



## 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"> <li>A. Providing a safe, secure, updated, clean environment,</li> <li>B. Creating opportunities to incorporate best practices and program successes,</li> <li>C. Fostering an atmosphere of respect and civility among all students, and</li> <li>D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.</li> </ul> <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"> <li>African American – 21%</li> <li>Hispanic or Latino – 18%</li> <li>Pacific Islander - 21%</li> <li>English Learners – 18%</li> <li>Students with Disabilities – 23%</li> <li>Foster Youth – 26%</li> <li>Homeless – 35%</li> <li>Socioeconomically</li> </ul>	<p>2020-21 LEA – 11%</p> <ul style="list-style-type: none"> <li>African American – 16%</li> <li>Hispanic or Latino – 14%</li> <li>Pacific Islander - 14%</li> <li>English Learners – 23%</li> <li>Students with Disabilities – 19%</li> <li>Foster Youth – 19%</li> <li>Homeless – 32%</li> <li>Socioeconomically Disadvantaged – 19%</li> </ul>	<p>2021-22 Source: Data Quest LEA – 28.9%</p> <ul style="list-style-type: none"> <li>African American – 35%</li> <li>Hispanic or Latino – 33%</li> <li>Pacific Islander - 33%</li> <li>English Learners – 40%</li> <li>Students with Disabilities – 44%</li> <li>Foster Youth – 56%</li> <li>Homeless – 56%</li> <li>Socioeconomically Disadvantaged – 41%</li> </ul>	<p>2022-23 Source: Data Quest LEA - 24.4%</p> <ul style="list-style-type: none"> <li>African American – 27.8%</li> <li>Hispanic or Latino – 28.2%</li> <li>Pacific Islander - 34.7%</li> <li>English Learners – 29%</li> <li>Students with Disabilities – 36%</li> <li>Foster Youth – 55.6%</li> <li>Homeless – 40.5%</li> <li>Socioeconomically Disadvantaged – 34.9%</li> </ul>	<ul style="list-style-type: none"> <li>LEA – 15%</li> <li>African American – 20%</li> <li>Hispanic or Latino – 17%</li> <li>Pacific Islander - 20%</li> <li>English Learners – 17%</li> <li>Students with Disabilities – 22%</li> <li>Foster Youth – 25%</li> <li>Homeless – 34%</li> <li>Socioeconomically Disadvantaged – 22%</li> </ul>

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"> <li>Foster Youth = 81.6%</li> </ul>

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"> <li>Foster Youth = 81% (11.9% lower).</li> <li>Homeless = 85.3% (7.6% lower).</li> <li>Students with Disabilities = 80.7% (12.2% lower).</li> <li>African American = 90% (2.9% lower).</li> <li>Native Hawaiian/Pacific Islander = 84.6% (8.3% lower).</li> </ul>	<ul style="list-style-type: none"> <li>Foster Youth = 73.3%</li> <li>Homeless = 80.6%</li> <li>Students with Disabilities = 80.7%</li> <li>African American = 89.8%</li> <li>Native Hawaiian/Pacific Islander = 85.7%</li> </ul>	<p>93.7%.</p> <ul style="list-style-type: none"> <li>Foster Youth = 80%</li> <li>Homeless = 84.5%</li> <li>Students with Disabilities = 80.4%</li> <li>African American = 91.3%</li> <li>Native Hawaiian/Pacific Islander = 90.9%</li> </ul>	<p>91.4%.</p> <ul style="list-style-type: none"> <li>Foster Youth = 81.8%</li> <li>Homeless = 75.8%</li> <li>Students with Disabilities = 77.6%</li> <li>African American = 89.1%</li> <li>Native Hawaiian/Pacific Islander = 81.3%</li> </ul>	<ul style="list-style-type: none"> <li>Homeless = 85.9%</li> <li>Students with Disabilities = 81.3%</li> <li>African American = 90.6%</li> <li>Native Hawaiian/Pacific Islander = 85.2%</li> </ul>
CA Dashboard Suspension Rates. (Priority 6A)	<p>2018-19 LEA – Yellow (4.2%), “Maintained” (-0.3%)</p> <ul style="list-style-type: none"> <li>African American – Red (10.5%), “Increased” (1.3%)</li> <li>Foster Youth – Red</li> </ul>	<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"> <li>African American – 10.9%</li> <li>Foster Youth – 6.5%</li> </ul>	<p>2022-23 Source: Data Quest</p> <p>LEA – 5.8%</p> <ul style="list-style-type: none"> <li>African American – 9.6%</li> <li>Foster Youth – 26.9%</li> </ul>	<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"> <li>Hispanic – Orange (5%) "Increased" (0.8%)</li> <li>Socioeconomically Disadvantaged – Orange (7.3%) "Increased" (0.6%)</li> </ul>	<ul style="list-style-type: none"> <li>African American – 0.3%</li> <li>Foster Youth – 2.6%</li> <li>Hispanic – 0.3%</li> <li>Socioeconomically Disadvantaged – 0.6%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic – 4.8%</li> <li>Socioeconomically Disadvantaged – 8.1%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic – 6.5%</li> <li>Socioeconomically Disadvantaged – 9.2%</li> </ul>	<ul style="list-style-type: none"> <li>African American – 9.5%</li> <li>Foster Youth – 19.9%</li> <li>Hispanic – 4%</li> <li>Socioeconomically Disadvantaged – 6.3%</li> </ul>
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"> <li>A. Meeting state and federal accountability measures.</li> <li>B. Demonstrating student proficiency in all content standards.</li> <li>C. Increasing percentage of students who are college ready and UC/CSU eligible.</li> <li>D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.</li> </ul> <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 &amp; 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"> <li>English Learners: Orange (57.9)</li> </ul>	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"> <li>English Learners: Orange (56.9 points below standard)</li> </ul>

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"> <li>Students with Disabilities: Orange (76.4 points below standard)</li> <li>African American: Yellow (13.6 points below standard)</li> <li>Homeless: Yellow (19 points below standard)</li> <li>Hispanic: Green (24.2 points above standard)</li> <li>Socioeconomically Disadvantaged: Green (10.1 points below standard)</li> </ul>	<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"> <li>All Students 64%</li> <li>English Learners 8% (56% below)</li> <li>Students with Disabilities 26% (38% below) <ul style="list-style-type: none"> <li>African American 55% (9% below)</li> <li>Homeless 50% (14% below)</li> <li>Hispanic 55% (9% below)</li> <li>Socio-Ec. Disadvantaged 53% (11% below)</li> </ul> </li> </ul>	<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"> <li>Students with Disabilities: Orange (75.4 points below standard)</li> <li>African American: Yellow (12.6 points below standard)</li> <li>Homeless: Yellow (18 points below standard)</li> <li>Hispanic: Green (25.2 points above standard)</li> <li>Socioeconomically Disadvantaged: Green (9.1 points below standard)</li> </ul>

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)	<p>2018-19 All Students – Green (43.4 points below standard)</p> <ul style="list-style-type: none"> <li>English Learners – Orange (132.1 points below standard)</li> <li>Students with Disabilities – Orange (161.4 points below standard)</li> <li>African American – Yellow (101.8 points below standard)</li> <li>Hispanic – Yellow (71.2 points below standard)</li> <li>Homeless – Yellow (102.3 points below standard)</li> <li>Two or More Races – Yellow (49.4</li> </ul>	<p>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:</p> <p>Student Group % Met or Exceeded All Students 42%</p> <p>English Learners 16% (26% below)</p> <p>Students with Disabilities 10% (32% below)</p> <p>African American 31% (11% below)</p> <p>Hispanic 35% (7% below)</p> <p>Homeless 20%</p>	<p>2021-22 Student Groups:</p> <p>All Students: Low (86.1 points below standard)</p> <p>English Learners: Very Low (168.8 points below standard)</p> <p>Students with Disabilities: Very Low (188.3 points below standard)</p> <p>African American: Very Low (135.3 points below standard)</p> <p>Homeless: Very Low (155.8 points below standard)</p> <p>Hispanic: Low (108.9 points below standard)</p> <p>Socioeconomically Disadvantaged: Very Low (128.8 points below standard)</p>	<p>2022-23 Student Groups:</p> <p>All Students: Yellow (72 points below standard)</p> <p>English Learners: Orange (165.2 points below standard)</p> <p>Students with Disabilities: Orange (179.2 points below standard)</p> <p>African American: Orange (116.2 points below standard)</p> <p>Homeless: Orange (138.7 points below standard)</p> <p>Hispanic: Orange (110.2 points below standard)</p> <p>Socioeconomically Disadvantaged: Orange (121.2 points below standard)</p>	<p>All Students – Green (42.4 points below standard)</p> <ul style="list-style-type: none"> <li>English Learners – Orange (131.1 points below standard)</li> <li>Students with Disabilities – Orange (160.4 points below standard)</li> <li>African American – Yellow (100.8 points below standard)</li> <li>Hispanic – Yellow (70.2 points below standard)</li> <li>Homeless – Yellow (101.3 points below standard)</li> <li>Two or More Races – Yellow (48.4</li> </ul>

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

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"> <li>Socioeconomically Disadvantaged – 33.8%</li> </ul>	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged – 27%</li> </ul>	
Percentage of students who have successfully completed CTE courses from approved pathways (Priority 4C)	2019-20 <ul style="list-style-type: none"> <li>All Comprehensive Site: 31.5%</li> <li>FHS: 30.2%</li> <li>HHS: 33%</li> <li>LHS: 31.4%</li> </ul>	2020-21 <ul style="list-style-type: none"> <li>All Comprehensive Site: 32%</li> <li>FHS: 31%</li> <li>HHS: 33%</li> <li>LHS: 31%</li> </ul>	2021-22 <ul style="list-style-type: none"> <li>Overall (3 Comprehensive Sites): 18.3%</li> <li>FHS: 10.2%</li> <li>HHS: 19.7%</li> <li>LHS: 30.7%</li> </ul>	2022-23 <ul style="list-style-type: none"> <li>Overall (3 Comprehensive Sites): 23.4%</li> <li>FHS: 11.7%</li> <li>HHS: 27.1%</li> <li>LHS: 39.1%</li> </ul>	<ul style="list-style-type: none"> <li>All Comprehensive Site: 32.1%</li> <li>FHS: 30.8%</li> <li>HHS: 33.6%</li> <li>LHS: 32%</li> </ul>
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"> <li>Overall (3 Comprehensive Sites): 11.6%</li> <li>FHS: 10.2%</li> <li>HHS: 13.1%</li> <li>LHS: 11.3%</li> </ul>	2020-21 <ul style="list-style-type: none"> <li>Overall (3 Comprehensive Sites): 15.1%</li> <li>FHS: 8.3%</li> <li>HHS: 20.4%</li> <li>LHS: 22.9%</li> </ul>	2021-22 Per California Dashboard: <ul style="list-style-type: none"> <li>Overall (3 Comprehensive Sites): 14.9%</li> <li>FHS: 6.3%</li> <li>HHS: 15.9%</li> <li>LHS: 22.4%</li> </ul>	2022-23 Per California Dashboard: <ul style="list-style-type: none"> <li>Overall (3 Comprehensive Sites): 15.6%</li> <li>FHS: 7.1%</li> <li>HHS: 19.3%</li> <li>LHS: 26.7%</li> </ul>	<ul style="list-style-type: none"> <li>Overall (3 Comprehensive Sites): 12.2%</li> <li>FHS: 10.8%</li> <li>HHS: 13.7%</li> <li>LHS: 11.9%</li> </ul>
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"> <li>LUHSD: 49.1% Medium</li> </ul>	2022-23 Source: Dashboard <ul style="list-style-type: none"> <li>LUHSD: 49.1% Medium</li> </ul>	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"> <li>• LUHSD: 23% Proficient</li> <li>• FHS: 18%</li> <li>• HHS: 44%</li> <li>• IHS: N/A (less than 11 students)</li> <li>• LHS: 26%</li> <li>• LPHS: 4%</li> </ul>	<ul style="list-style-type: none"> <li>• FHS: 40.6% Low</li> <li>• HHS: 48.9% Medium</li> <li>• IHS: N/A (less than 11 students)</li> <li>• LHS: 56.8% High</li> <li>• LPHS: 57.9% Low</li> </ul>	<ul style="list-style-type: none"> <li>• FHS: 56.4% Very High</li> <li>• HHS: 48.3% Medium</li> <li>• IHS: N/A (less than 11 students)</li> <li>• LHS: 45.4% Low</li> <li>• LPHS: 29.4% (no color less than 35 students)</li> </ul>	
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"> <li>• African American – 60%</li> <li>• Hispanic or Latino – 71%</li> <li>• SED – 71%</li> <li>• ELs – 57%</li> <li>• Students with Disabilities – 52%</li> </ul>	<ul style="list-style-type: none"> <li>• African American – 53%</li> <li>• Hispanic or Latino – 51%</li> <li>• SED – 52%</li> <li>• ELs – 57%</li> <li>• Students with Disabilities – 60%</li> </ul>	<ul style="list-style-type: none"> <li>• African American – 60.6%</li> <li>• Hispanic or Latino – 53.4%</li> <li>• SED – 59.4%</li> <li>• ELs – 0%</li> <li>• Students with Disabilities – 59.4%</li> </ul> <ul style="list-style-type: none"> <li>• African American: 60.6% (3.6% below the district average)</li> <li>• Hispanic or Latino: 53.6% (5.4% below the district average)</li> <li>• Native Hawaiian/Pacific Islander: 66.7% (31.5% below the district average)</li> <li>• Socioeconomically</li> </ul>	<ul style="list-style-type: none"> <li>• African American – 53%</li> <li>• Hispanic or Latino – 54%</li> <li>• SED – 52.8%</li> <li>• ELs – 28.6%</li> <li>• Students with Disabilities – 62.2%</li> </ul>	<ul style="list-style-type: none"> <li>• African American – 61%</li> <li>• Hispanic or Latino – 54.5%</li> <li>• SED – 56%</li> <li>• ELs – 58%</li> <li>• Students with Disabilities – 53%</li> </ul>

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"> <li>All Students - ELA: 69.3%, Math: 36.5%</li> <li>English Learners - ELA: ELA 11%, Math: 0%</li> <li>Economically Disadvantaged - ELA 56%, Math: 19.3%</li> <li>Homeless - ELA: 46.9%, Math: 15.6%</li> <li>Students with Disabilities - ELA: 20.1%, Math: 5.6%</li> </ul>	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"> <li>All Students - ELA: 64%, Math: 42%</li> <li>English Learners -</li> </ul>	2021-22 <ul style="list-style-type: none"> <li>All Students - ELA: 57%, Math: 23%</li> <li>English Learners - ELA: ELA 5%, Math: 1%</li> <li>Economically Disadvantaged - ELA 37%, Math: 3%</li> <li>Homeless - ELA: 34%, Math: 5%</li> <li>Students with Disabilities - ELA: 14%, Math: 3%</li> </ul>	2022-23 Source CAASPP/ETS <ul style="list-style-type: none"> <li>All Students - ELA: 62.4%, Math: 28.1%</li> <li>English Learners - ELA: ELA 10.1%, Math: 1%</li> <li>Economically Disadvantaged - ELA 47.2%, Math: 14.4%</li> <li>Homeless - ELA: 33.34%, Math: 13.3%</li> <li>Students with Disabilities - ELA: 18.7%, Math: 6.63%</li> </ul>	<ul style="list-style-type: none"> <li>All Students - ELA: 69.9%, Math: 37.1%</li> <li>English Learners - ELA: ELA 11.6%, Math: 0.6%</li> <li>Economically Disadvantaged - ELA 56.6%, Math: 19.9%</li> <li>Homeless - ELA: 47.5%, Math: 16.2%</li> <li>Students with Disabilities - ELA: 20.7%, Math: 6.2%</li> </ul>

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"> <li>Economically Disadvantaged - ELA 53%, Math: 29%</li> <li>Homeless - ELA: 50%, Math: 20%</li> <li>Students with Disabilities - ELA: 26%, Math: 10%</li> </ul>			
<b>Course Access:</b> 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%	Advanced Placement: 6% CTE: 32%	College Prep: 99% Advanced Placement: 2% CTE: 33%	College Prep: 93.2% Advanced Placement: .6% CTE: 32.5%	Advanced Placement: 5% CTE: 37%
	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth
	College Prep: 93% Advanced Placement: 7% CTE: 48%	College Prep: 96% Advanced Placement: 4% CTE: 35%	College Prep: 82% Advanced Placement: 3% CTE: 27%	College Prep: 75.0% Advanced Placement: 5.0% CTE: 30.0%	College Prep: 93% Advanced Placement: 8% CTE: 49%
	Homeless	Homeless	Homeless	Homeless	Homeless
	College Prep: 99% Advanced Placement: 13% CTE: 39%	College Prep: 98% Advanced Placement: 28% CTE: 47%	College Prep: 95% Advanced Placement: 12% CTE: 47%	College Prep: 91.2% Advanced Placement: 2.2% CTE: 39.6%	College Prep: 99% Advanced Placement: 14% CTE: 40%
	Students with Disabilities	Students with Disabilities	Students with Disabilities	Students with Disabilities	Students with Disabilities
	College Prep: 88% Advanced Placement: 4% CTE: 37%	College Prep: 100% Advanced Placement: 31% CTE: 48%	College Prep: 84% Advanced Placement: 2% CTE: 35%	College Prep: 86.6% Advanced Placement: 0.4% CTE: 34.4%	College Prep: 88% Advanced Placement: 5% CTE: 38%
California School Dashboard College Career Indicator (Priority 8A)	2018-19 All Students – Yellow: 49% prepared • African American –	2020-21 Due to the COVID-19 pandemic, state law has suspended the reporting of state	Data unavailable for 2021-22.	2022-23 All Students: 43.9% prepared	All Students – Yellow: 50% prepared • 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"> <li>• English Learners – Orange: 20% prepared</li> <li>• Homeless – Orange: 20% prepared</li> <li>• Two or More Races – Orange: 51% prepared</li> <li>• Students with Disabilities – Orange: 10% prepared</li> </ul>	<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"> <li>• African American – 29% Prepared (26% below)</li> </ul>		<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"> <li>• English Learners – Orange: 21% prepared</li> <li>• Homeless – Orange: 21% prepared</li> <li>• Two or More Races – Orange: 52% prepared</li> <li>• Students with Disabilities – Orange: 11% prepared</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• English Learners – 20% Prepared (35% below)</li> <li>• Homeless – 36% prepared (19% below)</li> <li>• Two or More Races – 58% prepared (3% above)</li> <li>• Students with Disabilities – 11% (44% below)</li> </ul>			
<p>SAT Participation. (Priority 8A)</p>	<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"> <li>• African American – 17</li> <li>• Hispanic or Latino – 30</li> <li>• SED – 22</li> <li>• SwD – 3</li> </ul>	<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"> <li>• African American – 36</li> <li>• Hispanic or Latino – 33</li> <li>• SED – 24</li> <li>• SwD – 6</li> </ul>	<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"> <li>• African American – 72</li> <li>• Hispanic or Latino – 122</li> <li>• SED – 94</li> <li>• SwD – 7</li> </ul>	<p>LEA All Students participation: 868</p> <ul style="list-style-type: none"> <li>• African American – 62</li> <li>• Hispanic or Latino – 240</li> <li>• SED – 206</li> <li>• SwD – 24</li> <li>• EL – 3</li> </ul>

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

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

## 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"> <li>A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.</li> <li>B. Expanding parent involvement.</li> <li>C. Increasing communication and collaboration with our business and community organizations.</li> </ul> <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>
<p>How the school district will promote parental participation in programs for unduplicated students and students with exceptional needs. (Priority 3B, 3C).</p>	<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>
<p>Annual Parent Survey - Parent participation in survey (Priority 3A, B, C).</p>	<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](mailto: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  
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