships into the curriculum, LUHSD ensures that students graduate with the competencies needed to thrive in a dynamic and evolving job market. This holistic approach to education, combining academic rigor with practical relevance, positions LUHSD students for success in both higher education and their future careers.

We do not have substantive differences in planned actions and actual implementation of these actions.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services that are over/under 50% or \$750k, and Estimated Actual Percentages of Improved Services with supporting example(s) included:

Goal Two:

2.2 Student Internship and Recovery Programs: LUHSD recognizes social-emotional health of our students is paramount for their learning and well being in general. Our budgeted amount was below anticipated need and rising costs associated with services and support for students. We used one-time funds in beginning of this LCAP and we are in the process of transitioning from one time moneys.

2.5 Field Trips: Our budgeted amount exceeded actual costs and this was primarily due to a lower number of trips to post-secondary institutions than originally anticipated.

2.8 Supplemental Instructional Materials and Supplies: Our budgeted amount exceeded actual costs and this was primarily due to our having Title I moneys concentrated on one school site, we purchased materials with other resources.

2.11 Data Management System: Our budgeted amount exceeded actual costs and this was primarily due to a transition to an existing vendor where service is also accessible.

2.15 Technology for English Learner Classrooms: Our budgeted amount exceeded actual costs and this was primarily due to our process moving slower than anticipated in determining needs and making major changes to our EL program for 2024-25 academic year.

2.18 SAT/ACT/AP Support Programs: Our budgeted amount exceeded actual costs and this was primarily due to lack of students needing support for SAT/ACT assessments.

2.23 Mental Health Counseling Support: As mentioned above, LUHSD recognizes social-emotional health of our students is paramount for their learning and well being in general. Costs related to counselor positions as resource needed to provide supports based on formative data during academic year differed from what was anticipated.

2.24 Suicide Prevention: Although this continues to be a focus area for LUHSD, budgeted funds for this action were not used but instead were integrated with other social-emotional support services.

2.25 Translation Services: Translation services support LUHSD unduplicated student group(s) families and students by ensuring clear communication between non-English-speaking families during events like ELAC/DELAC, fostering a more inclusive and supportive educational environment. They help families stay informed about their children's academic progress, 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.

2.29 Instructional Materials and Supplies for CTE courses: Our budgeted amount exceeded actual costs and this was primarily due to use of one time moneys versus grant funding.

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

Through analysis of our goal focusing on student preparation for career and college by providing a rigorous and stimulating curriculum instructional program we have found the following to be current with where LUHSD is in either achieving our goal or supporting our trending in direction of meeting goal over time:

2.1, 2.9, 2.10, 2.12-2.13, 2.16, 2.17, 2.27, 2.32, 2.34 Professional Development: LUHSD has either met or is trending in a direction of meeting goal for unduplicated all student groups within California School Dash Board Academic Performance Indicator for English Language Arts and Mathematics.

2.3, 2.4, 2.18, 2.21, 2.26, 2.28, 2.35, 2.37 Student Academic Support: LUHSD Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued to provide programs and services supporting access for English Learners, We also either met or is trending in a direction of meeting goal for unduplicated all student groups within California School Dash Board Academic Performance Indicator for English Language Arts and Mathematics.

2.2, 2.5, 2.6, 2.7, 2.19, 2.30, 2.31 Student Access to Post-secondary: LUHSD met its metric desired outcome goal for percentage of pupils who have successfully completed A-G requirements and CTE courses from approved pathways. In addition, instructional materials are accessible for students in all content areas. Articulation and collaboration occurs between community college and CTE/core-content teachers to ensure high school learning aligns with post-secondary and career opportunities.

2.8, 2.11, 2.14, 2.15, 2.20, 2.29 Supplemental Materials, Software or, Technology: We have met our goal of continuing to have 100% of students accessing standards-aligned instructional materials and all students have their own textbooks and supported student learning with technology access. CTE courses have been provided instructional materials and supplies for their diverse, hands-on courses.

2.22, 2.24, 2.33 Student Mental and Physical Health Support: A metric will be needed within Goal 2 to accommodate and will be added for future.

2.25, 2.36 Translation Support: Using local data, LUHSD is fulfilled its goal of reaching 16% by reclassifying 17.29% of English Learner students in 2023-24 using local data.

LUHSD works hard to prepare students for post-secondary career and college success by offering a rigorous and stimulating curriculum and instructional program. Metrics associated with this goal will continue to be collected and/or analyzed for our continues improvement.

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

LUHSD has chosen to maintain its planned goal and metrics related to goal as we have made growth in these areas over time and they also encompass feedback from educational partners.

In review and analysis of our goal focusing on student preparation for career and college by providing a rigorous and stimulating curriculum instructional program by:

1. Meeting state and federal accountability measures.
2. Demonstrating student proficiency in all content standards.
3. Increasing percentage of students who are college ready and UC/CSU eligible.
4. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

The following goal metrics have been updated to represent trends and focus areas within education:

2.3 Provide programs and services that will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

The following metrics have been added to capture metrics related to goal:

2.22, 2.23 Student Mental Health Support: California Healthy Kids Survey (CHKS) - School connectedness and Safety. (Priority 6C)

2.25, 2.36 Translation Support: LUHSD has adopted local data to formulate Reclassification Rate: Fall 2022 Census and total 2023-24 reclassified EL students

LTEL: LUHSD is using local data from Ellevation to determine percentage of total EL students without an IEP who are identified as LTEL

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

Goals and Actions

Goal

Goal #	Description
3	<p>The Liberty Union High School District recognizes the need for stakeholder involvement by:</p> <ul style="list-style-type: none"> 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. <p>State and/or Local Priorities addressed by this goal:</p> <p>State Priorities: Priority 3: Parent Involvement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> <p>Local Priorities: LUHSD Strategic Plan Goal #3 and annual parent survey</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Effort the school district makes to seek parent input in making decisions for the school district and individual school sites (Priority 3A)	2019-20 Annual Parent Survey - Parent/educational partner input in decision making 29% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making	2020-21 Annual Parent Survey - Parent/educational partner input in decision making 27% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making	2021-22 LUHSD Local 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	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	30% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making process at my child's school." 22% of parents agreed or strongly agreed with the statement, "I feel like I

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>process at my child's school."</p> <p>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."</p>	<p>process at my child's school."</p> <p>18% of parents agreed or strongly agreed with the statement, "I feel like I have a say in the decision-making process in the school district."</p>	<p>process at my child's school."</p> <p>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."</p>	<p>process at my child's school."</p> <p>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."</p>	<p>have a say in the decision-making process in the school district."</p>
How the school district will promote parental participation in programs for unduplicated students and students with exceptional needs. (Priority 3B, 3C).	<p>2020-21 Annual Parent Survey - Parent participation in school activities</p> <p>65% of parents feel comfortable participating in school activities for parents</p>	<p>2021-22 Annual Parent Survey - Parent participation in school activities</p> <p>69% of parents feel comfortable participating in school activities for parents</p>	<p>2021-22 LUHSD Local Annual Parent Survey - Parent participation in school activities</p> <p>65% of parents feel comfortable participating in school activities for parents</p>	<p>2023-24 Annual Parent Survey - Parent participation in school activities</p> <p>66% of parents feel comfortable participating in school activities for parents</p> <p>*year two outcome reflects 2022-23</p>	<p>66% of parents feel comfortable participating in school activities for parents</p>
Annual Parent Survey - Parent participation in survey (Priority 3A, B, C).	<p>2020-21 16% of parents completed the Annual Parent Survey</p>	<p>2021-22 10% of parents completed the Annual Parent Survey</p>	<p>2021-22 8.5% of parents completed the Annual Parent Survey</p>	<p>2023-24 17.4% of parents completed the Annual Parent Survey</p> <p>*year two outcome reflects 2022-23</p>	<p>17% of parents completed the Annual Parent Survey</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey - Communication with school (Priority 3A, B, C).	2020-21 86% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.	2021-22 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.	2022-23 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.	2023-24 81% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.	87% of parents surveyed responded that they had the ability to communicate with the administration, teachers, and support staff.
Annual Parent Survey - Parent familiarity with college entrance requirements (Priority 3A, B, C, 8A).	2020-21 60% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.	2021-22 62% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.	2022-23 58% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.	2023-24 57.4% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.	61% of parents indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements.
Annual Parent Survey - Parent participation in school activities or events. (Priority 3A, B, C).	2020-21 71% of parents attended or participated in a school activity or event within the last 2 years.	2021-22 74% of parents attended or participated in a school activity or event within the last 2 years.	2022-23 76% of parents attended or participated in a school activity or event within the last 2 years.	2023-24 79.4% of parents attended or participated in a school activity or event within the last year.	72% of parents attended or participated in a school activity or event within the last 2 years.

Goal Analysis

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

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

The Liberty Union High School District (LUHSD) acknowledges the importance of stakeholder involvement and has taken steps to enhance communication, partnerships, and collaboration among staff, parents, and students. By fostering open lines of communication, LUHSD

ensures that all educational partners are informed and engaged in the educational process. Frequent communication throughout the academic year provides updates on school events, policy changes, and student achievements. This collaborative approach not only strengthens the relationship between the school and its community but also encourages a shared responsibility for student success.

LUHSD recognizes that active parent involvement is crucial for enhancing student outcomes and building a supportive school community. This continues to be a challenge in terms of greater participation and feedback from education partners, particularly parents. To expand parent involvement, the district offered a variety of programs and opportunities designed to engage parents in their children's education and share valuable feedback about LUHSD both areas of strength and growth. Workshops, volunteer opportunities, and parent-teacher associations provide avenues for parents to contribute their insights and support school initiatives. Additionally, LUHSD conducts surveys and feedback sessions to understand parents' needs and concerns, ensuring their voices are heard and considered in decision-making processes.

Understanding the value of strong community ties, LUHSD has also increased communication and collaboration with local businesses and community organizations. Partnerships with these entities provide students with valuable resources, real-world learning opportunities, and career pathways. Through internships, mentorship programs, and collaborative projects, students gain practical experience and insights into various industries, enhancing their preparedness for future careers. Our implementation with educational partner outreach with community organizations shifted when City of Brentwood and LUHSD collaborated to offer students internships. This was not anticipated. Additionally, these collaborations enable the district to stay attuned to local workforce needs, ensuring that the curriculum remains relevant and aligned with current market demands. By actively engaging with business and community partners, LUHSD not only enriches the educational experience but also builds a network of support that benefits students, schools, and the wider community.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services that are over/under 50% or \$750k, and Estimated Actual Percentages of Improved Services with supporting example(s) included:

Goal Three:

3.1 Bi-Lingual Parent Liaisons - Personnel: Our budgeted amount exceeded actual costs and this was primarily due to reduction in personnel and shift in Title I funding.

3.2 Parent Trainings and Workshops: Our budgeted amount exceeded actual costs and this was primarily due to use of one time moneys.

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

In analyzing the effectiveness of our actions and their contributions toward meeting our goals, the following either achieved our goal or supported our trending in direction of meeting goal over time:

3.1 - Community Liaisons: LUHSD continues to make growth over a three year period with effort the school district makes to seek parent input in making decisions for the school district and individual school sites.

3.2-3.4- Community Outreach: LUHSD has met its desired outcome for promoting parental participation in programs for unduplicated students and students with exceptional needs.

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

LUHSD continues to recognize the need for stakeholder involvement. We will continuing to strive toward:

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.

After analyzing with collaboration with educational partners, we strongly felt our goal encompasses desired outcomes for all metrics and no changes were made.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Liberty Union High School District (LUHSD) is located in eastern Contra Costa County, approximately 55 miles east of San Francisco and 63 miles south of Sacramento. Established in 1902, our district proudly serves 8,259 students in grades 9-12 according to Census Day enrollment year for 2023-24 in the communities of Brentwood, Oakley, Byron, Knightsen, Discovery Bay, Bethel Island, Antioch, and unincorporated areas of Contra Costa County. Four different elementary school districts feed into LUHSD. There is a rich sense of tradition in our community, and generations of families have attended our schools. Originally an agricultural community, the area experienced significant growth in the last 20 years and now there is a mixture of farms, small businesses, homes and apartments within the boundary of the district. People buy homes in our area because of relatively affordable housing costs and the desire for a great place to raise a family. A significant number of residents commute to San Francisco Bay Area for work on a daily basis.

LUHSD is comprised of 3 comprehensive high schools and 2 alternative high schools. Reviewing CALPADS Fall I Enrollments for 2023-24, our student populations are 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. Approximately 25% of the students are Socioeconomically Disadvantaged, 15% are

Students with Disabilities, 7% are English Language Learners, 1% are Homeless, and less than 1% are Foster Youth. 18.2% of English Learner students are Long-Term English Learners (LTEL). LUHSD is a member of Contra Costa County Special Education Local Plan Area (SELPA) and provides approximately 1251 identified students with disabilities a full continuum of services. The vast majority receive services on our school sites; a very small percentage receive services through nonpublic schools. LUHSD has 3 school sites with Title I designation: Freedom High School, Liberty High School, and La Paloma High School. Our district emphasizes students graduating ready for college and/or their chosen careers. LUHSD has a robust Adult Education program to help community members who wish to earn a high school diploma and/or to reach their personal and career goals. Additionally, our Gateway program is a Community-Based Instruction (CBI) program that serves developmentally and physically disabled students ages 18-22.

LUHSD uses the LCAP as a tool to set goals, plan actions, and leverage resources to improve student outcomes. Our students, parents, teachers, support staff and community members participate in the process, through surveys and educational partner meetings. A total of over 1400 parents and community members completed surveys in English and Spanish. Over forty-five (45) informational and input meetings were held with site, district, and/or community educational partners, including District English Learner Advisory Committee (DELAC), Liberty Education Association (LEA), California State Employees Association (CSEA), Parent Advisory Committee including student representation, and several superintendent and principal cabinet meetings. All student groups are integrated in this plan, including: African American, Asian, Filipino, Hispanic or Latino, White, Two or more races, Socio-Economically Disadvantaged (SED), English Learners (EL), Students with Disabilities, and Foster Youth. Our plan is informed and revised based upon this feedback.

As a grade 9 through 12 high school district, the following LCAP priorities do not apply: Priority 5C.

Reflections: Annual Performance

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

Both successes and areas for growth were evident through reflection of LUHSD performance based on CA Dashboard and local data.

Some bright spots in terms of success are:

continuing growth with student performance as visible with metrics from State CAASPP scores showing 5% gains as exceeding or meeting standards in both ELA (+28 pts. and green color indicator) and Math (+17 pts and yellow color).

For student groups, gains were visible on CAASPP within ELA from 2021-22 to 2022-23 for:

English Learners: +8 pts.

Homeless: +23.2 pts.

Social Economic Disadvantaged: +29.6 pts.

Students with Disabilities: +31.6 pts.

African American: +45.3 pts.

Asian: +39.6 pts.

Filipino: +13.6 pts.

Hispanic: +9.5 pts.

White: +37.3 pts.
Two or more races: +37.2 pts.

For student groups, gains were visible on CAASPP from 2021-22 to 2022-23 within Math for:

English Learners: +3.7 pts.
Homeless: +17.1 pts.
SED: +8 pts.
Students with Disabilities: +16.8 pts.
African American: +25.4 pts.
Asian: +22.4 pts.
Filipino: +4 pts.
White: +27.9 pts.
Two or more races: +20.4 pts.

Per California Dashboard, LUHSD performance level of "red" ("very low" for College and Career Indicator) was assigned to the following:
LUHSD:

Students with Disabilities, American Indian, English Learner, Foster Youth, Hispanic, Pacific Islander, Social Economic Disadvantaged:
Suspension;
Students with Disabilities: College and Career Indicator

Freedom:

Pupil Achievement (ELA): African American; Students with Disabilities
Pupil Achievement (Math) African American, Hispanic, Social Economic Disadvantaged, Students with Disabilities
Suspension: English Learner; Social Economic Disadvantaged
Students with Disabilities: Pupil Achievement (Math or ELA); College and Career Indicator

Heritage:

Suspension: English Learner
College and Career Indicator: Students with Disabilities

Independence:

College Career Indicator: Hispanic, Social Economic Disadvantaged, White
Graduation Rate: Social Economic Disadvantaged, White

La Paloma:

Graduation Rate: Hispanic, Social Economic Disadvantaged, White
Suspensions: African American, Students with Disabilities, Hispanic, Social Economic Disadvantaged
College Career Indicator: Hispanic, Social Economic Disadvantaged

Liberty:

Suspension: Students with Disabilities

Other areas of improvement related to Dashboard are:

Suspension Rates were orange in color and increased .9% from 2021-22 to 2022-23 and within student groups:

English Learners: +2.9%.

Foster Youth: +11.9%

Homeless: +1.8%

Social Economic Disadvantaged: +1.2%

Students with Disabilities: +1%

American Indian or Alaska Native: +8.6%

Asian: +1.4%

Filipino: +.8%

Hispanic: +1.8%

Native Hawaiian or Pacific Islander: +5.9%

White: +.3%

Two or more races: +.5%

Our Graduation Rates were in yellow indicator color decreased by 2.3% district-wide and the following student groups also showed decreases:

English Learners: -7.7%.

Homeless: -8.6%

Social Economic Disadvantaged: -4.6%

Students with Disabilities: -2.8%

African American: -2.2%

Asian: -4.1%

Hispanic: -3.1%

White: -1.8%

Two or more races: -1.8%

Our attendance rates for our schools also rose from 2021-22 to 2022-23 across four of our school sites:

Freedom 91 to 92.2% (+1.2%), Heritage 93 to 93.68 (+.68), Liberty 91.8 to 92.78% (+.98), and La Paloma 98 to 99.65% (+1.65%)

Reflections: Technical Assistance

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

LUHSD is in Differentiated Assistance (DA) due to low results (2 or more priorities in Red/Very Low with the same group) within Students with Disabilities Suspension and College Career Indicator.

Comprehensive Support and Improvement (CSI) constitutes:

- Graduation Rate less than 68%
- One or more student group meets the following criteria:

o All indicators at the lowest status level; or

o All indicators at the lowest level but one indicator at another status level

Additional Targeted Support and Improvement (ATSI) status is based on student group performance:

- Schools with all Red indicators
- Schools with all Red indicators but one indicator at another status level
- Schools with five or more indicators where the majority are Red?

Note: the College/Career Indicator will only report on Status level on the 2023 Dashboard, and, as a result, a Status level of Very Low will be used as a proxy for Red in CSI – Low Performing and ATSI determinations.

LUHSD also recognizes areas of improvement and have implemented a variety of support including staff development that encompass Summer Institutes, after school workshops, additional Professional Development Days during academic year, sessions with McREL, sessions with Crescendo Group, Contra Costa County Office of Education DA Networks, collaboration with neighboring school districts, and LUHSD departmental and interdisciplinary activities. Synthesizing these supports, reflective PD focuses on meeting the needs of our students academic and social emotional needs for success. The trainings have also informed the professional practice of employees and helped them to better support the academic and social-emotional needs of the students. We've lowered class sizes in grade 9 English Language Arts and Mathematics classes, as well as additional sections for English Learners and Students with Disabilities, in an effort to improve support for our students.

Our English Learner Team (TOSAs, counselors, bilingual parent liaisons, site and district administrators) have worked together to expand our English Learner program by offering similar services to Freedom and Heritage High families as opposed to our EL magnet school Liberty where they were encouraged to enroll for services in the past. In addition, the LUHSD English Learner Team of TOSAs and district administrators continue their participation in County and Region 4 Multilingual Learner Leadership Network Professional Development to best support EL students and families. We've improved supports for Special Population students by focusing on compliance of data entry and preservation. We have increased support staff in a variety of areas, including hiring additional counselors based upon a ratio, custodians, assistant principals, a health clerk at IHS & Gateway, a full time counselor, assistant principal, campus security, and School Resource Officer at the alternative sites, English Learner staff for LHS, bring back second person in College/Career Centers, and provide more staff within classrooms, especially for those with Students with Disabilities to support social-emotional needs of students.

LUSHD district office staff will continue to build its capacity to best support school sites by continuing to collaborate and receive support from the Contra Costa County Office of Education, the California Department of Education, McREL, Crescendo Group, and Solution Tree to

maximize student learning and progress toward meeting the needs of educational partners and improving in areas for growth above.

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) identified La Paloma Continuation High School as qualifying for Comprehensive Support and Improvement (CSI) based on the low graduation rate. High schools with a 3-year average of a combined 4/5 year graduation rate below 68% are placed in CSI. At La Paloma the 3-year average graduation rate was: 66.84%.

Since Spring 2023, LUHSD Educational Services staff has assisted La Paloma site, as well as one of our comprehensive school sites eligible for ATSI, in updating School Plans for Student Achievement for School Site Council and English Learner Advisory Committees, in the discussion, feedback, and review prior to the start of next academic year (2024-25). Additionally, Educational Services staff will continue to support these schools to monitor data and student needs to better monitor the impact of research-based interventions and their role on student success for the 2024–25 academic year. To support student and school improvement at La Paloma High School, the Liberty Union High School District (LUHSD) office will implement a comprehensive support plan tailored to the La Paloma's graduation rates. This plan includes targeted professional development for teachers, focusing on graduation rates as identified by the CSI designation. District office will also provide additional resources, such as specialized instructional materials and access to educational technology, to enhance student learning experiences. Collaborative planning sessions with school leadership can help align district support with the school's improvement goals. Moreover, the district can offer ****direct intervention programs**** for students who need additional academic or socio-emotional support. By fostering a culture of continuous improvement and providing resources and expertise, the LUHSD district office will play a crucial role in elevating the educational outcomes at La Paloma High School.

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

Monitoring and Evaluating Effectiveness

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

During 2023-24 academic year and specifically as an identified CSI school, LUHSD has supported La Paloma by hosting regular meetings with key, educational partners. These collaborations consisted of staff, parents, and students throughout the academic year. During these engagement with educational partners, school teams reviewed and were updated on our CA Dashboard data, including State Indicators for Academic Performance in Math and ELA, Attendance, Suspension, Graduation Rates, and Student Group performance. School sites conducted a root cause analysis, identified resource inequities where applicable, and developed a plan taking into account research-based practices for improvement.

To target site supports, LEA supported La Paloma's conducting a needs assessment focusing on increasing Graduation Rates that included data analysis with CA Dashboard data and a root cause analysis in exploring possible variables. Data, included but not limited to: academic progress toward graduation, options for students to complete graduation requirements, attendance, transportation, behavior, counseling, and professional development for staff. Transportation, intersession opportunities to gain credits, and outside mentorship are three key areas that will be used to increase student achievement and graduation rates. The Liberty Union High School District (LUHSD) office will monitor and evaluate the plan to support student and school improvement at La Paloma High School through a multifaceted approach. Data-driven decision-making will be central, with the district office regularly analyzing academic performance data to identify trends and areas for improvement. This will include benchmark common assessments, standardized test scores, and graduation rates. Additionally, the district will support implementation of surveys and feedback tools to gather input from students, parents, and staff on the effectiveness of the CSI initiatives. Site visits and classroom observations by district officials will provide on-the-ground insights into the teaching and learning process. Comprehensive monitoring and evaluation plan will help ensure that the support provided is effective and that La Paloma High School makes steady progress towards meeting its CSI objectives.

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

Educational Services staff assisted La Paloma, as well as one of our comprehensive school sites eligible for ATSI, in updating School Plans for Student Achievement for School Site Council and English Learner Advisory Committees, in the discussion, feedback, and review prior to the start of next academic year (2023-24). Additionally, Educational Services staff will continue to support these schools to monitor data and student needs to better monitor the impact of research-based interventions and their role on student success for the 2023–24 academic year.

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

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 focus on overarching and granular LCAP goals. Bi-weekly, Superintendent's Cabinet and Principals Cabinet meet to evaluate and reflect on performance as it relates to fulfilling 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 to garner feedback and updates. CSEA offered feedback and recommendation to LCAP in the form of surveys and meetings.
Parents	<p>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.</p> <p>Same info is disseminated and collected at District level through DELAC, District Parent Advisory collaborative, and Survey sent to parents for completion.</p>

Educational Partner(s)	Process for Engagement
Students	Our students are engaged with getting updates related to LCAO and offering feedback through monthly Campus Climate meetings, District Student Advisory, and School Site Councils. Students feedback was collected and shared with administration in relation to LCAP and beyond.
SELPA	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.

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

- Increased frequency of Diversity Committee student meetings with hiring of Diversity Coordinator position.
- Continue growth in Equitable Grading across school sites.
- Increased the Variety of Course Offerings - Add more variety to the course offerings, including more electives, College Technical Education courses, Visual and Performing Arts programs, 9th grade electives, courses on human behavior, courses on ethnic studies, other language options, and courses on Skills for Living/Financial Literacy. Mental health supports LUHSD provides for students are very beneficial in addressing their social-emotional needs.
- Targeted Assistance Counselors provide academic and social-emotional support to high-needs students (English Learners, Socio-economically Disadvantaged, Homeless, and Foster Youth).
- Ways LUHSD has improved student preparation for post-secondary through development and alignment of CTE Pathways and new courses
- Staff development, including Summer Institutes, after school workshops, additional Professional Development Days during academic year, sessions with McREL, sessions with Crescendo Group, and other departmental and interdisciplinary activities, has informed the professional practice of employees and helped them to better support the academic and social-emotional needs of the students.
- Focus on mental health and social-emotional supports for students, including more mental health counseling, group sessions for students, an on-site full-time mental health counselor, and addiction recovery programs. Educational partners also expressed an interest in developing Wellness Centers on the campuses and a safe place for students with behavioral challenges. Increase activities designed to promote parent involvement, teaching parents how to be involved, how to navigate college and career planning, etc. Increase outreach to parents who speak languages other than English. Develop a parent volunteer organization. Add a Parent Liaison on the school sites for parents.
- Smaller class sizes in 9th grade English Language Arts and mathematics classes, as well as additional sections for English Learners and Students with Disabilities, are beneficial to the students.
- The English Learner Team (TOSAs, counselors, bilingual parent liaisons, site and district administrators) have provided excellent support for English Learners and their families.

- The English Learner Team of TOSAs and district administrators have participated in Region 4 Multilingual Learner Leadership Network Professional Development to best support EL students and families.

New and continuing feedback from educational partners:

- Continue building on school safety and social-emotional supports utilizing software for student social emotional learning and Improve your Tomorrow (IYT) to increase attendance and graduation from colleges and universities.
- Improve supports for English Learners by focusing on educational partner communication and data source for student progress and performance
- Improve supports for Special Population students by focusing on compliance of data entry and preservation
- Support and monitor areas for future improvement at Gateway site by collaborating with Director of Community Education Center, Special Populations admin, and Counselor shared with La Paloma
- Increase parent involvement opportunities and trainings such as: College/Career Planning, student progress in Canvas/Aeries, increase access to translation services, develop a volunteer parent organization
- Increase support staff in a variety of areas, including hiring additional counselors based upon a ratio, custodians, assistant principals, a health clerk at IHS & Gateway, a full time counselor, assistant principal, campus security, and School Resource Officer at the alternative sites, English Learner staff for LHS, bring back 2nd person in College/Career Centers, and more staff within classrooms, especially for those with Students with Disabilities.
- Increase a variety of supports for Students with Disabilities, including; the addition of a Program Specialist, continued evaluation of the Special Education program, adding a Behavior Specialist to support students with challenging behavioral issues, and more elective options for Students with Disabilities (including World Languages), more co-teaching, more school psychologists, and more programs to support students with autism make transition from the sheltered special education classroom to general education classrooms.
- Improve the Facilities - Update bathrooms and drinking fountains, increase the number of bathrooms available to students, keep them stocked, encourage appropriate student behavior. Gateway needs updating; working with ovens and other facilities that are over 15 years old.
- Increase teacher use of Canvas. Teachers do not respond to their student's email in a timely manner. If teachers are not using Canvas and putting work on Canvas, it is challenging to make sure work is not missing.
- Increase the variety of food choices at lunch, provide more food, set up a vending machine at the alternative sites, and implement a brunch time.

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

Things that we are doing well (What is working)

- 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:

- Campus Safety - bathrooms in regard to behavior, cleanliness, and access during school hours are an issue.
- Increase STEM-related classes
- Teaching and Learning - Provide lessons that are more culturally focused, activities which promote school connectedness, differentiation, professional development for teachers regarding instructional strategies, tutoring for all grade levels, increase math support after school, and allowing students different ways to demonstrate their learning.
- Counseling/College-Career Center/Wellness - Increase mental health supports, increase the number of MFTs available to students, increase support for the college application process, better web resources for mental health, developing a Wellness Center on campus, offer summer workshops for help with college essays, help students map out plans to better prepare for college and career, consider an Advisory Period to promote College/Career preparation, increase student access to the counseling class, add a Crisis Counselor, field trips to Jr. Colleges, (Jr. College information, special programs or scholarships), add a full-time campus counselor (alternative site), add a full-time vice principal (alternative site).
- Extra- and Co-Curricular Activities - Increase awareness of extracurricular activities and clubs, promoting underrepresented sports, provide credits for extracurricular activities, provide coaches more access to resources regarding college recruitment to better support student athletes, increase funding to support the music department for trips, competitions, and practices, support clubs competing at a state/national level, increase funding for field trips, including multi-cultural field trips, and support after school intramural sports.
- Facilities & Safety - provide larger physical classes for certain classrooms (e.g. engineering and robotics), address the portables (uncovered far and congested walkway), increase passing periods, repair and upgrade restrooms (doors don't lock and soap dispensers don't work, lack of access, cleanliness, girls restrooms need locks on doors), improve sound system in T wing - not able to hear announcements, provide more recycling bins on campus and in classrooms, spray the campus for spiders and ants, increase campus supervision to address drug use and vaping, more home COVID tests, address anonymous texting.
- Cafeteria - Address when student lunches run out, school lunch lines are long, provide more vending machines.
- Communication - Improve access to announcements: offer video announcements and post announcements on campus, provide resources to improve school websites (and update regularly), increase ongoing program to elicit student feedback.

The Liberty Education Association provided the following prioritized recommendations:

Priority 1: Basic Needs

- Smaller class sizes.
- Higher pay for all educators to attract and retain.
- Basic teaching supplies: A general list of supplies, equipment, and technology a teacher can expect when entering a classroom.
- Additional access to drinking water
- Resources/technology allowing teachers a way to manage student's personal devices.
- Increase broadband width to support the increasing number of devices used on campuses. (Desktops, laptops, Vivi projectors, etc).
- Additional Campus Supervisors

- Full time MFT on each site.
- New Laptops.

Priority 2: Implementation of State Standards

- PD time dedicated to allowing for teachers to lesson plan, collaborate with colleagues, and organize student spaces vs district lead professional development.
- Smaller Class Size.
- Additional textbooks.

Priority 3: Parent/Guardian Involvement

- Parent education workshops: RTI strategy information to parents; Educating parents on how to focus on student learning, thus taking away undue demands on teachers; College applications process; Tech etiquette. Appropriate use of a cell phone when at school. District wide policy that the community can support; Informing parents on all aspects of school culture, academics, and SEL.

Priority 4: Academic Achievement

- Provide an effective management system of student's personal devices to effectively avoid distractions.
- Dedicated home-hospital teacher.
- Improve counselor to student ratio.

Priority 5: Student Engagement

- Community awareness to promote school attendance: Attendance liaison to assist on home checks and meeting;

Priority 6: School Climate

- Additional support for traffic monitoring of the streets, parking lots, and school entrance near the school.
- District-Wide Tech Etiquette policy.

Priority 7: Access to Courses

- Provide students with descriptions of courses available district wide.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

<p>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.</p> <p>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</p>

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 in good repair (Priority 1C).

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

Freedom HS - 92.22%
Heritage HS - 93.68%
Liberty HS - 92.78%
La Paloma HS - 99.65%

Based upon information from Data Quest, the overall Chronic Absenteeism Rate for 2022-23 for LUHSD was 24.4%. This was a decrease of 4.5% from the previous year. The following student groups have Chronic Absenteeism higher than the overall district average (Priority 5B):

- African American Chronic Absenteeism rate was 27.8% (3.4% higher than the district rate).
- American Indian or Alaska Native Chronic Absenteeism rate was 37.0% (12.6% higher than the district rate).
- Hispanic Chronic Absenteeism rate was 28.2% (3.8% higher than the district rate).
- Pacific Islander Chronic Absenteeism rate was 34.7% (10.3% higher than the district rate).
- English Learner Chronic Absenteeism rate was 29% (4.6% higher than the district rate).
- Foster Youth Chronic Absenteeism rate was 55.6% (31.2% higher than the district rate).
- Homeless Youth Chronic Absenteeism rate was 40.5% (16.1% higher than the district rate).
- Socioeconomically Disadvantaged Chronic Absenteeism rate was 34.9% (10.5% higher than the district rate).
- Students with Disabilities Chronic Absenteeism rate was 36% (11.6% higher than the district rate).

Based upon information in DataQuest, the district overall 4-year cohort dropout rate is 3.9%. The percentage of dropout rates higher than the LEA wide average by subgroups is listed below (Priority 5D):

African American – 4.9% (1% higher than the district rate)
Hispanic - 4.4% (.5% higher than the rate)
English Learners – 10.9% (7% higher than the district rate)
Foster Youth - 9% (5.1% higher than the district rate)
Homeless - 12.5% (8.6% higher than the district rate)
Students with Disabilities – 8.2% (4.3% higher than the district rate)
Socioeconomically Disadvantaged - 7% (3.1% higher than the district rate).

Based upon the Fall 2023 Dashboard Additional Report - Graduation Rate, the overall Graduation Rate for LUHSD was 91.5% of the students graduating. This is a 2.2% decrease over the previous year. The following student populations indicate a need for additional support

(Priority 5E):

- English Learner Graduation Rate is 79.9% - (11.6% lower than the district rate).
- Foster Youth Graduation Rate is 81.8% - (9.7% lower than the district rate).
- Homeless Student Graduation Rate is 75.8% (15.7% lower than the district rate).
- Students with Disabilities Graduation Rate is 77.6% (13.9% lower than the district rate).
- Native Hawaiian/Pacific Islander Graduation Rate is 81.3% (10.2% lower than the district rate).

Based upon Data Quest, in 2023 the overall Suspension Rate for LUHSD was 5.8% of the students suspended at least once. In 2022, the Suspension Rate was 4.9% The overall change is reported as a 0.9% increase over the previous year rate. The following student populations indicate a need for additional support (Priority 6A):

- African American Suspension Rate is 9.6% (3.8% higher than the district rate).
- Foster Youth Suspension Rate is 26.9% (21.1% higher than the district rate).
- Homeless Suspension Rate is 14.2% (8.4% higher than the district rate).
- Socioeconomically Disadvantaged Suspension Rate is 9.2% (3.4% higher than the district rate).
- Students with Disabilities Suspension Rate is 10.7% (4.9% higher than the district rate).

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

According to the 2022-23 California Healthy Kids Survey district results (Priority 6C):
School Connectedness - Average reporting "Agree" or "Strongly Agree" with being connected to school.
9th grade - 47%
11th grade - 50%

Safety - Average reporting feeling "Safe" or "Very Safe"
9th grade - 50%
11th grade - 53%

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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All school facilities are maintained 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%			Source: Aeries SIS Freedom HS - 95% Heritage HS - 96% Liberty HS - 95% La Paloma HS - 99%	
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% Students with Disabilities – 36% Foster Youth – 55.6% Homeless – 40.5% Socioeconomically Disadvantaged – 34.9%			LEA - 21.4% African American – 24.8% Hispanic or Latino – 25% Pacific Islander - 31.7% English Learners – 26% Students with Disabilities – 33% Foster Youth – 52.6% Homeless – 37% Socioeconomically Disadvantaged – 31.9%	
1.4	4-Year Adjusted Cohort Dropout Rate (Priority 5D)	2022-23 Source Data Quest District overall cohort dropout rate is 3.9%.			District overall cohort dropout rate is 2.9%. African American – 2.9% Hispanic - 3.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			Pacific Islander - 5.3% English Learners – 9.9% Foster Youth - 8% Homeless - 11.5% Students with Disabilities – 7.2% Socioeconomically Disadvantaged - 6%	
1.5	Fall 2020 Dashboard District Graduation Rate (Priority 5E)	2022-23 Source: Data Quest Overall for LUHSD = 91.4%. <ul style="list-style-type: none"> • 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% 			Overall for LUHSD = 94.4%. <ul style="list-style-type: none"> • 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% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Hispanic 90.9% White 91% Two or more 93.1% Filipino = 98.2% 			<ul style="list-style-type: none"> SED 88.8% Asian 95.1% Hispanic 92.9% White 94% Two or more 95.1% Filipino = 98.5% 	
1.6	CA Dashboard Suspension Rates. (Priority 6A)	2022-23 Source: Data Quest LEA – 5.8% <ul style="list-style-type: none"> 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 			LEA – 4.8% <ul style="list-style-type: none"> 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/ 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ic Islander = 10.2%</p> <ul style="list-style-type: none"> English Learner = 9.4% Asian 2.7% Hispanic 6.5% White 5% Two or more races 6.5% Filipino = 1.2% 			<p>Pacific Islander = 9.2%</p> <ul style="list-style-type: none"> English Learner = 8.4% Asian 1.7% Hispanic 5.5% White 4% Two or more races 5.5% Filipino = .2% 	
1.7	Expulsion Rates. (Priority 6B)	<p>2022-2323</p> <p>Source: Aeries</p> <p>Overall less than 1%</p>			Overall less than 1%	
1.8	California Healthy Kids Survey (CHKS) - School connectedness and safety. (Priority 6C)	<p>2022-23</p> <p>Source: CHKS</p> <p>School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2022-23 CHKS</p> <p>9th grade - 47%</p> <p>11th grade - 50%</p> <p>Safety - Average reporting "Safe" or "Very Safe" on the 2022-23 CHKS</p>			<p>School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2022-23 CHKS</p> <p>9th grade - 52%</p> <p>11th grade - 55%</p> <p>Safety - Average reporting "Safe" or "Very Safe" on the 2022-23 CHKS</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th grade - 50% 11th grade - 53%			9th grade - 55% 11th grade - 58%	
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.			75% of parents from our Annual Survey indicated they strongly agreed or agreed with Liberty Union High School District uses technology with students successfully.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology - Infrastructure	Continue to monitor and maintain updated technology infrastructure/environment at all sites, allowing students the ability to develop 21st century technology skills, for the successful implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and CAASPP and ELPAC Testing.	\$50,000.00	No
1.2	Technology - IT Support Staff - Personnel	Continue additional IT support staff - amounts include salary and benefits. 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.	\$932,649.00	No
1.3	Technology - Classroom Equipment	Continue district standard for classroom technology equipment such as computers, projectors, laptops and other 21st century learning devices.	\$1,135,000.00	No
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	\$4,600,000.00	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	\$118,132.00	No

Action #	Title	Description	Total Funds	Contributing
		promptly addressing repair needs and optimizing energy usage to reduce operational costs and enhance sustainability efforts. ADD CCI HERE		
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 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.	\$103,537.00	Yes
1.8	Campus Climate - Student Programs	School sites implement programs and activities that celebrate diversity, equity, and inclusion and promote positive behavior and good attendance, reduce chronic absenteeism, and foster an atmosphere of respect and civility among all students. 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.	\$83,310.00	Yes
1.10	Staff Development - Diversity and Inclusion Training	Staff development to promote respect for diversity and inclusiveness.	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Staff Development - Social Media	Social Media and awareness training for administrators, coaches, and teachers, and classified employees.	\$10,000.00	No
1.12	California Healthy Kids Survey	Sites administer the California Healthy Kids Survey and analyze the results.	\$2,000.00	No
1.13	Monitor LCAP Expenditures - Personnel	Continue the position of Accounting Technician to monitor financial decisions to ensure that they reflect alignment of operating budget to the LUHSD Strategic Plan and goals outlined in the LCAP. Salary and Benefits. 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.	\$105,518.00	No
1.14	Campus Supervisor - Personnel	Continue to employ 1 additional campus supervisor to each comprehensive site to increase student safety and promote a positive school climate. Salary and benefits. A campus supervisor supports Liberty Union High School District by focusing on student safety. Additionally, they foster a positive and safe school culture.	\$187,028.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
--

An explanation of why the LEA has developed this goal.

<p>Preparing students for career and college is something 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</p>
--

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: 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%			.08 Ineffective	
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.			100% of students have access to standards-aligned instructional materials. All students have their own textbooks.	
2.3	Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. Provide programs and services that will enable English	2022-23 Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued to provide			Continued on-going monitoring of the implementation of board adopted academic content, CCSS/ELD, and NGSS content. Continued to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Priority 2A, 2B)	programs and services supporting access for English Learners.			provide programs and services supporting access for English Learners.	
2.4	California School Dash Board Academic Performance Indicator for English Language Arts. (Priority 4A)	<p>2022-23</p> <p>Student Groups:</p> <p>All Students: Green (2.83 points above standard)</p> <p>English Learners: Orange (78 points below standard)</p> <p>Students with Disabilities: Orange (95.5 points below standard)</p> <p>African American: Yellow (5.7 points below standard)</p> <p>Homeless: Orange (46.9 points below standard)</p> <p>Hispanic: Yellow (3.7 points below standard)</p> <p>Socioeconomically Disadvantaged: Yellow (12.4 points below</p>			<p>All Students: Green (3.83 points above standard)</p> <p>English Learners: Orange (76 points below standard)</p> <p>Students with Disabilities: Orange (93.5 points below standard)</p> <p>African American: Yellow (3.7 points below standard)</p> <p>Homeless: Orange (44.9 points below standard)</p> <p>Hispanic: Yellow (1.7 points below standard)</p> <p>Socioeconomically Disadvantaged: Yellow (10.4 points below standard)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)			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)	
2.6	UC/CSU A-G requirements (Priority 4B)	2022-23 Based upon Dashboard: All Students: 43.9%			All Students: 45.9% <ul style="list-style-type: none"> African American – 32.2% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> 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% 			<ul style="list-style-type: none"> 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% 	
2.7	Percentage of students who have successfully completed CTE courses from approved pathways (Priority 4C)	2022-23 <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 23.4% FHS: 11.7% HHS: 27.1% LHS: 39.1% 			<ul style="list-style-type: none"> Overall: 25.4% FHS: 20.7% HHS: 29.1% LHS: 40.1% LHS: 39.1% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: <ul style="list-style-type: none"> Overall (3 Comprehensive Sites): 15.6% FHS: 7.1% HHS: 19.3% LHS: 26.7% 			<ul style="list-style-type: none"> Overall 17.6% FHS: 15.1% HHS: 21.3% LHS: 28.7% 	
2.9	California School Dashboard English Learner Progress Indicator. (Priority 4E)	2022-23 Source: Dashboard <ul style="list-style-type: none"> 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) 			<ul style="list-style-type: none"> LUHSD: 50.1% Medium FHS: 57.4% Very High HHS: 49.3% Medium IHS: N/A (less than 11 students) LHS: 46.4% Low LPHS: 30.4% (no color less than 35 students) 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)			Using local data, produce a 18% Reclassification Rate for English Learners (Priority 4F)	
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%. <ul style="list-style-type: none"> • African American – 53% • Hispanic or Latino – 54% • SED – 52.8% • ELs – 28.6% • Students with Disabilities – 62.2% 			The LEA average pass rate with 3 or better is 66.6%. <ul style="list-style-type: none"> • African American – 55% • Hispanic or Latino – 56% • SED – 54.8% • ELs – 30.6% • Students with Disabilities – 64.2% 	
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 <ul style="list-style-type: none"> • All Students - ELA: 62.4%, Math: 28.1% • English Learners - 			<ul style="list-style-type: none"> • All Students - ELA: 63.4%, Math: 29.1% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: ELA 10.1%, Math: 1% <ul style="list-style-type: none"> Economically Disadvantaged - ELA 47.2%, Math: 14.4% Homeless - ELA: 33.34%, Math: 13.3% Students with Disabilities - ELA: 18.7%, Math: 6.63% 			<ul style="list-style-type: none"> English Learners - ELA: 11.1%, Math: 2% Economically Disadvantaged - ELA 48.2%, Math: 15.4% Homeless - ELA: 34.34%, Math: 14.3% Students with Disabilities - ELA: 19.7%, Math: 7.63% 	
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	Source Aeries: 2022-23 All Students College Prep: 96.8% Advanced Placement: 6% CTE: 49.4% SED			All Students College Prep: 97.8% Advanced Placement: 7% CTE: 50.4% SED College Prep: 95.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Placement, and Career Technical Education courses. (Priority 7A, 7B, 7C)	<p>College Prep: 94.4% Advanced Placement: 5.5% CTE: 45.3%</p> <p>EL College Prep: 93.2% Advanced Placement: .6% CTE: 32.5%</p> <p>Foster Youth College Prep: 75.0% Advanced Placement: 5.0% CTE: 30.0%</p> <p>Homeless College Prep: 91.2% Advanced Placement: 2.2% CTE: 39.6%</p> <p>Students with Disabilities College Prep: 86.6% Advanced Placement: 0.4% CTE: 34.4%</p>			<p>Advanced Placement: 6.5% CTE: 46.3%</p> <p>EL College Prep: 94.2% Advanced Placement: 1.6% CTE: 33.5%</p> <p>Foster Youth College Prep: 76.0% Advanced Placement: 6.0% CTE: 31.0%</p> <p>Homeless College Prep: 92.2% Advanced Placement: 3.2% CTE: 40.6%</p> <p>Students with Disabilities College Prep: 87.6% Advanced Placement: 1.4% CTE: 35.4%</p>	
2.14	California School Dashboard College Career Indicator (Priority 8A)	<p>2022-23</p> <p>All Students: 43.9% prepared</p>			All Students: 45.9% prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American: 30.2% prepared</p> <p>English Learners: 11.6% prepared</p> <p>Homeless: 22.7% prepared</p> <p>Two or More Races: 53% prepared</p> <p>Students with Disabilities: 7.6% prepared</p> <p>Socioeconomically Disadvantaged: 27% prepared</p> <p>Hispanic: 37.1% prepared</p> <p>Two or more: 53% prepared</p> <p>White: 47.8% prepared</p> <p>Asian: 60.4% prepared</p> <p>Filipino: 71.1% prepared</p> <p>Pacific Islander: 25% prepared</p>			<p>African American: 32.2%</p> <p>English Learners: 13.6%</p> <p>Homeless: 24.7% prepared</p> <p>Two or More Races: 55%</p> <p>Students with Disabilities: 9.6%</p> <p>Socioeconomically Disadvantaged: 30%</p> <p>Hispanic: 40.1% prepared</p> <p>Two or more: 56% prepared</p> <p>White: 50.8% prepared</p> <p>Asian: 63.4% prepared</p> <p>Filipino: 74.1% prepared</p> <p>Pacific Islander: 28% prepared</p>	
2.15	AP Participation. (Priority 8A) Increase rate of AP participation by ethnic and student program groups.	<p>2022-23</p> <p>Source: Aeries</p> <p>LEA total percentage of students from percentage of students in groups:</p> <ul style="list-style-type: none"> African American – 19.41% 			<ul style="list-style-type: none"> African American – 21.41% American Indian/Alaskan Native - 21.9% Asian - 43.63% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> American Indian/Alaskan Native - 19.9% Asian - 41.63% Decline to state race - 10.24% Filipino - 32.64% Pacific Islander - 18.87% White - 22.97% Hispanic/Latino - 17.52% EL - 2.63% SPED - 1.51% SED - 16.48% 			<ul style="list-style-type: none"> Decline to state race - 12.24 Filipino - 34.64% Pacific Islander - 20.87% White - 24.97% Hispanic/Latino - 19.52% EL - 4.63 SPED - 3.51% SED - 18.48% 	
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.	<p>2022-23</p> <p>Based upon information from Aeries, the results are as follows:</p> <p>LEA All Students - 16.2%</p> <ul style="list-style-type: none"> African American - 21.3% Hispanic Latino - 20.3% SED - 23.4% EL - 32.8% Foster Youth - 32.5% 			<p>LEA All Students - 14.2%</p> <ul style="list-style-type: none"> African American - 19.3% Hispanic Latino - 18.3% SED - 21.4% EL - 30.8% Foster Youth - 30.5% Homeless - 21.3% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Homeless - 23.3% Students with Disabilities - 23.5% 			<ul style="list-style-type: none"> Students with Disabilities - 21.5% 	
2.17	California Healthy Kids Survey (CHKS) - School connectedness and safety. (Priority 6C)	<p>2022-23 School Connectedness - Average reporting "Agree" or "Strongly Agree" on the 2022-23 CHKS</p> <p>9th grade - 47% 11th grade - 50%</p> <p>Safety - Average reporting "Safe" or "Very Safe" on the 2022-23 CHKS</p> <p>9th grade - 50% 11th grade - 53%</p>			<p>School Connectedness - Average reporting "Agree" or "Strongly Agree" on CHKS.</p> <p>9th grade - 52% 11th grade - 55%</p> <p>Safety - Average reporting "Safe" or "Very Safe" on CHKS</p> <p>9th grade - 55% 11th grade - 58%</p>	
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			Using local data from Ellevation, 19% of total EL students without an IEP are identified LTEL	
2.19	California School Dash Board Academic Performance Indicator for Science. (Priority 4A)	<p>2022-23 Student Groups:</p> <p>All Students: 30.6% Met/Exceeded</p> <p>English Learners: 2.9%</p>			<p>Student Groups:</p> <p>All Students: 35% Met/Exceeded</p> <p>English Learners: 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 6.88% African American: 15.17% Homeless: 8.82% Hispanic: Orange: 20.29% Socioeconomically Disadvantaged: 16.61%			Students with Disabilities: 10% African American: 20% Homeless: 10% Hispanic: Orange: 25% Socioeconomically Disadvantaged: 20%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$575,621.00	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 accountability measures. These interventions may include online programs such as Edgenuity. This action supports student group in red indicator of CA Dashboard.	\$66,000.00	No
2.3	Intervention Classes - Personnel & Software	Provide intervention classes such as READ 180, ALEKS, math support classes, tutorial support, credit recovery, English Learner Academic Support, with targeted enrollment of EL, FY, SED and other identified student groups. Salary and Benefits.	\$544,383.00	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.	\$469,383.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Materials and Supplies	Purchase supplemental instructional materials, including instructional software principally directed to support English Learners and Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as well as students from targeted student groups.	\$100,000.00	Yes
2.9	Late Start Wednesdays - Personnel	Provide late-start Wednesdays for CCSS, literacy, NGSS, PD collaboration time, the alignment of C.T.E. curriculum with core academic standards, and diversity, inclusion, and equity.	\$305,000.00	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.	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$235,494.00	Yes
2.13	Assistant Superintendent of Educational Services - Personnel	Support administrators, teachers, and other staff in providing an equitable education to Students with Additional Needs (SWANs). (20% of Salary and benefits). 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.	\$55,528.00	Yes
2.14	Anti-Plagiarism Software	Continue contract for anti-plagiarism software for teacher use -TURNITIN	\$37,585.00	Yes
2.15	Technology for English Learner Classrooms	Purchase computers/software for EL classrooms.	\$25,000.00	No
2.16	Teacher Recruitment	Recruit and hire Highly Qualified, CLAD certificated teachers.	\$10,000.00	No
2.17	Provide support to Beginning Teachers (Induction) - Personnel	Provide support for teachers in the Induction program. LUHSD provides a portion of the Induction Coordinator's salary. Salary and Benefits. 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.	\$85,407.00	No

Action #	Title	Description	Total Funds	Contributing
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 college applicants in the post-secondary world. This action supports student group in red indicator of CA Dashboard.	\$459,011.00	Yes
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	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	\$800,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and fosters a more inclusive and supportive school environment, aligning with the district's commitment to academic excellence and student well-being.		
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.	\$431,891.00	Yes
2.23	Mental Health Counseling Support	Provide mental health counseling interns for students in need (40 hours per week at the comprehensive sites and 20 hours per week at the alternative sites). 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.	\$94,540.00	Yes
2.24	Suicide Prevention - Anti-Bullying Training	Training and materials for all staff members to receive suicide prevention training and anti-bullying training.	\$30,000.00	No
2.25	Translation Support - Personnel	Provide interpreters and document translation for parents of English Learners. Salary and benefits. 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.	\$109,469.00	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.	\$2,237,493.00	No
2.29	Instructional Materials and Supplies for CTE courses	Continue to provide instructional materials and supplies for CTE courses.	\$460,000.00	No
2.30	Curriculum Alignment with Community Colleges - Personnel	Provide collaboration time for 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 - Personnel	Maintain 3 Teachers on Special Assignment (one per comprehensive site) to support English Learners and teachers of English Learners. Salary and benefits. Teachers on special assignment at Liberty Union High School	\$467,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District provide extensive support for English Learner teachers, students and families. They also support schools by facilitating standardized testing such as AP and State exams. Their specialized guidance ensures that students from diverse linguistic backgrounds have the resources and strategies needed to achieve success in these assessments, fostering an inclusive and equitable learning environment district-wide.		
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.	\$662,425.00	No
2.35	After School Tutoring for High-Needs Students - Personnel	After school tutoring will be provided to English Learners, Socioeconomically Disadvantaged Students, Homeless, and Foster Youth in core academic subjects. Teachers will be paid hourly rate.	\$296,829.00	Yes
2.36	Bilingual Paraprofessional - Personnel	The bilingual paraprofessional will provide support to English Learners in the newcomer program at Liberty High School.	\$109,559.00	Yes

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

State Priorities addressed by this goal.
<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.
<p>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:</p> <p>DONE</p> <p>There is a need for additional social/emotional/psychological/physical health support for our students. According to the 2022-23 CA Healthy Kids Survey (Priority 8A):</p> <ul style="list-style-type: none">• 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 quantitatively 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	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."			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."	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3C: Participation of Students with Disabilities	<p>The following are parent completer percentages from respondent Student Groups: English Learner: 42.6% Students with Disabilities: 34.9% SED and Foster not available at this time</p> <p>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."</p> <p>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</p>			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."	
3.2	How the school district will promote parental participation in programs for unduplicated students and students with exceptional needs.	<p>2023-24 Annual Parent Survey - Parent participation in school activities</p> <p>66% of parents feel comfortable</p>			<p>Per Annual Parent Survey - Parent participation in school activities</p> <p>70% of parents will feel comfortable</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	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			participating in school activities for parents.	
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: 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			20% of parents will complete the Annual Parent Survey	
3.4	Communication with school Source: Annual Parent Survey	2023-24 81% of parents surveyed responded that they had the ability to communicate with			84% of parents surveyed will respond they have the ability to communicate with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	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			the administration, teachers, and support staff.	
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			60% of parents will indicate they are moderately, very, or extremely familiar with the UC/CSU A – G requirements	
3.6	Parent participation in school activities or events Source: Annual Parent Survey	2023-24 79.4% of parents attended or participated in a school activity or			82% of parents will have attended or participated in a school activity or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3A: Parental Involvement Priority 3B: Participation of unduplicated students Priority 3C: Participation of Students with Disabilities	event within the last year. 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 2 years.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$5,314,839	\$\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.530%	0.000%	\$0.00	5.530%

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	<p>Action: Technology - Analytics Software</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement, attendance, suspension rate, graduation rate, UC/CSU A-G readiness, and D & F rate</p>	<p>Learning Management System (LMS) and Data Management System will continue to be used as well as Office 365, Aeries Analytics, and Ellevation specifically for English Learners. This will allow sites to analyze a variety of achievement data by student group.</p> <p>Our student information system is equipped with robust analytics that identifies patterns correlating with increased risk of suspensions, such as frequent absences or behavioral issues. By</p>	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
	Scope: LEA-wide	leveraging and analyzing this data, our schools are able to implement targeted interventions to address underlying issues contributing to absenteeism and behavioral problems. Through proactive measures like personalized support plans and early interventions, students at risk of suspension can receive the necessary support to remain engaged in their education. The system's analytics can provide insights into effective attendance improvement strategies, allowing schools to tailor their approaches to meet the unique needs of each student. Ultimately, the utilization of student analytic data can foster a positive school culture that emphasizes support and intervention, leading to a decrease in suspensions and an increase in school attendance rates.	
1.7	Action: Campus Climate - Student meetings - Personnel Need: Based upon Data Quest, overall Suspension Rate for LUHSD was 5.8% of the students suspended at least once. In 2023, the Suspension Rate was 4.9%. The overall change is reported as a 0.9% increase over the previous year rate. The following student populations indicate a need for additional support (Priority 6A). Foster Youth rate is 26.9% (11.4% higher than the county average) Scope: LEA-wide	LUHSD 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. Having campus climate personnel in LUHSD is essential to foster a positive and inclusive school environment where students feel safe, supported, and valued. These professionals play a critical role in promoting respectful interactions, addressing conflicts, and preventing bullying or harassment. By cultivating a nurturing campus climate, they contribute to students' overall well-being, academic success, and sense of belonging within the school community.	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
1.8	<p>Action: Campus Climate - Student Programs</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there is a need to increase student connectedness to school. The lack of school connectedness manifests in higher suspension rates for Foster Youth Suspension Rates above. In addition and for these two student groups, Chronic Absenteeism rates were also higher than our district average: Foster Youth - Too low to measure. English Learners - 28.2% (3.8% higher than district average), Low Income - 33.9% - (9.5% higher than district average).</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Our high school's focus on student campus climate is paramount as it directly impacts academic achievement and overall well-being. A positive climate cultivates a sense of belonging, encouraging students to engage actively in their education and fostering stronger connections with peers and staff. By promoting inclusivity and respect, schools create safer environments where students feel supported to express themselves authentically. Moreover, a nurturing campus climate reduces instances of bullying and disciplinary issues, allowing educators to allocate more time and resources towards teaching and learning. Ultimately, prioritizing student campus climate fosters a conducive atmosphere for personal growth, academic success, and lifelong learning.</p>	Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7) Survey (1.8)
1.9	<p>Action: Attendance - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the Chronic Absenteeism Rate of our unduplicated students is higher than that of the All Student group. (All Students = 24.4%, English Learners = 28.2%,</p>	<p>Maintain attendance clerk to address absenteeism at FHS only. Salary and Benefits.</p> <p>Personnel dedicated to monitoring student attendance data are crucial in LUHSD to identify and address attendance-related barriers that may impact the success of students with additional needs. By closely tracking attendance patterns, these professionals can intervene early to provide targeted support and resources to students who may be at risk of chronic absenteeism. Analyzing</p>	Attendance Data (1.2, 1.3)

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
	<p>Socioeconomically Disadvantaged = 33.9%, and Homeless = 42%.</p> <p>Scope: Schoolwide</p>	<p>attendance data allows for the identification of trends and patterns that may indicate underlying issues requiring intervention, such as transportation barriers or health concerns. Additionally, personnel focused on student attendance data can collaborate with families, counselors, and community resources to develop personalized attendance improvement plans tailored to meet the unique needs of each student. Ultimately, their efforts help create a supportive environment where all students, including those with additional needs, have the opportunity to thrive academically and socially.</p>	
1.10	<p>Action: Staff Development - Diversity and Inclusion Training</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there is a need for staff development to promote inclusivity and diversity.</p> <p>Scope: Schoolwide</p>	<p>Staff development to promote respect for diversity and inclusiveness.</p> <p>Teacher diversity and inclusion training are crucial to ensure that educators are equipped with the necessary skills to support students from diverse backgrounds effectively. By promoting understanding and awareness of cultural differences, such training fosters a more inclusive learning environment where all students feel valued and respected. Educators who undergo diversity training are better equipped to address implicit biases and stereotypes, creating a more equitable educational experience for students. Additionally, teachers who receive training in diversity and inclusion are more adept at adapting their teaching strategies to meet the needs of diverse learners, thereby improving overall student outcomes. Ultimately, investing in teacher diversity and inclusion training promotes a school culture that celebrates diversity, enhances student</p>	<p>Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7) Survey (1.8)</p>

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
		engagement, and prepares students for success in a globalized world.	
2.1	<p>Action: Staff Development - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students.</p> <p>Scope: LEA-wide</p>	<p>Schedule Professional Development Day(s) to focus on accountability measures as indicated on the California School Dashboard. In addition, provide staff development to teachers regarding research-supported instructional practices, students engagement, diversity and inclusion, equity, Social-Emotional Learning, English Language Development strategies, and the use of technology.</p> <p>Scheduling Professional Development Days for teacher efficacy is essential for our schools to analyze and improve accountability measures from the California School Dashboard. These days provide teachers with training on research-supported instructional practices, enhancing student engagement and learning outcomes. Focusing on diversity, inclusion, and equity ensures all students receive fair opportunities. Social-Emotional Learning and English Language Development strategies support students' overall well-being and academic success. Additionally, staying updated on technology use in education helps teachers create more effective and engaging learning environments.</p>	CAASPP Scores (2.4, 2.5)
2.3	<p>Action: Intervention Classes - Personnel & Software</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter</p>	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.	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
	<p>Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students.</p> <p>Scope: Schoolwide</p>	<p>Intervention online classes and personnel play a crucial role in supporting student social-emotional well-being by providing targeted support and resources to address their unique needs. These classes offer a safe space for students to explore and understand their emotions, develop coping strategies, and build resilience in the face of challenges. By addressing social-emotional concerns proactively, intervention online classes help prevent the escalation of mental health issues and promote overall well-being. Additionally, these classes can foster a sense of community and connection among students, even in virtual learning environments, reducing feelings of isolation and loneliness. Ultimately, prioritizing intervention online classes demonstrates a commitment to holistic student development, equipping them with the skills and support they need to thrive academically, emotionally, and socially.</p>	
2.4	<p>Action: Study Hall - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that all unduplicated student groups D/F rates were higher than that for All Students (16.2%) (English Learners = 32.8%, Socioeconomically Disadvantaged = 23.4%, and Foster Youth = 32.5%) which impacts percentage of students with cumulative GPA over 2.0</p> <p>Scope:</p>	<p>Certificated Staff monitor study hall and provide support to students needing academic support.</p> <p>Study hall as a class in LUHSD is important because it provides students with dedicated time and space to focus on their academic responsibilities, complete homework assignments, and review course materials. By incorporating study hall into the school schedule, educators can instill valuable time management and self-discipline skills in students, helping them become more independent and organized learners. Additionally, study hall offers opportunities for students to seek assistance from teachers or</p>	<p>Graduation Rate Data (1.4, 1.5) Cumulative GPA over 2.0 (2.16)</p>

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
	Schoolwide	peers, facilitating deeper understanding of subject matter and promoting academic success.	
2.8	<p>Action: Supplemental Instructional Materials and Supplies</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that all unduplicated student groups have a D/F rate higher than that for All Students (16.2%) (English Learners = 32.8%, Socioeconomically Disadvantaged = 23.4%, and Foster Youth = 32.5%).</p> <p>Scope: Schoolwide</p>	<p>Purchase supplemental instructional materials, including instructional software principally directed to support English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as well as students from targeted student groups.</p> <p>Having supplemental instructional materials and supplies is crucial to support the success of student learning by providing additional resources that cater to diverse learning styles and needs. These materials can enhance understanding, engagement, and retention of subject matter, offering students opportunities for hands-on exploration and reinforcement of key concepts. By ensuring access to a variety of resources, schools can create inclusive learning environments that empower all students to achieve academic excellence.</p>	Instructional Material Access (2.2)
2.9	<p>Action: Late Start Wednesdays - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-</p>	<p>Schedule Late Start Wednesdays to focus on accountability measures as indicated on the California School Dashboard. In addition, provide staff development to teachers regarding research-supported instructional practices, students engagement, diversity and inclusion, equity, Social-Emotional Learning, English Language Development strategies, and the use of technology.</p> <p>Scheduling Late Start Wednesdays for teacher efficacy is essential for our schools to analyze and improve accountability measures from the</p>	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
	<p>economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students.</p> <p>Scope: LEA-wide</p>	<p>California School Dashboard. These days provide teachers with training on research-supported instructional practices, enhancing student engagement and learning outcomes. Focusing on diversity, inclusion, and equity ensures all students receive fair opportunities. Social-Emotional Learning and English Language Development strategies support students' overall well-being and academic success. Additionally, staying updated on technology use in education helps teachers create more effective and engaging learning environments.</p>	
2.10	<p>Action: Revise District Common Assessments - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that unduplicated students were not scoring as high as the "All Students" group on district common assessments.</p> <p>Scope: LEA-wide</p>	<p>Provide professional development and teacher release time to revise district common assessments to align to the state content standards. Salaries and Benefits.</p> <p>Common assessments used by English, Math, Science, and Social Science teachers are essential for ensuring consistency and alignment in evaluating student progress toward meeting standards across different subjects. By employing common assessments, educators can accurately gauge students' mastery of essential skills and knowledge, facilitating more informed instructional decisions and interventions. Sharing assessment data allows teachers to collaborate effectively, identify trends, and address areas where students may be struggling across multiple disciplines. Moreover, common assessments promote fairness and equity in grading practices, ensuring that all students are held to the same standards regardless of the subject. Ultimately, the use of common assessments enhances accountability, transparency, and overall academic rigor, fostering</p>	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
		<p>a more cohesive and effective educational experience for students. Because of the significantly lower scores of unduplicated students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the scores on common assessments for our unduplicated students will increase significantly more than the scores of all other students.</p>	
2.11	<p>Action: Data Management System</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students which impacts percentage of students with cumulative GPA over 2.0.</p> <p>Scope:</p>	<p>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.</p> <p>A student data management system is essential for teachers to effectively analyze student data and tailor instruction to meet individual learning needs. By centralizing student information such as academic performance, attendance, and behavior, this system provides educators with comprehensive insights into each student's progress and areas of growth. Access to real-time data enables teachers to identify trends, patterns, and areas for intervention promptly, allowing for timely adjustments to instructional strategies. Moreover, a data management system facilitates collaboration among teachers, enabling them to share best practices and collectively problem-solve to support student learning effectively. Ultimately, leveraging student data through a management system empowers teachers to make data-informed decisions, leading to improved</p>	<p>Graduation Rate Data (1.4, 1.5) Cumulative GPA over (2.16)</p>

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	academic outcomes and personalized learning experiences for students.	
2.12	<p>Action: Director of Curriculum and Instruction - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students.</p> <p>Scope: Schoolwide</p>	<p>Director of Curriculum and Instruction supporting administrators, teachers, and other staff in providing an equitable education to Students with Additional Needs (SWANs).. Salary and Benefits.</p> <p>Our Director of Curriculum and Instruction is crucial as they provide strategic leadership and guidance to ensure alignment with educational standards and best practices. By overseeing curriculum development and instructional strategies, the director empowers teachers with the resources and support needed to enhance their effectiveness in the classroom. Ultimately, their role is instrumental in promoting teacher success, which directly correlates with improved student learning outcomes and overall academic achievement within the district.</p>	Graduation Rate Data (1.4, 1.5) CAASPP Scores (2.4, 2.5)
2.13	<p>Action: Assistant Superintendent of Educational Services - Personnel</p> <p>Need:</p>	Assistant Superintendent of Educational Services supports administrators, teachers, and other staff in providing an equitable education to Students with Additional Needs (SWANs). (20% of 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
	<p>After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students.</p> <p>Scope: LEA-wide</p>	<p>The Assistant Superintendent of Educational Services plays a pivotal role in supporting teacher success and student learning within a high school district by overseeing the implementation of educational programs and initiatives. Their leadership ensures that curriculum standards are met, instructional practices are effective, and resources are allocated appropriately to enhance student achievement. By collaborating with administrators, educators, and stakeholders, the Assistant Superintendent fosters a cohesive educational environment focused on continuous improvement and student success.</p>	
2.14	<p>Action: Anti-Plagiarism Software</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points</p>	<p>Continue contract for anti-plagiarism software for teacher use -TURNITIN</p> <p>Access to anti-plagiarism software is vital for high school teachers to uphold academic integrity and foster a culture of originality and ethical scholarship among students. By utilizing such software, teachers can effectively identify instances of plagiarism in student work, providing opportunities for education and discussion around proper citation and research practices. This not only reinforces the importance of academic honesty but also equips students with essential skills for success in higher education and beyond. Additionally, anti-plagiarism software empowers</p>	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
	<p>below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students.</p> <p>Scope: LEA-wide</p>	<p>teachers to assess student learning more accurately, ensuring that grades reflect genuine understanding and effort. Ultimately, incorporating anti-plagiarism software into the classroom promotes a culture of accountability, integrity, and intellectual honesty, enhancing the overall quality of education and supporting student academic growth.</p>	
2.18	<p>Action: AP Programs</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2022 California School Dashboard College/Career Measures Only Report & Data, AP results (scores of 3 or higher on at least 2 AP exams) there are performance gaps between unduplicated student groups and the ALL Students group. (All Students = 64.6%, Socioeconomically Disadvantaged = 52.8%.</p> <p>Scope: Schoolwide</p>	<p>AP Participation. Increase the percentage of unduplicated students from total number of students in groups who participate in AP course, with a special focus on African American, Hispanic or Latino, SED, EL, and Students with Disabilities.</p> <p>Increasing will support these student groups by providing:</p> <ul style="list-style-type: none"> • Equity and Access: Diverse representation in AP classes ensures equal opportunities for all students, bridging educational gaps and promoting social justice. • College Preparedness: AP courses provide rigorous college-level content, better preparing students for higher education and future success. • Boosting GPAs: Participation in AP courses can enhance students' GPAs, positively impacting their overall academic performance¹. <p>Competitiveness: Diverse students gain a competitive edge during college admissions by demonstrating their ability to handle challenging coursework.</p>	AP Unduplicated Enrollment (2.15)

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
		<ul style="list-style-type: none"> Addressing Disparities: Focusing on underrepresented groups helps address historical disparities and promotes a more inclusive educational system¹. Increasing diversity in AP programs benefits both individual students and society as a whole 	
2.19	<p>Action: Increase College Readiness and Interest - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2022 California School Dashboard College/Career Measures Only Report & Data, UC/CSU A-G completion rates for unduplicated student groups were lower than the All Student Group. (All Students Group = 43.9%, English Learners = 11.6%, Socio-economically Disadvantaged = 27%, Foster Youth = 0%).</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Having dedicated personnel focusing on increasing college readiness and interest in a high school district is essential for preparing students for post-secondary education and future career success. These professionals provide guidance, resources, and support to help students navigate the college application process, understand financial aid options, and explore various educational pathways. By fostering a college-going culture and instilling confidence in students' abilities to pursue higher education, these personnel empower students to achieve their academic and career aspirations. Additionally, they collaborate with educators to develop curriculum and programs that align with college readiness standards, ensuring students acquire the necessary skills and knowledge for success in college-level coursework. Ultimately, investing in personnel dedicated to increasing college readiness and interest enriches students' educational experiences, expands their</p>	<p>UC/CSU A-G met requirements (2.6) CTE Course Completion (2.7) AP Exams (2.11) College Career Indicator (2.14)</p>

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
		opportunities, and equips them with the tools they need to thrive in an increasingly competitive global economy.	
2.20	<p>Action: Increase College Readiness and Interest</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2022 California School Dashboard College/Career Measures Only Report & Data, UC/CSU A-G completion rates for unduplicated student groups were lower than the All Student Group. (All Students Group = 43.9%, English Learners = 11.6%, Socio-economically Disadvantaged = 27%, Foster Youth = 0%).</p> <p>Scope: Schoolwide</p>	<p>Instructional supplies for "Push" curriculum classes.</p> <p>A focused initiative to increase college readiness and interest in a high school district is crucial for preparing students for the challenges and opportunities of higher education. By emphasizing college readiness, the district can equip students with the academic skills, critical thinking abilities, and study habits necessary for success in post-secondary institutions. Moreover, promoting interest in college expands students' horizons, encouraging them to explore diverse fields of study and career pathways. This focus not only empowers students to pursue their educational aspirations but also strengthens the overall competitiveness and reputation of the district. Ultimately, prioritizing college readiness and interest fosters a culture of lifelong learning and achievement, positioning students for future academic and professional success.</p>	UC/CSU A-G met requirements (2.6)
2.21	<p>Action: Targeted Assistance Counselors - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement, attendance,</p>	<p>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).</p> <p>Targeted Assistance Counselors play a critical role in supporting the success of students with additional needs in a high school district by</p>	<p>Attendance Data (1.2, 1.3) Behavior Data (1.6, 1.7) UC/CSU A-G met requirements (2.6)</p>

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
	<p>suspension rate, graduation rate, UC/CSU A-G readiness, and D & F rate.</p> <p>Scope: Schoolwide</p>	<p>providing personalized guidance, advocacy, and resources. These counselors offer individualized support tailored to students' unique challenges, whether academic, social, emotional, or behavioral. By addressing barriers to learning and promoting a supportive environment, they help students overcome obstacles and achieve their full potential. Additionally, Targeted Assistance Counselors collaborate closely with teachers, administrators, and parents to develop and implement effective intervention strategies and support plans. Ultimately, their presence ensures that all students receive the support and resources they need to thrive academically, socially, and emotionally, fostering an inclusive and equitable learning environment.</p>	
2.22	<p>Action: Psychologists - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that unduplicated students experience significant stress/mental health issues, which impede their ability to learn. When asked about connectedness to school, average students reporting "Agree" or "Strongly Agree" on the 2022-23 California Healthy Kids Survey were: 9th grade - 47% and 11th grade - 50%. For feelings on being safe on our school sites, average reporting "Safe" or "Very Safe" on the 2022-23 California Healthy Kids Survey were: 9th grade - 50%, 11th grade - 53%.</p>	<p>Provide support for students in need (2.4 FTEs). Salary and Benefits.</p> <p>Having a psychologist to support students with additional needs supports our addressing complex emotional, behavioral, and mental health challenges. Our Psychologists provide comprehensive assessments, interventions, and therapeutic support tailored to students' individual needs, promoting their overall well-being and academic success. By identifying and addressing underlying psychological factors that may impede learning, psychologists help students develop coping strategies and resilience, enabling them to thrive in the classroom and beyond. Their expertise also assists teachers and staff in understanding and effectively managing students' emotional and behavioral concerns, fostering a supportive and inclusive learning environment.</p>	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
	<p>Data will include unduplicated students in future.</p> <p>Scope: LEA-wide</p>	<p>Ultimately, the presence of psychologists enhances the district's ability to meet the diverse needs of all students, promoting equity, access to resources, and positive educational outcomes.</p>	
2.23	<p>Action: Mental Health Counseling Support</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that some students experience significant stress/mental health issues, which impede their ability to learn. When asked about connectedness to school, average students reporting "Agree" or "Strongly Agree" on the 2022-23 California Healthy Kids Survey were: 9th grade - 47% and 11th grade - 50%. For feelings on being safe on our school sites, average reporting "Safe" or "Very Safe" on the 2022-23 California Healthy Kids Survey were: 9th grade - 50%, 11th grade - 53%. Data will include unduplicated students in future.</p> <p>Scope: LEA-wide</p>	<p>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).</p> <p>Mental health counseling support is crucial in a high school district to provide students with additional needs the necessary resources and assistance to navigate emotional challenges. Counselors offer individualized therapeutic interventions and support services tailored to each student's unique needs, promoting mental wellness and resilience. By addressing underlying mental health concerns, counselors help students manage stress, anxiety, depression, and other issues that may impact their academic performance and overall well-being. Their guidance fosters a supportive and safe environment where students feel comfortable seeking help and building healthy coping mechanisms. Ultimately, mental health counseling support contributes to the holistic development of students, empowering them to overcome obstacles and achieve success in both their academic and personal lives.</p>	Survey (1.8)
2.32	<p>Action: Teachers on Special Assignment - Personnel</p>	<p>Maintain 3 Teachers on Special Assignment (one per comprehensive site) to support English</p>	EL Reclassification Rate (2.10)

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
	<p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the CAASPP Smarter Balanced Assessments at LUHSD administered to 11th grade students results in ELA and mathematics showed performance gaps in levels of proficiency for our English Learners (ELA = 78 points below standard, math = 165.2 points below standard), Socio-economically Disadvantaged (ELA = 12.4 points below standard, Math = 121.2 points below standard), compared to those for All Students (ELA = 2.83 points above standard, Math = 72 points below standard). Socioeconomically Disadvantaged students have a D/F rate of 23.4%, which is 7.2% higher than 16.2% rate for All Students.</p> <p>Scope: LEA-wide</p>	<p>Learners and teachers of English Learners. Salary and benefits.</p> <p>Having teachers on special assignment is vital in a high school district to provide valuable expertise, mentorship, and support to administrators, teachers, and students alike. These educators serve as instructional leaders, offering professional development, coaching, and guidance to enhance teaching practices and student learning outcomes. By leveraging their classroom experience and knowledge, teachers on special assignment help colleagues navigate curriculum development, instructional strategies, and assessment practices effectively. Additionally, they play a crucial role in fostering a collaborative culture among staff, promoting innovation, and sharing best practices to improve overall instructional quality. Ultimately, teachers on special assignment contribute to the continuous improvement of the district, ensuring that administrators, teachers, and students have the necessary support and resources to succeed.</p>	<p>Graduation Rate Data (1.4, 1.5) CAASPP Scores (2.4, 2.5)</p>
2.37	<p>Action: College & Career Center Technicians - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that based upon Fall 2023 California School Dashboard College/Career Measures Only Report & Data, UC/CSU A-G completion rates for unduplicated student groups were lower than the All Student Group. (All Students Group = 43.9%, English</p>	<p>College & Career Center Technicians will support the post-secondary readiness of our unduplicated students.</p> <p>College & Career Center Technicians are essential in a high school district to provide students with guidance, resources, and support as they navigate post-secondary education and career pathways. These technicians offer personalized assistance to students, helping them explore college options, research career opportunities, and develop post-graduation plans tailored to their interests and goals. By organizing college fairs, career</p>	<p>UC/CSU A-G met requirements (2.6)</p>

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
	<p>Learners = 11.6%, Socio-economically Disadvantaged = 27%).</p> <p>Scope: Schoolwide</p>	workshops, and informational sessions, they create opportunities for students to explore various paths and make informed decisions about their futures. Additionally, College & Career Center Technicians assist students with college applications, financial aid forms, and scholarship opportunities, ensuring equitable access to higher education. Ultimately, their presence fosters a college-going culture and empowers students to pursue their aspirations, setting them on a path toward future success and fulfillment.	
3.1	<p>Action: Bi-Lingual Parent Liaisons - Personnel</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that many of our families have parents who speak a language other than English. The following are parent completion percentages from respondent Student Groups: English Learner: 59.6%; Students with Disabilities: 59.7% These are lower than 66% of all LUHSD respondents.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Bi-Lingual Parent Liaisons are crucial in a high school district to bridge the communication gap between non-English-speaking parents and the school community. These liaisons provide valuable support by facilitating communication, advocating for parents' needs, and promoting understanding of school policies and procedures. By offering interpretation and translation services, they ensure that all parents can actively engage in their child's education, attend meetings, and participate in school events. Additionally, Bi-Lingual Parent Liaisons serve as cultural ambassadors, fostering trust and collaboration between diverse communities and the school, ultimately strengthening parent-school partnerships. Their presence helps create a more inclusive and supportive educational environment, where every</p>	Survey (1.8, 3.2,)

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
		family feels valued and empowered to advocate for their child's success.	
3.2	<p>Action: Parent Trainings and Workshops</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, and after conducting a Comprehensive Needs Assessment with our Parent Engagement Committee, we learned that there is an engagement gap between the parents of unduplicated students and that of the parents of all students. The following are parent completion percentages from respondent Student Groups that feel they have a say in the decision-making process at child's school: English Learner: 42.6%; Students with Disabilities: 34.9%. In terms of English Learner: 10.7% (make up 7% of LUHSD) completed the Annual Parent Survey as opposed to the higher 17.4% of all LUHSD parents.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Parent trainings and workshops are essential in a high school district to empower parents with the knowledge, skills, and resources needed to support their child's academic and social-emotional development. These sessions provide parents with insights into effective parenting strategies, communication techniques, and ways to navigate the educational system. By offering workshops on topics such as college preparation, financial aid, and mental health awareness, schools equip parents to advocate for their child's needs and aspirations. Additionally, parent trainings foster stronger partnerships between families and schools, encouraging collaborative efforts to enhance student success. Ultimately, investing in parent trainings and workshops promotes a supportive home environment, where parents are better equipped to engage in their</p>	Survey (1.8, 3.1, 3.3, 3.5)

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
		child's education and promote their overall well-being.	
3.3	<p>Action: Community Outreach</p> <p>Need: After assessing the needs, conditions, and circumstances of our unduplicated students, and after conducting a Comprehensive Needs Assessment with our Parent Engagement Committee, we learned that there is an engagement gap between the parents of unduplicated students and that of the parents of All Students. In terms of English Learner: 10.7% (make up 7% of LUHSD) completed the Annual Parent Survey as opposed to the higher 17.4% of all LUHSD parents.</p> <p>Scope: Schoolwide</p>	<p>Continue to strengthen, increase, and facilitate two-way business/community involvement and communication. Additionally, principals will conduct presentations at community meetings, clubs/organizations.</p> <p>Community outreach is essential in a high school district to foster partnerships with local stakeholders, gather valuable feedback, and identify areas for growth. Engaging with the community allows the district to understand the diverse needs, priorities, and concerns of its constituents. By soliciting input from parents, businesses, civic organizations, and community leaders, schools can ensure that their initiatives and policies align with the community's expectations and values. Moreover, community outreach initiatives provide opportunities for collaboration and resource-sharing, strengthening the district's capacity to address challenges and implement effective solutions. Ultimately, fostering strong ties with the community enhances transparency, accountability, and trust, creating a shared commitment to educational excellence and student success.</p>	Survey (1.8, 3.1, 3.2, 3.3, 3.4, 3.6)

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, 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.	Survey (1.8, 3.1, 3.2, 3.3, 3.4, 3.6)
2.35	Action: After School Tutoring for High-Needs Students - Personnel Need: English Learners, Foster Youth, Low Income Scope:	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	Graduation Rate Data (1.4, 1.5) UC/CSU A-G met requirements (2.6) Cumulative GPA over (2.16)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	extra support fosters confidence and motivation, encouraging students to engage more actively in their regular classes and improve their overall academic performance.	
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

2024-25 Total 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	\$96,109,213	\$5,314,839	5.530%	0.000%	5.530%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,153,905.00	\$3,833,762.00	\$4,670,000.00	\$378,559.00	\$18,036,226.00	\$9,761,573.00	\$8,274,653.00

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	\$50,000.00	\$50,000.00				\$50,000.00	0%
1	1.2	Technology - IT Support Staff - Personnel	All	No			All Schools		\$932,649.00	\$0.00	\$932,649.00				\$932,649.00	0%
1	1.3	Technology - Classroom Equipment	All	No			All Schools		\$0.00	\$1,135,000.00		\$975,000.00		\$160,000.00	\$1,135,000.00	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	\$70,000.00		\$70,000.00		\$140,000.00	0%
1	1.5	Facilities - Capital Facilities	All	No			All Schools		\$0.00	\$4,600,000.00			\$4,600,000.00		\$4,600,000.00	0%
1	1.6	Facilities - Personnel	All	No			All Schools		\$118,132.00	\$0.00	\$118,132.00				\$118,132.00	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		\$103,537.00	\$0.00	\$103,537.00				\$103,537.00	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				\$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		\$83,310.00	\$0.00	\$83,310.00				\$83,310.00	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	\$65,000.00	\$65,000.00				\$65,000.00	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				\$10,000.00	0%
1	1.12	California Healthy Kids Survey	All	No			All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	0%
1	1.13	Monitor LCAP Expenditures - Personnel	All	No			All Schools		\$105,518.00	\$0.00	\$105,518.00				\$105,518.00	
1	1.14	Campus Supervisor - Personnel	All	No			All Schools		\$187,028.00	\$0.00	\$187,028.00				\$187,028.00	
2	2.1	Staff Development - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$575,621.00	\$0.00	\$97,015.00	\$478,606.00			\$575,621.00	0%
2	2.2	Student Intervention and Recovery Programs	All	No			All Schools		\$0.00	\$66,000.00				\$66,000.00	\$66,000.00	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		\$469,383.00	\$75,000.00	\$544,383.00				\$544,383.00	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		\$469,383.00	\$0.00	\$469,383.00				\$469,383.00	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				\$25,000.00	0%
2	2.6	Homework Help - Personnel	All	No			All Schools		\$6,842.00	\$0.00	\$6,842.00				\$6,842.00	0%
2	2.7	Instructional Materials: Textbooks and Supplies	All	No			All Schools		\$0.00	\$1,000,000.00		\$1,000,000.00			\$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			\$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				\$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				\$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	\$60,000.00	\$60,000.00				\$60,000.00	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		\$235,494.00	\$0.00	\$235,494.00				\$235,494.00	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	\$55,528.00	\$55,528.00				\$55,528.00	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	\$37,585.00	\$37,585.00				\$37,585.00	0%
2	2.15	Technology for English Learner Classrooms	All	No			All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	0%
2	2.16	Teacher Recruitment	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0%
2	2.17	Provide support to Beginning Teachers (Induction) - Personnel	All	No			All Schools		\$85,407.00	\$0.00		\$85,407.00			\$85,407.00	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				\$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		\$459,011.00	\$0.00	\$459,011.00				\$459,011.00	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				\$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		\$800,003.00	\$0.00	\$800,003.00				\$800,003.00	0%
2	2.22	Psychologists - Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$431,891.00	\$0.00	\$431,891.00				\$431,891.00	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	\$94,540.00	\$94,540.00				\$94,540.00	0%
2	2.24	Suicide Prevention - Anti-Bullying Training	All	No			All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	0%
2	2.25	Translation Support - Personnel	All	No			All Schools		\$109,469.00	\$0.00	\$49,455.00			\$60,014.00	\$109,469.00	0%
2	2.26	Transportation for EL students transferring to LHS	English Learners	No			Specific Schools: Liberty HS		\$0.00	\$10,000.00				\$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		\$30,000.00			\$30,000.00	0%
2	2.28	Continue CTE Courses - Personnel	All	No			All Schools		\$2,237,493.00	\$0.00	\$2,237,493.00				\$2,237,493.00	0%
2	2.29	Instructional Materials and Supplies for CTE courses	All	No			All Schools		\$0.00	\$460,000.00		\$460,000.00			\$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				\$5,000.00	0%
2	2.31	Student Leadership Experiences	All	No			All Schools		\$0.00	\$10,000.00				\$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 - Personnel	English Learners	Yes	LEA-wide	English Learners	All Schools		\$467,428.00	\$0.00	\$467,428.00				\$467,428.00	0%
2	2.33	District Nurse - Personnel	All	No			All Schools		\$142,324.00	\$0.00	\$0.00	\$142,324.00			\$142,324.00	0%
2	2.34	Instructional Coaches - Personnel	All	No					\$662,425.00	\$0.00		\$662,425.00			\$662,425.00	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		\$296,829.00	\$0.00	\$296,829.00				\$296,829.00	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	\$60,014.00			\$49,545.00	\$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				\$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%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$96,109,213	\$5,314,839	5.530%	0.000%	5.530%	\$5,380,788.00	0.000%	5.599 %	Total:	\$5,380,788.00
								LEA-wide Total:	\$1,737,524.00
								Limited Total:	\$381,843.00
								Schoolwide Total:	\$3,261,421.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Technology - Analytics Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	0%
1	1.7	Campus Climate - Student meetings - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,537.00	0%
1	1.8	Campus Climate - Student Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	0%
1	1.9	Attendance - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom High School	\$83,310.00	0%
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	0%
2	2.1	Staff Development - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income		\$97,015.00	0%
2	2.3	Intervention Classes - Personnel & Software	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$544,383.00	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	\$469,383.00	0%
2	2.5	Field Trips	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0%
2	2.8	Supplemental Instructional Materials and Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$77,000.00	0%
2	2.9	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	\$60,000.00	0%
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$235,494.00	0%
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,528.00	0%
2	2.14	Anti-Plagiarism Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,585.00	0%
2	2.18	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	\$459,011.00	0%
2	2.20	Increase College Readiness and Interest	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and	\$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	\$800,003.00	0%
2	2.22	Psychologists - Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$431,891.00	0%
2	2.23	Mental Health Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,540.00	0%
2	2.25	Translation Support - Personnel				All Schools	\$49,455.00	0%
2	2.32	Teachers on Special Assignment - Personnel	Yes	LEA-wide	English Learners	All Schools	\$467,428.00	0%
2	2.35	After School Tutoring for High-Needs Students - Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$296,829.00	0%
2	2.36	Bilingual Paraprofessional - Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Liberty High School	\$60,014.00	0%
2	2.37	College & Career Center Technicians - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, Liberty HS	\$296,829.00	0%
3	3.1	Bi-Lingual Parent Liaisons - Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Freedom HS, Heritage HS, and 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%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,036,211.00	\$26,327,312.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology - Infrastructure	No	\$50,000.00	\$544,642.00
1	1.2	Technology - IT Support Staff - Personnel	No	\$932,649.00	\$834,975.00
1	1.3	Technology - Classroom Equipment	No	\$1,135,000.00	\$1,232,077
1	1.4	Technology - Analytics Software	Yes	\$140,000.00	\$76,567.00
1	1.5	Facilities - Capital Facilities	No	\$4,600,000.00	\$12,320,883
1	1.6	Facilities - Personnel	No	\$118,132.00	\$118,132.00
1	1.7	Campus Climate - Student meetings - Personnel	Yes	\$103,537.00	\$105,398.00
1	1.8	Campus Climate - Student Programs	Yes	\$150,000.00	\$49,295.00
1	1.9	Attendance - Personnel	Yes	\$83,310.00	\$84,898.00
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	\$65,000.00	\$20,512.00
1	1.11	Staff Development - Social Media	No	\$10,000.00	\$0.00

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	\$2,000.00
1	1.13	Monitor LCAP Expenditures - Personnel	Yes	\$105,518.00	\$115,686.00
1	1.14	Campus Supervisor - Personnel	Yes	\$187,028.00	\$280,068.00
2	2.1	Staff Development - Personnel	No	\$575,606.00	\$575,606.00
2	2.2	Student Intervention and Recovery Programs	No	\$66,000.00	\$270,000.00
2	2.3	Intervention Classes - Personnel & Software	Yes	\$544,383.00	\$479,370.00
2	2.4	Study Hall - Personnel	Yes	\$469,383.00	\$688,910.00
2	2.5	Field Trips	Yes	\$25,000.00	\$10,398.00
2	2.6	Homework Help - Personnel	No	\$6,842.00	\$6,842.00
2	2.7	Instructional Materials: Textbooks and Supplies	No	\$1,000,000.00	\$1,122,771.00
2	2.8	Supplemental Instructional Materials and Supplies	Yes	\$100,000.00	\$39,476.00
2	2.9	Late Start Wednesdays - Personnel	No	\$305,000.00	\$305,000.00
2	2.10	Revise District Common Assessments - Personnel	Yes	\$15,000.00	\$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	\$60,000.00	\$23,971.00
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	\$235,494.00	\$224,541.00
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	\$55,528.00	\$55,528.00
2	2.14	Anti-Plagiarism Software	Yes	\$37,585.00	\$37,585.00
2	2.15	Technology for English Learner Classrooms	Yes	\$25,000.00	\$0.00
2	2.16	Teacher Recruitment	No	\$10,000.00	\$6,787.00
2	2.17	Provide support to Beginning Teachers (Induction) - Personnel	No	\$85,407.00	\$85,407.00
2	2.18	SAT/ACT/AP Support Programs	Yes	\$40,000.00	\$918.00
2	2.19	Increase College Readiness and Interest - Personnel	Yes	\$459,011.00	\$259,332.00
2	2.20	Increase College Readiness and Interest	Yes	\$12,000.00	\$12,000.00
2	2.21	Targeted Assistance Counselors - Personnel	Yes	\$800,003.00	\$851,076.00
2	2.22	Psychologists - Personnel	Yes	\$431,891.00	\$530,625.00
2	2.23	Mental Health Counseling Support	Yes	\$94,540.00	\$423,789.00
2	2.24	Suicide Prevention - Anti-Bullying Training	No	\$30,000.00	\$0.00

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	Yes	\$109,469.00	\$76,637.00
2	2.26	Transportation for EL students transferring to LHS		\$10,000.00	\$13,740.00
2	2.27	Professional Development for CTE teachers - Personnel	No	\$30,000.00	\$21,582.00
2	2.28	Continue CTE Courses - Personnel	No	\$2,237,493.00	\$2,237,493.00
2	2.29	Instructional Materials and Supplies for CTE courses	No	\$460,000.00	\$143,373.00
2	2.30	Curriculum Alignment with Community Colleges - Personnel	No	\$5,000.00	\$5,000.00
2	2.31	Student Leadership Experiences	No	\$10,000.00	\$10,000.00
2	2.32	Teachers on Special Assignment - Personnel	Yes	\$467,428.00	\$550,555.00
2	2.33	District Nurse - Personnel	No	\$142,324.00	\$146,173.00
2	2.34	Instructional Coaches - Personnel	No	\$662,425.00	\$673,918.00
2	2.35	After School Tutoring for High-Needs Students - Personnel	Yes	\$296,829.00	\$296,829.00
2	2.36	Bilingual Paraprofessional - Personnel	Yes	\$109,559.00	\$66,056
2	2.37	College & Career Center Technicians - Personnel	Yes	\$296,829.00	\$262,891.00

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	\$2,400.00
3	3.2	Parent Trainings and Workshops	Yes	\$18,000.00	\$3,600.00
3	3.3	Community Outreach	Yes	\$3,000.00	\$3,000.00
3	3.4	Community/Business Involvement on Campus	No	\$4,000.00	\$4,000.00

2023-24 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)
\$5,267,590.00	\$5,345,774.00	\$5,633,682.00	(\$287,908.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Technology - Analytics Software	Yes	\$70,000.00	\$76,567.00	0%	0.00%
1	1.7	Campus Climate - Student meetings - Personnel	Yes	\$103,537.00	\$112,169.00	0%	0.00%
1	1.8	Campus Climate - Student Programs	Yes	\$150,000.00	\$49,295.00	0%	0.00%
1	1.9	Attendance - Personnel	Yes	\$83,310.00	\$84,898.00	0%	0.00%
1	1.10	Staff Development - Diversity and Inclusion Training	Yes	\$65,000.00	\$20,512.00	0%	0.00%
1	1.13	Monitor LCAP Expenditures - Personnel	Yes	\$105,518.00	\$115,686.00	0%	0.00%
1	1.14	Campus Supervisor - Personnel	Yes	\$187,028.00	\$280,068.00	0%	0.00%
2	2.3	Intervention Classes - Personnel & Software	Yes	\$544,383.00	\$479,370.00	0%	0.00%
2	2.4	Study Hall - Personnel	Yes	\$469,383.00	\$668,910.00	0%	0.00%
2	2.5	Field Trips	Yes	\$25,000.00	\$10,398.00	0%	0.00%
2	2.8	Supplemental Instructional Materials and Supplies	Yes	\$77,000.00	\$39,476.00	0%	0.00%
2	2.10	Revise District Common Assessments - Personnel	Yes	\$15,000.00	\$15,000.00	0%	0.00%
2	2.11	Data Management System	Yes	\$60,000.00	\$23,971.00	0%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	Director of Curriculum and Instruction - Personnel	Yes	\$235,494.00	\$224,541.00	0%	0.00%
2	2.13	Assistant Superintendent of Educational Services - Personnel	Yes	\$55,528.00	\$55,528.00	0%	0.00%
2	2.14	Anti-Plagiarism Software	Yes	\$37,585.00	\$37,585.00	0%	0.00%
2	2.15	Technology for English Learner Classrooms	Yes	\$25,000.00	\$0.00	0%	0.00%
2	2.18	SAT/ACT/AP Support Programs	Yes	\$40,000.00	\$918.00	0%	0.00%
2	2.19	Increase College Readiness and Interest - Personnel	Yes	\$459,011.00	\$259,332.00	0%	0.00%
2	2.20	Increase College Readiness and Interest	Yes	\$12,000.00	\$12,000.00	0%	0.00%
2	2.21	Targeted Assistance Counselors - Personnel	Yes	\$800,003.00	\$851,076.00	0%	0.00%
2	2.22	Psychologists - Personnel	Yes	\$431,891.00	\$530,625.00	0%	0.00%
2	2.23	Mental Health Counseling Support	Yes	\$94,540.00	\$423,789.00	0%	0.00%
2	2.25	Translation Support - Personnel	Yes	\$49,455.00	\$76,637.00	0%	0.00%
2	2.32	Teachers on Special Assignment - Personnel	Yes	\$467,428.00	\$550,555.00	0%	0.00%
2	2.35	After School Tutoring for High-Needs Students - Personnel	Yes	\$296,829.00	\$296,829.00	0%	0.00%
2	2.36	Bilingual Paraprofessional - Personnel	Yes	\$60,014.00	\$66,056.00	0%	0.00%
2	2.37	College & Career Center Technicians - Personnel	Yes	\$296,829.00	\$262,891.00	0%	0.00%
3	3.1	Bi-Lingual Parent Liaisons - Personnel	Yes	\$8,008.00	\$2,400.00	0%	0.00%
3	3.2	Parent Trainings and Workshops	Yes	\$18,000.00	\$3,600.00	0%	0.00%
3	3.3	Community Outreach	Yes	\$3,000.00	\$3,000	0%	0.00%

2023-24 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)
\$96,088,842	\$5,267,590.00	0.06%	5.542%	\$5,633,682.00	0.000%	5.863%	\$0.00	0.000%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

California Department of Education
November 2023