Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Honda-Pescadero Unified School District</td>
<td>Amy Wooliever</td>
<td><a href="mailto:amyw@lhpusd.com">amyw@lhpusd.com</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(650) 879-0286</td>
</tr>
</tbody>
</table>

Plan Summary [2021-22]

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

La Honda-Pescadero Unified School District (LHPUSD) is a small, rural district serving 300 PreK- 12th grade students at three school sites. Geographically large, sparsely populated, LHPUSD occupies the southwestern corner of San Mateo County and draws from over 160 square miles. LHPUSD schools are diverse: 65% of students are Latino or other ethnicities

The demographics of each school varies:
- Pescadero Elementary: 88% Latino, 11% Caucasian
- Pescadero Middle School: 69% Latino/ 28% Caucasian and 3% other
- Pescadero High School: 69% Latino/ 27% Caucasian/ 2% other
- La Honda Elementary: 10% Latino, 85% Caucasian and 5% other
LHPUSD is a Basic Aid/Community Funded district with a projected unduplicated count of 62% for the 2021-2022 year. The high per pupil expenditure, supported by Basic Aid funding, compensates for the high cost of running a small district with multiple schools, including a comprehensive high school program, with a full array of a-g courses for 80 students. Consolidation of elementary schools has been studied in the past and deemed not practical due to the geographical distances between schools. Consolidation of the two Pescadero campuses is currently being discussed.

In 2020-2021 LHPUSD operated in the following formats:
100% distance learning with learning hubs
Hybrid
In-person learning

In August 2020, the CZU August Lightning Complex Fire caused the district to close to all in-person and distance learning for 8 school days due to 100% of our residents under fire evacuation orders.

Many programs and support services have been put in place to close the achievement gap in LHPUSD including:
- Extended year K-8 (additional 24 days of school during the summer)
- All-day and longer year prek in Pescadero and La Honda
- Increased designated ELD support in small groups as well as large group instruction
- Professional development and coaching for teachers
- Computer-adaptive formative assessments and benchmarks
- Home visiting and parent engagement activities
- Community outreach positions: Community Liaison and Community Engagement Coordinator

EARLY LEARNING INITIATIVE:
In 2013 LHPUSD identified early learning services as critical to closing the achievement gap. Citing research that a significant vocabulary gap persists between children from middle/high income and children in poverty, LHPUSD partnered with Puente de la Costa Sur, a local community-based organization, to expand services for our very youngest children, the 0-5 population.
The initiative is steeped in the belief that every child deserves a strong start. With the goal of building stronger foundational skills and language in the home, key tenets of the Initiative include:
10 week parent engagement and advocacy education, Abriendo Puertas, for parents of children from 0-3 (adapted in 2020-2021 to shorter series and on zoom due to pandemic)
5 week Raising a Reader + Family Nights for parents of children in Prek-3rd grade (suspended in 2020-2021 due to pandemic)
Expanded prek year and day- from 176 days in 2014 to 233 days in 2018 (days were shortened in 2020-2021 due to pandemic)
Parent Coop for children 18 months to 36 months (suspended in 2020-2021 due to pandemic)
Ages and Stages Questionnaire (ASQ) Screening for all preschool and Coop students
Steering Committee meetings on a quarterly basis (only one meeting held in 2020-2021 due to pandemic)
Child care provider training for community child care providers (West Ed PITC- this has been completed)
This partnership between the school district and Puente uses a blended funding model of private and public funding and invests time, expertise and services with the goal of preventing the achievement gap at the earliest stage.

In 2015, LHPUSD was selected to participate in The Big Lift, a partnership with San Mateo County Office of Education, San Mateo County and the Silicon Valley Community Foundation. LHPUSD and Puente de la Costa Sur, a local community-based organization, applied as community partners. The Big Lift supports LHPUSD with expanded preschool services, summer interventions for K-3 students, family engagement supports with the goal of increasing the percentage of students performing at grade level in English Language Arts.

Big Lift has a significant impact on our early learning program:

Increased prek instructional time from 3 hours/day to 6.5 hours day
Increased prek days from 176 days to 233 days
Added a part-time language specialist to the prek program

SCHOOL CLIMATE:

LHPUSD discipline data shows low suspension rates at all three schools with the last expulsion occurring in 2007. In 2017, in response to California Healthy Kids Data showing lowered rates of "belongingness" LHPUSD staff convened a Climate Assembly developing the following mission statement and purpose: “The Climate Assembly will serve as an open space for conversation related to how we can develop and nurture inclusive, equitable school spaces where students, parents and teachers feel a strong sense of belongingness.” The Climate Assembly has met regularly (less frequently in 2020-2021) to discuss school and societal structures which impede student voice and choice in their learning, their school and their community. Tackling such topics as unconscious bias, equity, cultural humility, the Prussian education model, active listening and the role that trauma plays in how students respond in the classroom, the Climate Assembly has served an important role in shifting our school climate to a more responsive system. In January 2021, the Board of Trustees approved an equity action plan which puts students first and both affirms and continues the work of the Climate Assembly. As a first step in the action plan, the district will conduct an external equity audit in the Spring/Summer 2021.

COLLEGE AND CAREER
Each year between 30-70% of our students are accepted to a four-year university. Students and families have access to the following college guidance services in both English and Spanish:

College guidance through the school guidance department
IDEA program which provides a schedule of academic guidance in grades 10-12 in partnership with Puente de la Costa Sur
Universal PSAT for all 10th and 11th grade students at no cost to the student
College Board accounts for all 10th-12th grade students
Onsite SAT testing access

LOW CLASS SIZES AND STUDENT-TEACHER RATIOS
LHPUSD students enjoy low class sizes and student to teacher ratios.
1 teacher to 12.55 students (not including Special Education staff)

A low student teacher ratio is due to the economic reality of providing a comprehensive high school course list for a small student population and to keep combinations at K-5 from exceeding 2 grade levels (except for TK/K/1). To offer a full a-g course load, class sizes drop below 10 in some lab science and advanced math courses.

API is not calculated at this time.
LHPUSD has a 0% expulsion rate as calculated using the method described on LCAP and Annual Update Appendix. When homeless students are identified, action is taken to ensure that available services are accessible and specifically offered to caregivers and students as needed.

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

Review of the California School Dashboard is incomplete for the 2020 school year due to COVID-19 and the suspension of many of the academic indicators. The following data is regarded as reliable and while not published on the CA Dashboard is available for public view.
Graduation Rate: LHPUSD made tremendous progress with graduation rate in 2020 with 100% of 4-year cohort students graduating. That means that all students who entered in 9th-12th grade were graduates.
Suspension Rate: LHPUSD continued progress towards lowering suspension rate with only 0.9% of students suspended in 2019-2020.

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

Review of the California School Dashboard is incomplete for the 2020 school year due to COVID-19 and the suspension of many of the academic indicators. The following data is regarded as reliable and while not published on the CA Dashboard is available for public view.
Enrollment: LHPUSD declined for the 2nd straight year.
- 316 in 2018-2019
- 306 in 2019-2020
- 275 in 2020-2021

From 3/14/2020 to the present an additional 14 students have enrolled in LHPUSD schools for the first time. Families moving out of the area and student transfers to schools outside of the district were leading causes for the enrollment decline.
The 2019 Dashboard identifies Chronic Absenteeism (absent for more than 10% of the school year) in the "red" category. Absences were monitored during the 2020-21 year but were complicated by distance learning. Home visits were made to students not attending and chronically absent students were required to attend at the Remote Learning Centers for more in-person support.

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

The LHPUSD LCAP reflects the goals set by the Board of Trustees in January 2021 and the priority areas established by the District Budget Committee. Goals 1 and 2 are newly developed as a result of stakeholder input with Goal #3 remaining the same from the 2019-2020 LCAP. The three (3) goals of the LCAP meet the following priorities as established:
- **Goal 1:** School connectedness and inclusion- Priorities: 3, 5 and 6
- **Goal 2:** Systems and communication
- **Goal 3:** College and career readiness- Priorities: 1, 2, 4, 7 and 8

**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.

| NA |

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

| NA |

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

| NA |
# Stakeholder Engagement

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

Deviating from the traditional stakeholder input process of in-person meetings with varying stakeholder groups, LHPUSD adapted to pandemic times and utilized the following systems for stakeholder input to the 2020-2021 LCAP:

**Board Meetings- Goal Setting**
- January 19, 2020 (goals)
- February 11, 2021 (goals and budget study)
- March 11, 2021 (goals)
- April 15, 2021 (goals)
- May 13, 2021 (goals)
- June 2, 2021 (presentation of draft LCAP goals/actions/services)
- June 15, 2021 (Public Hearing)
- June 24, 2021 (Budget/LCAP consideration of approval)

**Budget Stakeholder Committee- Parents, students, community members, Puente de la Costa Sur and staff**
The Budget Committee convened to review current district data, identify gaps and prioritize services and actions. Recommendations were developed on May 6. Weekly notice was given to all district stakeholders with invitation to attend. Jamboard was posted on the district website after each meeting. Spanish interpretation was provided at all meetings.
- April 15, 2021
- April 22, 2021
- April 29, 2021
- May 6, 2021

Goals/Actions and Services were sent to members of this committee for feedback on May 24, 2021 and all documents posted on the district website.

**Leadership Team**
Principals, CBO and Superintendent
- March 23, 2021
- April 16, 2021
- April 23, 2021
- May 19, 2021
- May 25, 2021

**Staff Presentation of Goals/Actions/Services**
- June 1, 2021
Weekly Notices
LCAP information was sent to all families through the Superintendent newsletters. Parents were also called by the Community Team to increase representation of parents of unduplicated pupils.
April 2, 2021 (Budget Committee Info)
April 16, 2021 (Budget Committee Info)
April 30, 2021 (Budget Committee Info)
May 21, 2021 (summary of priority areas and draft goals)
May 28, 2021 (goals)

SELPA:
March 24, 2021
June 11, 2021

A summary of the feedback provided by specific stakeholder groups.

Budget Committee developed a list of prioritized areas of focus:
- Promote Biliteracy
- Amplify Student Voice
- Engage Families
- Analyze Data for Success
- Provide high quality literacy and math interventions

Representatives of DELAC participated in the Budget Committee and provided the following prioritized areas of focus:
- Promoting biliteracy through providing Spanish instruction for all students and changing the way we label English Learners from "EL" to "bilingual"
- More interventions for students who are behind grade level

Board goals were established in the following areas on January 19th, 2021:
- Equity and Inclusion
- Communication
- Infrastructure
- Effective teaching and learning

These focus areas were discussed and prioritized by the board and Budget Committee. Input of actions/services was also gathered. The goals are listed with corresponding focus areas gathered through the stakeholder input process.
#1 Confront and dismantle systemic educational inequities through the development of systems which embrace inclusion, value
multilingualism, and respond to cultural and linguistic needs of our students and families.

Focus Areas:
- Promote biliteracy (Budget Committee)
- Engage families (Budget Committee)
- Equity (Board goal)
- Amplify student voice (Budget Committee)

#2 Ensure LHPUSD has a system in place to monitor and communicate progress towards meeting LCAP goals.
Focus Areas:
- Data (Budget Committee)
- Communication (Board goal)

#3 Provide high quality classroom instruction and curriculum promoting college and career readiness, with academic interventions to eliminate barriers to student success.
Focus Areas:
- Quality Math intervention (Budget Committee)
- Quality Literacy Interventions (Budget Committee)
- Curriculum (Board goal)

Specific stakeholder groups in the budget committee gave the following specific feedback:
Parents: Data, family engagement, communication, promote biliteracy
Staff: Class size, quality interventions, student voice
Parent Advisory Committee: Promote biliteracy, data systems
English Learner: Promote biliteracy, family engagement, communication, student voice

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

Goal 1 and Goal 2 are new goals in 2021-2022 that were influenced and developed by stakeholder input as mentioned in the above section. Goal #3, the academic goal remained the same. Stakeholder input prioritized the following areas of focus which provided direct influence to new goals (#1 and #2) and put out through the district channels of communication for review.

Goal 1 Influence:
Promote Biliteracy (Budget Committee)
Amplify Student Voice (Budget Committee)
Engage Families (Budget Committee)
Equity and Inclusion (Board goal)
Goal 2 Influence
- Analyze Data for Success (Budget Committee)
- Communication (Board goal)

Goal 3 Influence
- Provide high quality literacy and math interventions (Budget Committee)
- Curriculum (Board goal)
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Confront and dismantle systemic educational inequities through the development of systems which embrace inclusion, value multi-lingualism, and respond to socio-economic, cultural and linguistic needs of our students and families.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

School connectedness refers to an academic environment in which students believe that adults in the school care about their learning and care about them as individuals. Researcher Robert Blum articulates the relationship between school connection and student academic success in his 2005 document, School Connectedness, The Value of Connections, "School connectedness is the belief by students that adults in the school care about their learning and about them as individuals. Students are more likely to succeed when they feel connected to school. Critical requirements for connectedness include high academic rigor and expectations coupled with support for learning and positive adult-student relationships, and physical and emotional safety.

Stakeholder input provided the rationale for developing this goal. Over the course of four sessions, stakeholders expressed the desired outcomes:

- Hire a diverse teaching staff
- Develop increased student voice
- Continue to transform schools to one that centers equity and social justice across all stakeholders
- Reframe the way English Learners are perceived. Don't label EL kids as "behind"

Klem and Connell (2004) provide a frightening statistic in this regard, noting that

By high school, as many as 40 to 60 percent of all students—urban, suburban, and rural—are chronically disengaged from school.

The actions and services in this plan are developed to create a more inclusive experience for our students and families.

Measuring and Reporting Results
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
</table>
| Staff reflection of student cultural background | Source of Data: Staff records  
Year 2020-2021  
Certificated Staff: 23% bicultural and/or bilingual  
Classified Staff: 50% bicultural and/or bilingual  
Total: 35% of staff bicultural and/or bilingual  
Student: 65% bilingual and/or bicultural         |                |                |                | New hires:  
100% culturally competent as defined by local measures  
75% are bicultural and/or bilingual               |
| School Climate-Student Engagement             | Source: CHKS 2018  
96% of 7th grade students rate school connectedness at high to moderate  
83% of 9th grade students rate school connectedness at high to moderate  
100% of 11th grade students rate school connectedness at high to moderate  
School Environment/Caring Adults 2018          |                |                |                | CHKS 2023  
96% of 7th grade students rate school connectedness at high to moderate  
90% of 9th grade students rate school connectedness at high to moderate  
100% of 11th grade students rate school connectedness at high to moderate  
School Environment/Caring Adults 2023          |
<table>
<thead>
<tr>
<th>Metric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>School Climate-Parent Engagement</td>
<td>Source: School District records 2019-2020 December- June 1 consistent communication/week from each school-newsletter</td>
<td></td>
<td></td>
<td>3 consistent communications/week</td>
<td>85% of 7th grade students report (high to moderate) that there are caring adults at school 94% of 9th grade students report (high to moderate) that there are caring adults at school. 90% of 11th grade students report (high to moderate) that there are caring adults at school.</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Source: Dataquest 2019-2020 100%</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Pupil Suspension Rates</td>
<td>Source: Dataquest 2019-2020 0.9%</td>
<td></td>
<td></td>
<td>Less than 2%</td>
<td></td>
</tr>
<tr>
<td>Pupil Expulsion Rate</td>
<td>Source: Dataquest 0%</td>
<td></td>
<td></td>
<td>0%</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>Source: Dataquest 2018-2019 16% Data for 2019-2020 and 2020-2021 impacted by COVID school closures</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Honor of Biliteracy</td>
<td>Source: School records 2019-2020 20% State Seal of Biliteracy</td>
<td></td>
<td></td>
<td></td>
<td>50% of graduating class</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attract and retain a staff reflective of our students and families.</td>
<td>Revise and adopt hiring policies which attract and encourage and create a more diverse and equitable pool of candidates. Revise and adopt hiring policies which attract and encourage candidates which embrace the concepts of performance-based education systems.</td>
<td>$1,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Professional learning for staff</td>
<td>a)Provide professional learning opportunities for all staff to implement strategies which promote and honor multilingualism in the classroom. b) Continue to provide professional learning opportunities for all staff in community building, implicit bias, trauma and restorative practices to strengthen student's feeling of connectedness. c)Provide professional learning opportunities for grading for equity</td>
<td>$26,455.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>--------------</td>
</tr>
</tbody>
</table>
| 3       | Academic language support | a) Fund a bilingual position to support native Spanish speakers strengthen their home language and support native English speakers learn Spanish.  
b) Promote State Seal of Biliteracy  
c) Analyze curriculum documents, for evidence of support for culturally responsive teaching to level the playing field and assure equal access to content and programming. (Equity Audit) | $55,724.00   | No           |
| 4       | Equity and School Climate | a) Contract with Insight Education to conduct a district-wide equity audit.  
b) Implement recommendations of the Equity Audit. Cost to be determined.  
c) Administer the California Healthy Kids Survey to students in grades 5,7,9,11  
d) Conduct a research-based student and family perception survey that collects feedback data for teachers and school administrators. | $22,500.00   | No           |
| 5       | Engage families | a) Continue funding Community Liaison and Community Engagement Coordinator  
b) Convene Parent Councils at each site to hear, reflect and respond to parent feedback and strengthen home-school connection.  
c) Convene a quarterly district-wide Parent Council to hear, reflect and respond to parent feedback and strengthen home-district connection.  
d) Create venues of inclusion for all families (ie exhibition evenings) | $168,128.00   | Yes          |
| 6       | Student Voice | a) Recruit and support a student advisory to the LHPUSD Board of Trustees  
b) Conduct training for members of the Associated Student Body  
c) Pilot individual learning plans for a subset of students to be determined by staff advisory | $0.00        | No           |
<table>
<thead>
<tr>
<th>Action #</th>
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<th>Contributing</th>
</tr>
</thead>
</table>
| 7       | Ethnic Studies Curriculum       | a) Provide curriculum and professional development  
b) Provide meeting and collaboration time  
c) Fund curriculum development            | $7,414.00   | No           |

**Goal Analysis [2021-22]**

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

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

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

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

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

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

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

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

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

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Ensure LHPUSD has a system in place to monitor and communicate progress towards meeting LCAP goals.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

"If you can't measure it, you can't manage it," a quote attributed to management specialist, Peter Drucker, is as applicable to education as to business. School accountability dashboards in place at the state level lack the ability to provide formative data to which schools can respond and react.

The following stakeholder input provided the rationale for LHPUSD to develop this goal:

- Develop a consistent set of measures to track by teachers and district personnel
- Develop a data dashboard to measure progress towards goals
- Utilize a consistent pre and post survey system
- Develop an organizational culture of appreciation for feedback and learning from failure
- Develop a consistent communications plan

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
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<th>Year 3 Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Data Analysis</td>
<td>0% metrics are measured and tracked through a local dashboard. Data Profiles are maintained by principal</td>
<td></td>
<td></td>
<td></td>
<td>100% dashboard management accesible to teachers and principal</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Source 2020-2021 Professional Development Plan</td>
<td></td>
<td></td>
<td></td>
<td>100% of teachers engaged in professional learning</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>0 % of teachers engaged in professional learning related to data management, communication strategy and use of feedback</td>
<td></td>
<td></td>
<td></td>
<td>related to data management, communication strategy and use of feedback</td>
<td></td>
</tr>
<tr>
<td>Long-term outcomes</td>
<td>0% metrics to measure long-term district outcomes</td>
<td></td>
<td></td>
<td></td>
<td>Two metrics established and a monitoring system in place to track graduate outcomes Years 1, 3, 5 out of high school</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 1         | Data analysis | a) Fund a consultant to support the identification of quality metrics and develop a tracking plan (digital or manual dashboard) to track progress in the following areas:  
  • Social Emotional  
  • Academics  
  • Family engagement  
  • Student engagement  
  • Equity and inclusion  
 b) Establish individual baselines using diagnostic assessments  
 c) Utilize formative assessments as a measurement of student progress  
 d) Use individual assessment results as an input into individual learning plans  
 e) Implement an LMS and pilot real time access to individual goals | $50,000.00       | No           |
<table>
<thead>
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</tr>
</thead>
</table>
| 2       | Professional Learning        | a) Provide professional learning opportunities for staff to utilize formative and summative data to improve student outcomes.  
b) Provide professional learning opportunities in the use of communication tools at the class/school/district level  
c) Provide professional learning opportunities to staff in how to use stakeholder feedback to achieve stronger school outcomes. | $22,688.00    | No           |
| 3       | Long-term outcomes           | Develop set of metrics and method for data collection of long-term outcomes- 1, 3 and 5 years out of high school.                                                                                             | $0.00         | No           |
| 4       | Communicating outcomes       | Fund the development of a communication strategy to consistently report long and short-term outcomes to stakeholders through a variety of communication tools.                                                   | $30,186.00    | No           |

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

### Goal

<table>
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<tr>
<th>Goal #</th>
<th>Description</th>
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<tbody>
<tr>
<td>3</td>
<td>Provide high quality classroom instruction and curriculum promoting college and career readiness, with safe learning space and academic interventions to eliminate barriers to student success.</td>
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</table>

An explanation of why the LEA has developed this goal.


### Measuring and Reporting Results

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<td>Math Progress</td>
<td>Source: Dataquest 2019 43 % of students proficient on the SBAC in ELA (2019) 7% of EL students proficient on the SBAC in ELA (2019) 31% of Low SES students proficient on the SBAC in ELA (2019) 31% of students proficient on the SBAC in MATH (2019) 4% of EL students proficient on the SBAC in MATH (2019) 20% of Low SES students proficient on the SBAC in MATH (2019)</td>
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<td>English Language Arts Progress</td>
<td>Source: Dataquest 2019 43 % of students proficient on the SBAC in ELA (2019) 7% of EL students proficient on the SBAC in ELA (2019)</td>
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<td>31% of Low SES students proficient on the SBAC in ELA (2019)</td>
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<tr>
<td>Broad Course of Study</td>
<td>100% of students have access to a broad course of study</td>
</tr>
<tr>
<td>Post-Secondary Outcomes</td>
<td>Source: Dataquest 2019-20 60 % meet UC/CSU a-g requirements</td>
</tr>
<tr>
<td>Broad Course of Study</td>
<td>Source: CA Dashboard 2019 27% 12th graders participate in college level coursework</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>1</td>
<td>Base Program</td>
<td>Base Program</td>
<td>$4,556,853.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Literacy Intervention</td>
<td>1) Fund certificated teachers to provide small and large group reading intervention at all sites 2) Implement community tutoring program</td>
<td>$164,729.00</td>
<td>Yes</td>
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</table>
| 3       | Math Intervention           | a) Fund certificated teachers to provide small and large group math intervention.  
b) Implement community math tutoring                                                                                                           | $68,934.00  | No           |
| 4       | Curriculum                  | a) Form a subcommittee of board and staff members to discuss district viability to review and reform learning program  
b) Identify next steps                                                                                                                           | $0.00       | No           |
| 5       | College and Career          | a) Engage with Sacramento County Office of Education to access virtual CTE courses in Technology, Sports Medicine and Culinary for PHS students  
b) Fund staff to develop a documented K-12 master guidance plan incorporating:  
   - K-5 exposure experiences  
   - 6-8 exposure + personal learning experiences  
   - 9-12 comprehensive college and career planning  
c) Expand 9-12 master schedule to allow for more elective and AP class offerings                                                                 | $47,000.00  | No           |
<p>| 6       | Advanced coursework         | a) Incorporate expanded AP and Career Tech coursework into individual student plans                                                                                                                       | $1,500.00   | No           |
| 7       | Technology Enhancement      | Provide Tier 1 site license for online computer applications (Lexia, Dreambox, RazKids) to address ELA and Math individualized learning.                                                                  | $16,479.00  | No           |</p>
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| 8       | Summer Programming                         | a) Provide five (5) week summer programming for K-5  
b) Provide Valdes Math Institute summer programming for 6-8th grade  
c) Provide extended day for Valdes students before and after Valdes programming  
d) Provide summer learning options and credit recovery for 9th-12th grade students | $166,509.00    | Yes          |
| 9       | Special Ed Programming                     | Students with Individualized Learning Plans will be taught in the Least Restrictive Environment (LRE) utilizing push in and pull-out supports.                                                              | $665,542.00    | No           |
| 10      | Collaboration and Prep Time for K-5 Teachers | a) Garden Instruction  
b) Music Instruction  
c) Science Instruction                                                                                                                          | $138,332.00    | No           |
| 11      | Physical Education for students            | Fund 1.8 FTE PE teachers to provide quality physical education for all K-12                                                                                                                               | $238,761.00    | No           |
| 12      | Maintain Small Class Sizes                 | Fund 1.5 FTE K-5 teachers over the ratio to maintain small class sizes for COVID recovery.                                                                                                                   | $175,782.00    | No           |
| 13      | Technology Capacity                        | a) Fund replacement/repair of damaged student chromebooks  
b) Ensure all teachers have access to computer, projector and document camera to integrate technology into teaching and learning.  
c) Fund contract for IT services                                           | $35,350.00     | No           |
Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

<table>
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<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
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<tbody>
<tr>
<td>13.57%</td>
<td>$406,897</td>
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The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1- Recruit and support a student advisory to the LHPUSD Board of Trustees
(1) The needs of Foster youth, English learners and low-income students are considered through formalizing the process for students to be involved in school governance thus broadening opportunity. (2) This action is effective in meeting Goal 1 for foster youth, English Learners and low-income students by providing an advisory representative of all voices in our schools.

Goal 1- Conduct training for members of the Associated Student Body
(1) The needs of Foster youth, English learners and low-income students are considered through providing a universal training for all students which establishes common norms for all and develops leadership. (2) This action is effective in meeting Goal 1 for foster youth, English Learners and low-income students by providing greater access for students to be included in school governance.

Goal 2- Fund a consultant to support the identification of quality metrics and develop a tracking plan (digital or manual dashboard) to track progress in the following areas:

- Social Emotional
- Academics
- Family engagement
- Student engagement
- Equity and inclusion
(1) The needs of Foster youth, English learners and low-income students are considered through the development of a system which will accurately and efficiently track metrics as related to sub-groups. (2) This action is effective in meeting Goal 2 for foster youth, English...
Learners and low-income students by providing the data necessary to make meaningful decisions to provide targeted services to foster youth, English learners and low-income students to increase student connectedness, identify and break down systemic barriers to student achievement.

Goal 2- Provide professional learning opportunities for staff to utilize formative and summative data to improve student outcomes.  
(1) The needs of Foster youth, English learners and low-income students are considered through providing teachers the opportunity for professional learning in maximizing the use of data to personalize learning.  (2) This action is effective in meeting Goal 2 for foster youth, English Learners and low-income students by providing teachers with the tools to personalize learning to remove systemic barriers to student achievement.

Goal 2- Provide professional learning opportunities in the use of communication tools at the class/school/district level  
(1) The needs of Foster youth, English learners and low-income students are considered through providing teachers the opportunity for professional learning in efficient and effective ways to communicate with parents particularly parents who speak a language other than English.  (2) This action is effective in meeting Goal 2 for foster youth, English Learners and low-income students by providing teachers with the communication tools to increase inclusion and belongingness through the sharing of information.

Goal 2- Provide professional learning opportunities to staff in how to use stakeholder feedback to achieve stronger school outcomes.  
(1) The needs of Foster youth, English learners and low-income students are considered through providing teachers the opportunity for professional learning in efficient and effective ways to gather input from stakeholders resulting in stronger inclusion of students and parents particularly those stakeholders traditionally left out of school governance for a variety of reasons  (2) This action is effective in meeting Goal 2 for foster youth, English Learners and low-income students by providing teachers with the communication tools to increase inclusion and belongingness through the use of information to strengthen school outcomes.

Goal 2- Develop set of metrics and method for data collection of long-term outcomes- 1, 3 and 5 years out of high school.  
(1) The needs of Foster youth, English learners and low-income students are considered through the collection of long-term outcome data which inform change to achieve stronger long-term outcomes for these groups.  (2) This action is effective in meeting Goal 2 for foster youth, English Learners and low-income students by providing staff with the data necessary to evaluate the impact of district programs on the whole student.

Goal 2- Fund the development of a communication strategy to consistently report long and short-term outcomes to stakeholders through a variety of communication tools.  
(1) The needs of Foster youth, English learners and low-income students are considered through providing district staff with effective and culturally relevant tools to effectively engage all stakeholders in the educational system.  (2) This action is effective in meeting Goal 1 for foster youth, English Learners and low-income students by providing services to strengthen systems.

Goal 3- Convene a Curriculum Board Advisory composed of staff to advise a Math and ELA curriculum alignment study  
b) Conduct curriculum alignment study
c) Conduct interviews with potential curriculum network partners
(1) The needs of Foster youth, English learners and low-income students are considered through conducting a curriculum alignment study to evaluate the current academic platform for efficacy across all student groups but particularly unduplicated pupils.  (2) This action is effective in meeting Goal 3 for foster youth, English Learners and low-income students by researching and interviewing experts to support implementation of best educational pedagogy and practices across all student groups but particularly unduplicated pupils.

Goal 3- Engage with Sacramento County Office of Education to access virtual CTE courses in Technology, Sports Medicine and Culinary for PHS students
(1) The needs of Foster youth, English learners and low-income students are considered through expansion of opportunity for Career Tech Education not currently available onsite.  (2) This action is effective in meeting Goal 3 for foster youth, English Learners and low-income students by providing opportunities to learn life skills, learn a trade and/or find direction for post secondary learning.

Goal 3- Fund staff to develop a documented K-12 master guidance plan incorporating:
  - K-5 exposure experiences
  - 6-8 exposure + personal learning experiences
  - 9-12 comprehensive college and career planning
(1) The needs of Foster youth, English learners and low-income students are considered through conducting a curriculum alignment study to evaluate the current academic platform for efficacy across all student groups but particularly unduplicated pupils.  (2) This action is effective in meeting Goal 3 for foster youth, English Learners and low-income students by researching and interviewing experts to support implementation of best educational pedagogy and practices across all student groups but particularly unduplicated pupils.

Goal 3-Expand 9-12 master schedule to allow for more elective and AP class offerings
(1) The needs of Foster youth, English learners and low-income students are considered through expansion of opportunity of Advanced Placement not currently available.  (2) This action is effective in meeting Goal 3 for foster youth, English Learners and low-income students by providing opportunities to access broader course offerings on site rather than as a concurrently enrolled student which requires a car and a drivers license which are barriers for some students.

Goal 3- K-5 additional course offerings/broad course of study
Garden Instruction
Music Instruction
Science Instruction
Fund 1.8 FTE PE teachers to provide quality physical education for all K-12
(1) The needs of Foster youth, English learners and low-income students are considered through expansion of course offerings as well as the provision of collaboration time for teachers to design lessons with differentiation for their learners.  (2) This action is effective in meeting Goal 3 for foster youth, English Learners and low-income students by providing broader course offerings and exposure to meet academic and college and career outcomes.
Goal 3-Technology Support
a) Fund replacement/repair of damaged student chromebooks
b) Ensure all teachers have access to computer, projector and document camera to integrate technology into teaching and learning.
c) Fund contract for IT services

(1) The needs of Foster youth, English learners and low-income students are considered through expansion of opportunity for technology access which is not available in all homes due to location of home or the socio-economic status of families. (2) This action is effective in meeting Goal 3 for foster youth, English Learners and low-income students by providing equal access to technology necessary to meet academic and college and career outcomes.

Goal 1- Engage families
a) Continue funding Community Liaison and Community Engagement Coordinator
b) Convene Parent Councils at each site to hear, reflect and respond to parent feedback and strengthen home-school connection.
c) Convene a quarterly district-wide Parent Council to hear, reflect and respond to parent feedback and strengthen home-school connection.
d) Create venues of inclusion for all families (ie exhibition evenings)

What are the unique needs of the unduplicated groups for the listed actions? The parents of unduplicated pupils can lack access to school personnel due to home language or work schedule.

How do the listed actions address the unique needs of unduplicated pupils? Providing bilingual communication support and multiple venues for voices to be heard will provide more access for parents of unduplicated pupils.

How do the listed actions help unduplicated pupil groups achieve the associated measurable outcome for the related goal? The listed actions support parent engagement in the schools.

How was it determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils? The list of actions were selected based on the balance of passive and active strategies for engaging parents in the schools. The direct outreach of action (a) ensures that parents of unduplicated pupils can receive direct communication from a variety of methods. Actions (b) and (c) allow the school to engage in a "listening" campaign to hear parent needs directly from parents and action (d) provides an opt in space for parents to learn more about what their children are doing in school.

(1) The needs of Foster youth, English learners and low-income students are considered through the maintaining of bilingual community staff to provide timely communication and outreach through a variety of methods tailored to the specific needs of families. Communication to parents/guardians of students who are foster youth, English Learners and low-income students often requires phone calls, home visits or visits to the place of business in addition to flyers and/or electronic communication. (2) These actions are effective in meeting Goal 3 for foster youth, English Learners and low-income students by providing more personalized access for families to engage with the schools.

Goal 3-Literacy Intervention
a) Fund certificated teachers to provide small and large group reading intervention at all sites
b) Implement community tutoring program

What are the unique needs of the unduplicated groups for the listed actions? Academic/literacy needs of unduplicated pupils.

How do the listed actions address the unique needs of unduplicated pupils? Literacy support for English Learners
How do the listed actions help unduplicated pupil groups achieve the associated measurable outcome for the related goal? These actions are academic interventions which support student success. How was it determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils? Student assessment data was used to determine the need for literacy intervention.

(1) The needs of Foster youth, English learners and low-income students are considered through providing additional instructional resources to students who are performing below grade level and providing more community support for unduplicated pupils. (2) These actions are effective in meeting Goal 3 for foster youth, English Learners and low-income students by providing more academic intervention and specialized instruction to support the academic needs of unduplicated pupils.

Goal 3- Summer Programming
a) Provide five (5) week summer programming for K-5
b) Provide Valdes Math Institute summer programming for 6-8th grade
c) Provide extended day for Valdes students before and after Valdes programming
d) Provide summer learning options and credit recovery for 9th-12th grade students

What are the unique needs of the unduplicated groups for the listed actions? Academic needs of unduplicated pupils and need for quality supervision during summer months. How do the listed actions address the unique needs of unduplicated pupils? Actions support extended learning and provides families with child care support during summer months. How do the listed actions help unduplicated pupil groups achieve the associated measurable outcome for the related goal? These actions are academic interventions which support student success. How was it determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils? Student assessment data was used to determine the need for extended learning time.

(1) The needs of Foster youth, English learners and low-income students are considered through the provision of extended summer learning opportunities at all grade levels which support students and families through both academic intervention and supervision of children of working parents during the summer months. (2) These actions are effective in meeting Goal 3 for foster youth, English Learners and low-income students by providing strong academic and social emotional support during the summer months when children of working parents can lack quality supervision and can experience "summer slide" when academic progress is stunted.

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

LHPUSD is funded by property tax revenue in a Basic Aid model and not dependent on LCFF funding calculations.
Based on LCFF calculations, LHPUSD is required to account for the $406,897 estimated supplemental and concentration grant allocation to strengthen services for students in the unduplicated count. Both existing and new services support the goals identified by district

Improved and Increased Services:
Support for academic Spanish language to promote biliteracy and strengthen home language skills as well as support English only students in attaining Spanish.
Development of Ethnic Studies course to provide students with culturally competent curriculum.
Implementation of an external equity audit by Insight Education.
Development of new hiring policies to attract and retain a culturally and linguistically diverse staff.
Implementation of professional learning opportunities for staff in grading for equity, multilingualism and the use of data and communication tools.
Fund Community engagement and liaison personnel.
Fund 2 teachers over the ratio to maintain small class sizes in TK-5th grade.
Continue funding professional development for staff in the areas of school climate- implicit bias, trauma, community building and restorative practices.
Fund additional Math and Literacy Intervention teachers to provide pull out and push in interventions.
Expand summer learning opportunities Prek- 8th grade and high school geometry to full day for 5-7 weeks.
## Total Expenditures Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>All</td>
<td>Attract and retain a staff reflective of our students and families.</td>
<td>$4,989,666.00</td>
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<td>$164,729.00</td>
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<td>3</td>
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<td>All</td>
<td>Math Intervention</td>
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<td>Curriculum</td>
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### Totals:

<p>| Total Personnel | $5,724,119.00 |
| Total Non-personnel | $935,747.00 |</p>
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<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
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<tbody>
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### Contributing Expenditures Tables

<table>
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<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
<th>Total Funds</th>
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<tr>
<td><strong>Total:</strong></td>
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<tr>
<td><strong>LEA-wide Total:</strong></td>
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<tr>
<td><strong>Limited Total:</strong></td>
<td>$0.00</td>
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<tr>
<td><strong>Schoolwide Total:</strong></td>
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<td>$166,509.00</td>
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<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
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<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Income</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Literacy Intervention</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$1,000.00</td>
<td>$164,729.00</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Income</td>
<td></td>
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<tr>
<td>3</td>
<td>8</td>
<td>Summer Programming</td>
<td>Schoolwide</td>
<td>English Learners</td>
<td>All Schools</td>
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<td>$166,509.00</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Income</td>
<td></td>
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</table>
Annual Update Table Year 1 [2021-22]

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

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Total Planned Expenditures</th>
<th>Total Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals:</th>
<th>Planned Expenditure Total</th>
<th>Estimated Actual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions

Plan Summary
Stakeholder Engagement
Goals and Actions
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance**: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

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

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

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

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

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

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

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

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

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.
Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:
- **Metric:** Indicate how progress is being measured using a metric.

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

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

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

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

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.
Timeline for completing the “Measuring and Reporting Results” part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2022–23</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2023–24</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2024–25</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

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

#### Requirements and Instructions
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.
**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school...
climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
- **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 K-5), as appropriate.

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

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.

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

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

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

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

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