

Learning Forward: Building Bolder



Local Control and Accountability Plan (LCAP) Annual Mid-Year Update Supplemental Update

Hacienda La Puente Unified School District
Report to the Board of Education
Regular Board Meeting
February 24, 2022



Timeline	Educational Partners Engagement & LCAP Development Process
October	<ul style="list-style-type: none"> Evaluate LCAP Year 1 progress & begin needs assessment based on LCAP metrics & goals Identify continuing and new LCAP Advisory Committee Members & convene LCAP Advisory Committee Seek educational partners' input for additional Concentration add-on funds
November - December	<ul style="list-style-type: none"> Focus on and seek input based on needs assessment data to determine modifications or propose new goals, actions & services LCAP Survey for educational partners' input
January	<ul style="list-style-type: none"> Continue educational partners' input process & align continuing & emerging priorities with Governor's Budget LCAP Survey for educational partners' input continues
February - March	<ul style="list-style-type: none"> Present an update on the 2021-22 Annual Update Supplement and Budget Overview for Parents at a BOE Meeting by February 28 Continue seeking LCAP priorities based on consultation with educational partners & community, and continue budget alignment process Continue Year 1 implementation and reflect on progress toward goals
April	<ul style="list-style-type: none"> LCAP Advisory Committee drafts proposals for LCAP Year 2 continuing/expanding priorities Present draft LCAP to DAC & DELAC for review & comment
May	<ul style="list-style-type: none"> Superintendent responds to DAC and DELAC comments in writing Incorporate feedback from educational partner groups into draft LCAP and refine LCAP goals, actions and strategies Revise & finalize draft LCAP & annual update Align SPSAs to LCAP goals, priorities, actions
June	<ul style="list-style-type: none"> Provide public notice: Opportunity to comment on draft LCAP Finalize draft LCAP following Governor's May budget revision Public Hearing (LCAP and budget) LCAP & budget provided for Board approval by June 30

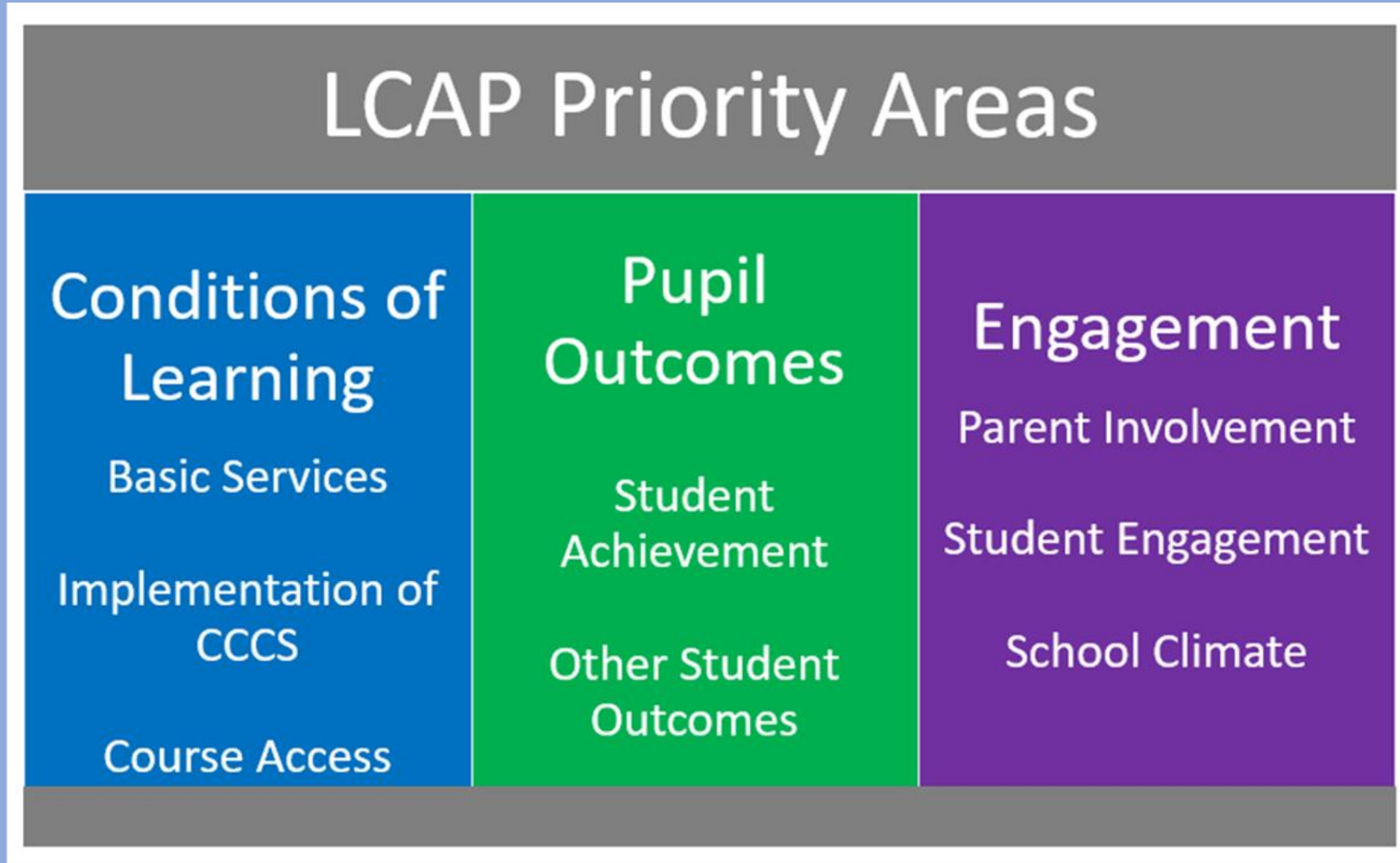


LCAP MID-YEAR ANNUAL UPDATE


- Supplement to the Annual Update
- Budget Overview for Parents
- Outcome Data and Metrics
- Expenditures and Implementation



Annually Develop & Refine LCAP
Meaningful educational partners' engagement
Address 8 State Priorities



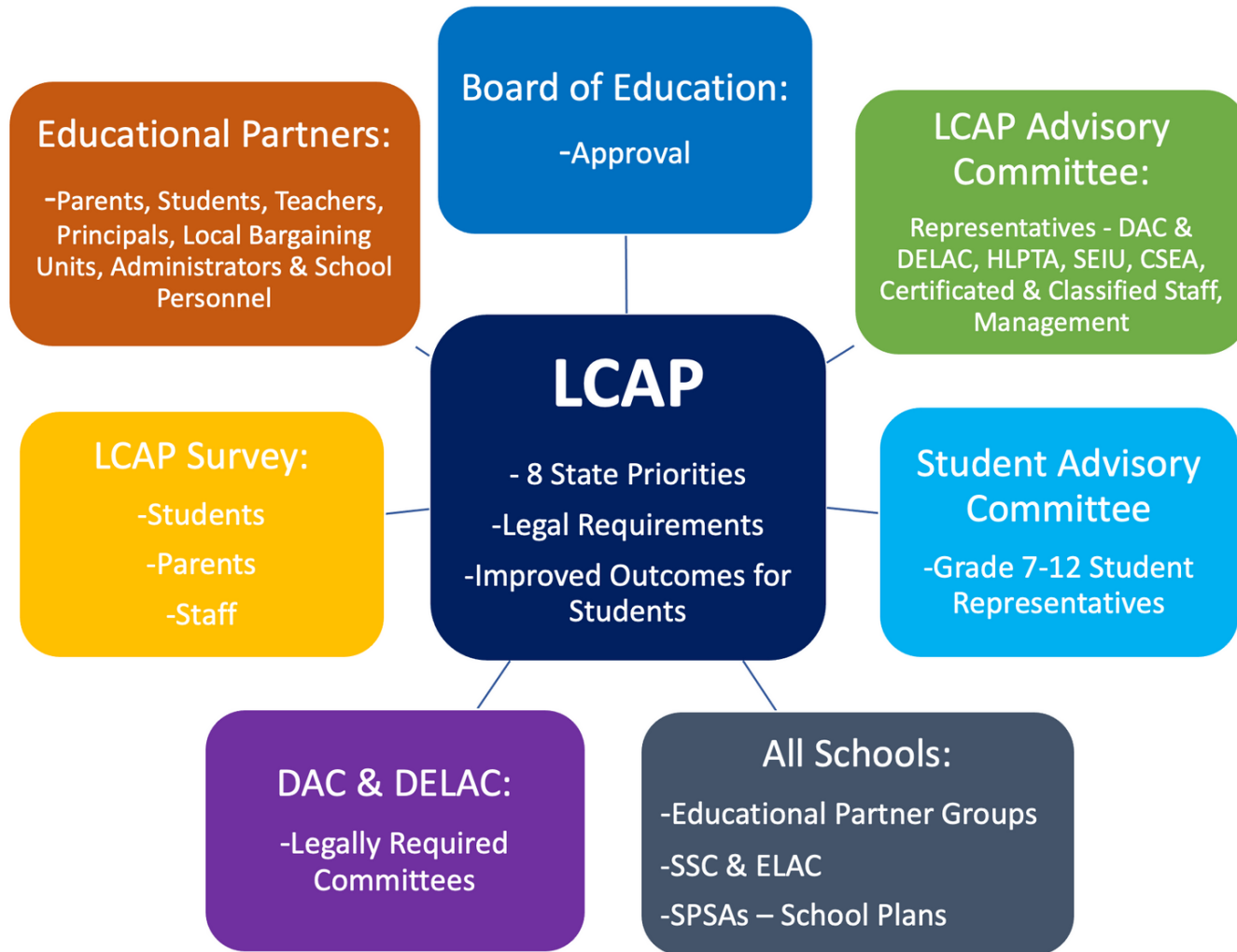
HLPUSD LCAP Educational Partners Engagement Process



HACIENDA LA PUENTE
UNIFIED SCHOOL DISTRICT

**LOCAL CONTROL
ACCOUNTABILITY PLAN
COMMUNITY SURVEY**
Nov. 30- Dec. 19. 2021

Seeking feedback from students
(grades 7-12), staff and parents/guardians.



BUDGET ACT OF 2021



- \$3.8 million Additional Concentration Grant Funds
- Ongoing engagement with educational partners
 - LCAP Campaign, LCAP Survey & Pulse Surveys
 - DAC, DELAC, and LCAP Advisory Committee input
Oct/Nov 2021
- Based on input, actions and strategies developed

Budget Overview for Parents

- HLPUSD LCAP & Budget approved June 24, 2021
- State budget act not complete
- The adopted state budget included additional funds
- \$3,693,827 increase in concentration grant funds

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$ 197,456,279.00	\$ 201,292,106.00
LCFF Supplemental/ Concentration Grants	\$ 39,392,038.00	\$ 43,085,865.00

LCAP Funding & Alignment

Budget Act Funds of 2021 and ESSER III Funds

- Supplemental instruction and support to identified students
- Accelerate progress to close the achievement gap
- Integrate mental health services & counseling supports
- Tiered support for academic, social-emotional, and other services
- Facility improvements



ESSR III Funds

LCAP & Expenditure Plan



- Successes:
 - Elementary summer program 2021: funded through 2024
 - Accessibility to laptop access both at school & home
 - Five Student Support Counselors hired to implement Multi-tiered Systems of Support
 - Expansion of programs, i.e. Speech & Debate & C-STEM
- Challenges:
 - Supply issues related to installing new and upgraded ventilation systems
 - Workforce shortages: difficult to fill the TOSA positions, Family Services Specialist positions, and the Student Support Counselor positions

Direct Services to Students

Supplemental LCFF S & C Funding Recommendations



Bilingual Instructional Aides

EL TOSA to work with Bilingual IA's, Students, & Progress Monitor

Elementary Counselors increased as listed in LCAP

Itinerant Teachers for Performing Arts & HS Computer Science

Site Supervision Aides increased at TK- 8th Grade schools

Classified Hours to extend homework time



HLPUSD ESSER III Funds LCAP & Expenditure Plan

HVAC Upgrades

Elementary Summer
School 2021 through
2024; Supplemental
afterschool programs

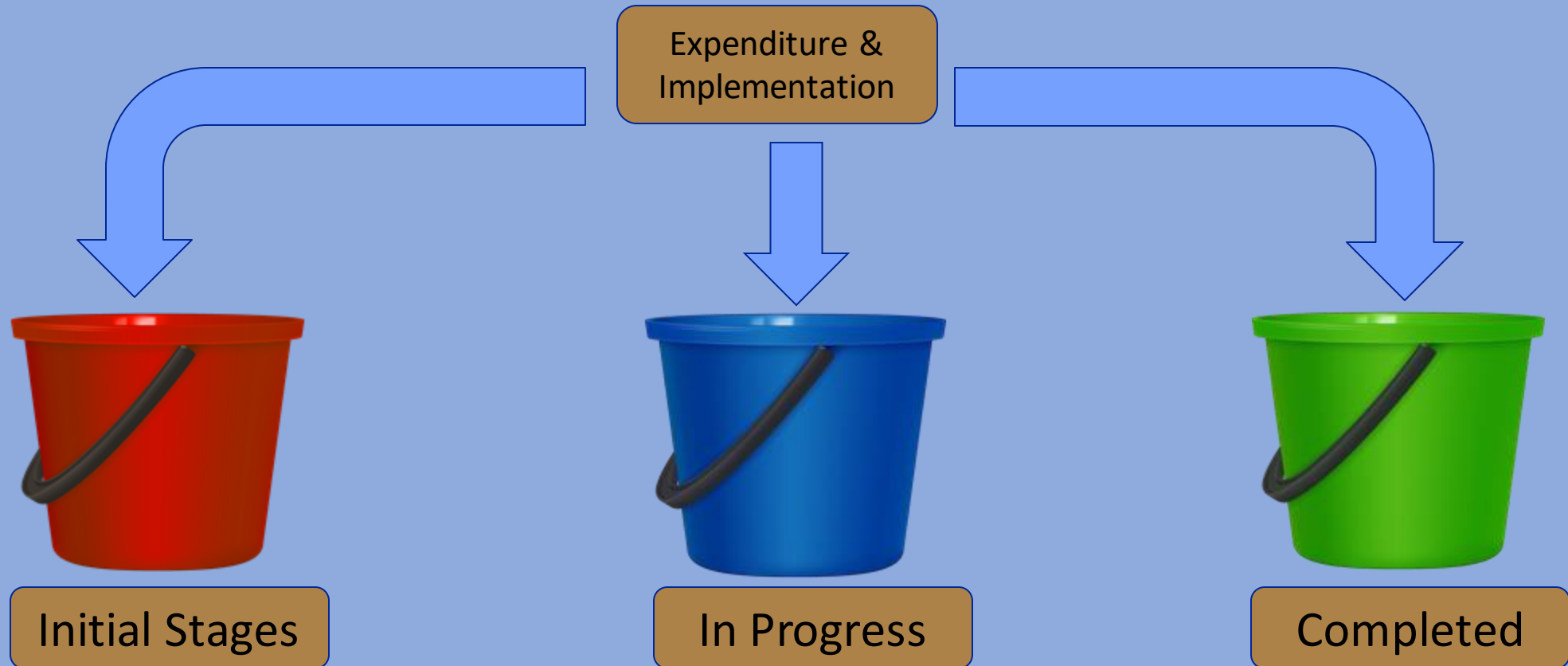
Educational
Technology
Laptops
Hotspots

Teachers on Special
Assignment (TOSA)-
Dual Immersion &
Literacy Support

Family Services
Specialists

Student Support
Counselors

Mid-year LCAP Expenditures & Implementation



LCAP Goals/Actions reflect expenditures through January 31, 2022.

2021-2022 Impact Considerations

- Challenges for 3-Year LCAP Plan
 - Staffing
 - Substitute Shortages
 - Safety Protocols
 - Student Absences

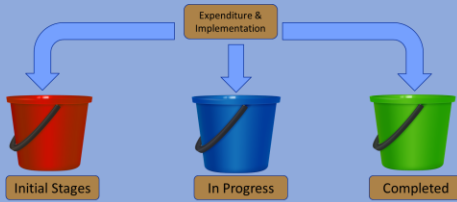


CONDITIONS OF LEARNING



GOAL 1

All students, Pre-K through 12, including low income, English learners, and foster youth, will have access to effective and equitable conditions of learning and safe learning environments that ensure their preparedness for college and career upon graduation.



Goal 1 Conditions of Learning:

Basic Services, Implementation of CA Standards, Course Access

Planned Expenditures Total: \$ 89,680,254

Mid-Year Expenditures \$39,128,528

- ✓ Support services for highly qualified teachers
- ✓ Core instructional materials and textbooks
- ✓ Improve, maintain and repair school facilities
- ✓ Support services for facilities modernization
- ✓ District departments and services
- ✓ Network and technology services
- ✓ Establish Department for Innovative Instructional Technology
- ✓ Transportation services, food services, insurance & utilities
- ✓ Districtwide CA Academic Standards Implementation Plan
 - Professional development plan, including differentiated PD
 - Technology integration
 - PD to support English Learners and ELD
- ✓ Schools' SPSA Actions/Services to support state academic standards implementation and academic achievement, including supports for low income, English Learners, foster youth

- ✓ Reduce combination classes with additional FTE teachers
- ✓ College & Career Readiness:
 - STEAM, PLTW, CCGI, align CCR & graduation requirements, dual enrollment, access to Honors/AP, CCR counseling, subsidize exams, A-G course alignment, signature programs
- ✓ Expand Career Technical Education (CTE) pathways
- ✓ Middle School & High School Counselors
- ✓ Master schedule and course equity including access for English Learners & foster youth toward graduation
- ✓ Long Term EL plan for reclassification & graduation requirements
- ✓ State Seal of Biliteracy & State Seal of Civic Engagement
- ✓ Schools' SPSA Actions/Service for increased access to courses, CCR, guidance counseling

STUDENT OUTCOMES



GOAL 2

All students, Pre-K-12, including low income, English learner, and foster youth, will meet or exceed expected academic performance outcomes to ensure their preparedness for college and career upon graduation.

GOAL 2 Metrics*

All students, Pre-K-12, including low income, English learner, and foster youth, will meet or exceed expected academic performance outcomes to ensure their preparedness for college and career upon graduation.

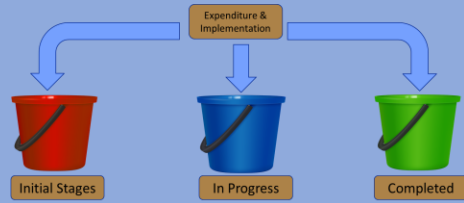


Student Outcomes are monitored through a variety of metrics such as

- Math & ELA Performance Levels
- ELCAP & Reclassification
- Promotion & Graduation Rates
- Attendance Rates
- Expulsion/Suspension Rate
- College and Career Readiness Indicators



*LCAP Metrics are presented as an appendix to this report.



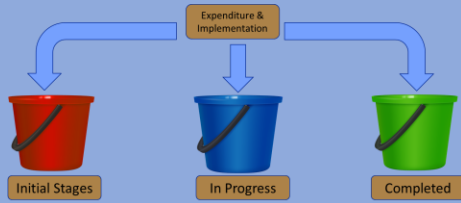
Goal 2 Student Outcomes:

Student Achievement, Other Student Outcomes

Planned Expenditures Total: \$ 160,963,044

Mid-Year Expenditures \$71,673,874

- ✔ Districtwide Teachers and Substitutes
- ✔ Reduce class size grades TK-3 and 9
- ✔ Supplemental District TOSAs, support staff, program supports, and PD to increase/improve student achievement
 - Mathematics, ELA-ELD, Technology, History-Social Science, Science, VAPA, Dual Immersion, Librarian
- ✔ Districtwide PD to improve student achievement:
 - Mathematics, ELA, ELD, History Social Science, NGSS, VAPA, CTE, content areas, technology, MTSS & intervention
 - Differentiation for ELs, special needs, at-promise, and GATE students
 - District Interim Assessments and new data management system
- ✔ Elementary, Middle and High School Curriculum Committees – all content areas
- ✔ Title I, Title II, Title III, Title IV programs supplemental services
- ✔ College & Career Readiness programs and supports:
 - STEAM, PLTW, CCGI, Vocational Technology, Signature Programs
- ✔ CTE Pathways
- ✔ Special Education Programs & Services
- ✔ Early Childhood Education Programs
- ✔ Migrant Education Program
- ✔ English Learner supports and services
- ✔ Expand UC Davis C-STEM Program & New Pedagogies for Deep Learning (NPDL)



Goal 2 Pupil Outcomes (cont.):

Student Achievement, Other Student Outcomes

Planned Expenditures Total: \$ 160,963,044

Mid-Year Expenditures \$71,673,874

✓ Schools' SPSA Actions/Services to increase student achievement

- Supports and services for low income, English Learners, foster youth
- TOSAs, support staff, Teacher collaboration, PLCs, PD
- MTSS, intervention programs, technology

✓ English Learner supports and services

✓ Strengthen CTE Pathways to include Certificates & Internships

✓ PD for subject area teachers

✓ Promote 21st Century learning & skills:

- Growth mindset, performance tasks, critical thinking & problem solving, real world application, Project Based Learning (PBL), Six C's

✓ Expand Academic Multi-Tiered System of Supports (MTSS) for differentiated support

✓ California Healthy Kids Survey

✓ District Technology Plan

✓ Strengthen Dual Language Immersion Program

✓ Schools' Science Olympiad additional supports, per SPSA

✓ Schools' SPSA Actions/Services for increased/improved access and supports for low income, English Learner, foster youth:

- Electives, content courses, PE, IB, Signature programs, AP, CTE, STEAM, VAPA, technology

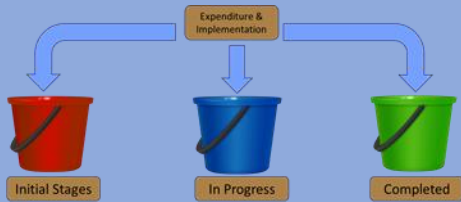
✓ VAPA integration supports to schools

PARENT & FAMILY ENGAGEMENT



GOAL 3

All students and parents, including low income, English learner, and foster youth, will be actively and purposefully engaged in school and learning, provided within positive learning environments that promote emotional safety and school connectedness to ensure all students' preparedness for college and career upon graduation.



Goal 3 Engagement:

Parent Involvement, Student Engagement, School Climate

Planned Expenditures Total: \$ 14,451,203

Mid-Year Expenditures \$4,767,726

- ✔ Districtwide supports for parent involvement
 - School and District parent decision-making committees (SSC, ELAC, DAC, DELAC)
 - Parent University Symposium, CAFE, Aeries Parent Portal
 - Equity & Access partnership with local agencies for parent workshops
- ✔ Family Services Specialists
- ✔ Schools' SPSA parent involvement and parent education activities
 - Parent decision making, events, parent education opportunities
 - Fingerprinting, babysitting, translation
- ✔ Guidance and Counseling staff and services (MS & HS)
- ✔ After School Programs, Credit Recovery Programs
- ✔ Electives Programs per schools' master schedules:
 - Band, choir, drama, art, journalism, STEAM, robotics, etc.
- ✔ Teen Workshop Series & Summit - focus on life skills, social-emotional & mental health
- ✔ Schools' SPSA Actions/Services for increasing student engagement & attendance, including supports for low income, English Learners, foster youth
- ✔ Department of Police & Safety and School Safety Plans
- ✔ Student & Family Services including PD, support & staff training for MTSS, behavior and attendance supports, anti-bullying, student discipline, social-emotional learning, Youth Court; Foster Youth support services, including Liaison
- ✔ Student Support Counselors: MTSS support at Elementary Schools
- ✔ Counselors, psychologists, nurses, mental health providers
- ✔ Site Supervision Aides for schools
- ✔ Equity & Access staff & coordination of services for students
- ✔ Districtwide supports & services to increase/improve students' safety, social-emotional health, & safe schools
- ✔ Schools' SPSA Actions/Services for behavioral MTSS, and social-emotional health including supports for low income, English Learners, foster youth

Thank you

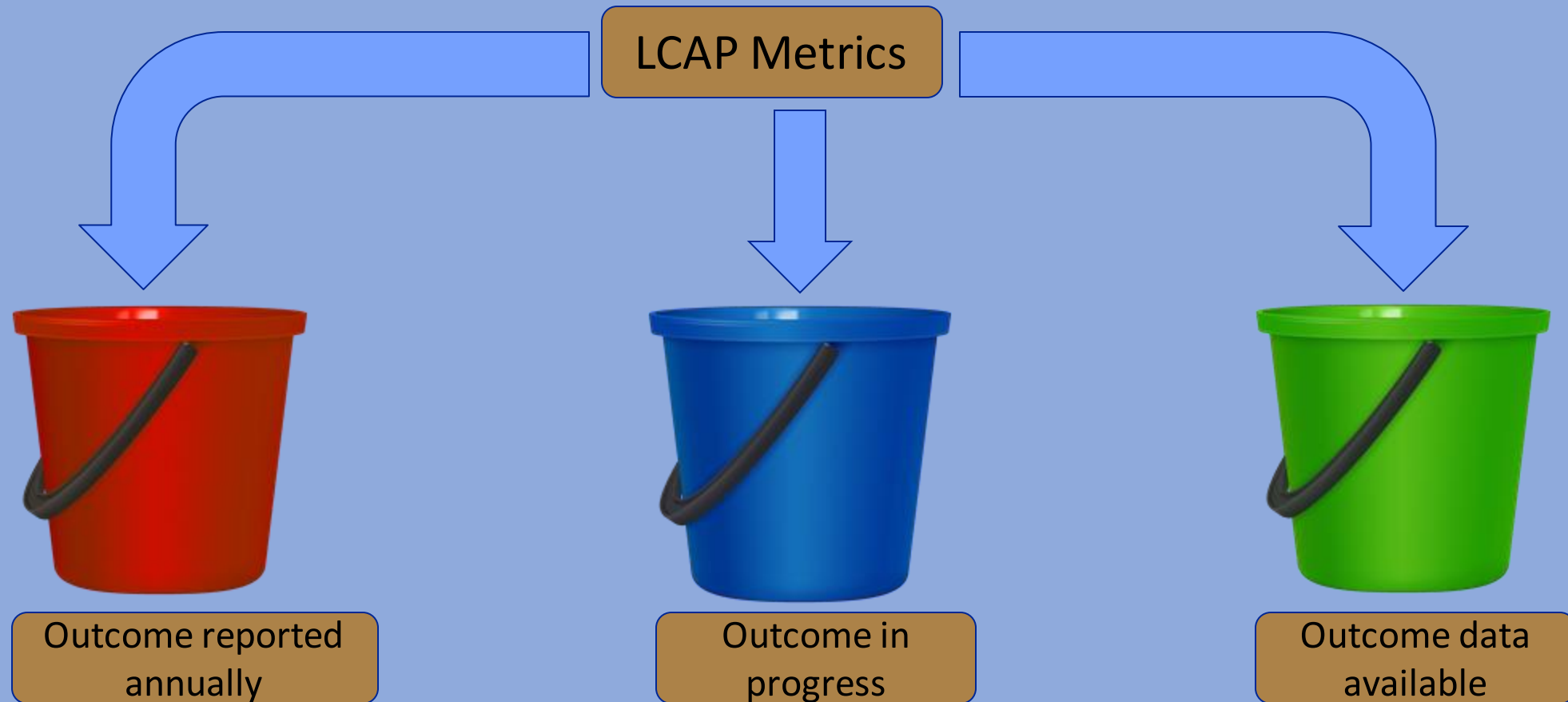


We acknowledge, and sincerely thank, the hard work and dedication of the HLPUSD Staff , the support of our families, and the resilience of students to continue to strive for excellence.

Appendix



Mid-year Update: LCAP Metrics



Data Reflects Distance Learning School Year 2020-2021

**LCAP Metrics
Outcomes Reported
Annually**



Implementation of State Standards
Self-Reflection Tool

Access to and enrollment in a broad
course of study

CAASPP California Science Test
(CAST) Results

LCAP Metrics

Outcomes in progress



Fully Credentialed and Appropriately Assigned
Teachers Report

LCAP Survey Results

Early Assessment Program College Readiness -
Percent of Students Prepared for College ELA

Early Assessment Program College Readiness -
Percent of Students Prepared for College Math

LCAP Metrics

Outcome data available



100% students provided with SBE-approved standards-aligned instructional materials

Williams instructional materials requirement “Met”

Facilities in “Good” repair standard all schools

Williams Facilities requirement “Met”

Math Outcomes 2020-2021



Met/Exceeded Standards:	Baseline: 2019 SBAC ELA Results	Mid Year Update: 2021* Local Assessment	Desired Outcome: 2023 SBAC ELA Results
All Students	55%	14%	60%
Low-Income	49%	10%	54%
English Learners	18%	2%	23%
Students with Disabilities	13%	4%	18%

Student Group Report for 2019

Indicator	All Students	English Learners	Foster Youth	Homeless	Socio-economically Disadvantaged	Students with Disabilities	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
English Language Arts	Green	Yellow	Orange	Yellow	Green	Orange	Yellow	None	Blue	Blue	Green	None	Green	Green

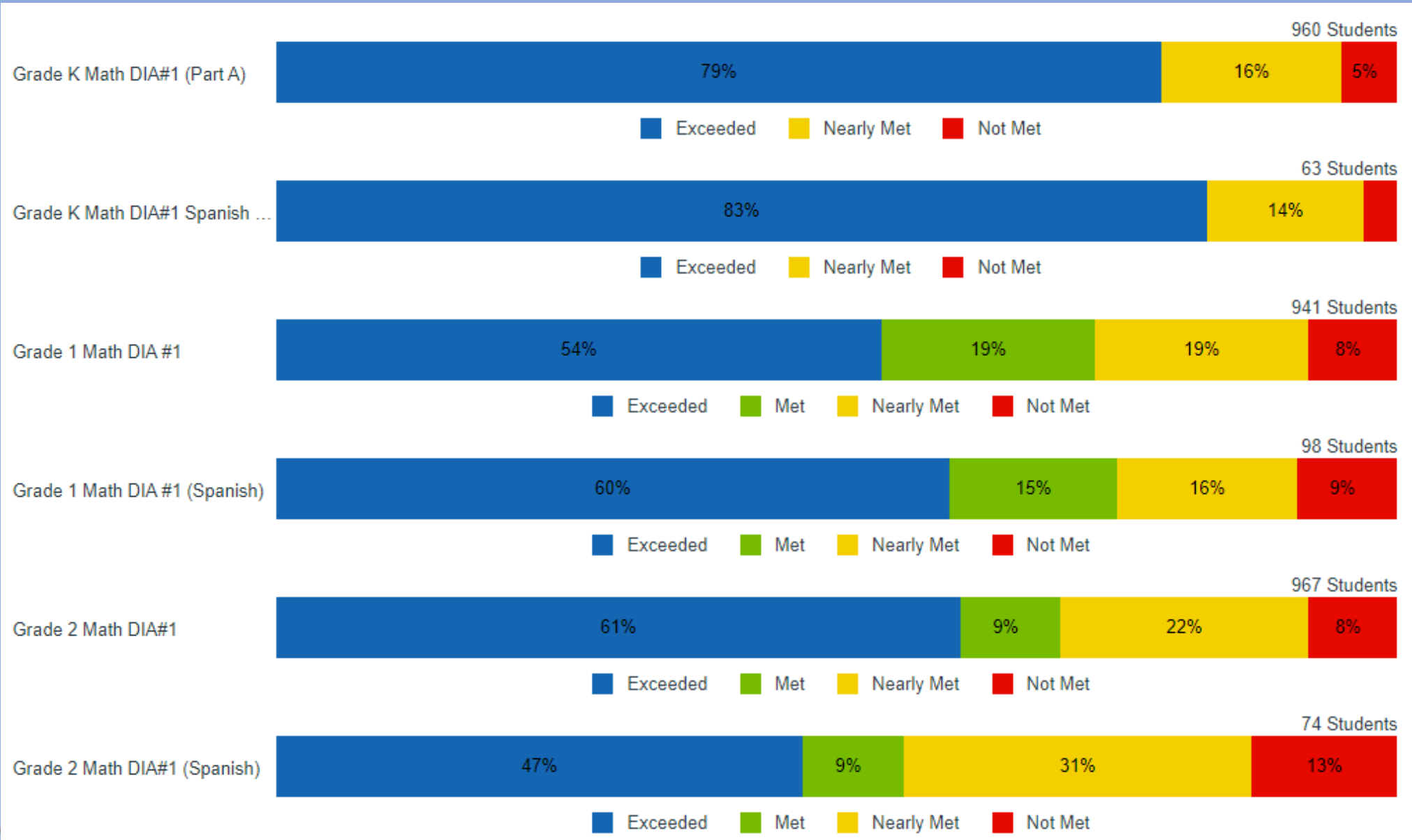
DIA #1 Math Outcomes Fall 2021

All Students	Near Standard	Above Standard	Near + Above Standard
3rd Grade	36%	29%	65%
4th Grade	42%	28%	70%
5th Grade	47%	27%	74%
6th Grade	38%	20%	58%
7th Grade	48%	21%	69%
8th Grade	34%	23%	57%
Integrated Math I	26%	7%	33%
Integrated Math II	35%	21%	56%
Integrated Math III	47%	27%	74%

DIA #1 Math Outcomes Fall 2021

All Students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Kinder	5%	15%	81%	81%
1st Grade	9%	15%	17%	57%
2nd Grade	11%	27%	9%	54%

K-2 Mathematics



ELA Outcomes 2020-2021



Met/Exceeded Standards:	Baseline: 2019 SBAC Math Results	Mid-Year Update: 2021* Local Assessment	Desired Outcome: 2023 SBAC Math Results
All Students	42%	16%	47%
Low-Income	35%	11%	40%
English Learners	18%	7%	23%
Students with Disabilities	10%	7%	15%

Student Group Report for 2019

Indicator	All Students	English Learners	Foster Youth	Homeless	Socio-economically Disadvantaged	Students with Disabilities	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
Mathematics	Green	Yellow	Red	Orange	Yellow	Orange	Orange	None	Blue	Blue	Yellow	None	Green	Green

DIA #1 ELA Outcomes Fall 2021

All Students	Near Standard	Above Standard	Near + Above Standard
3rd Grade	33%	31%	64%
4th Grade	50%	26%	76%
5th Grade	46%	39%	85%
6th Grade	48%	38%	86%
7th Grade	56%	23%	79%
8th Grade	45%	36%	81%

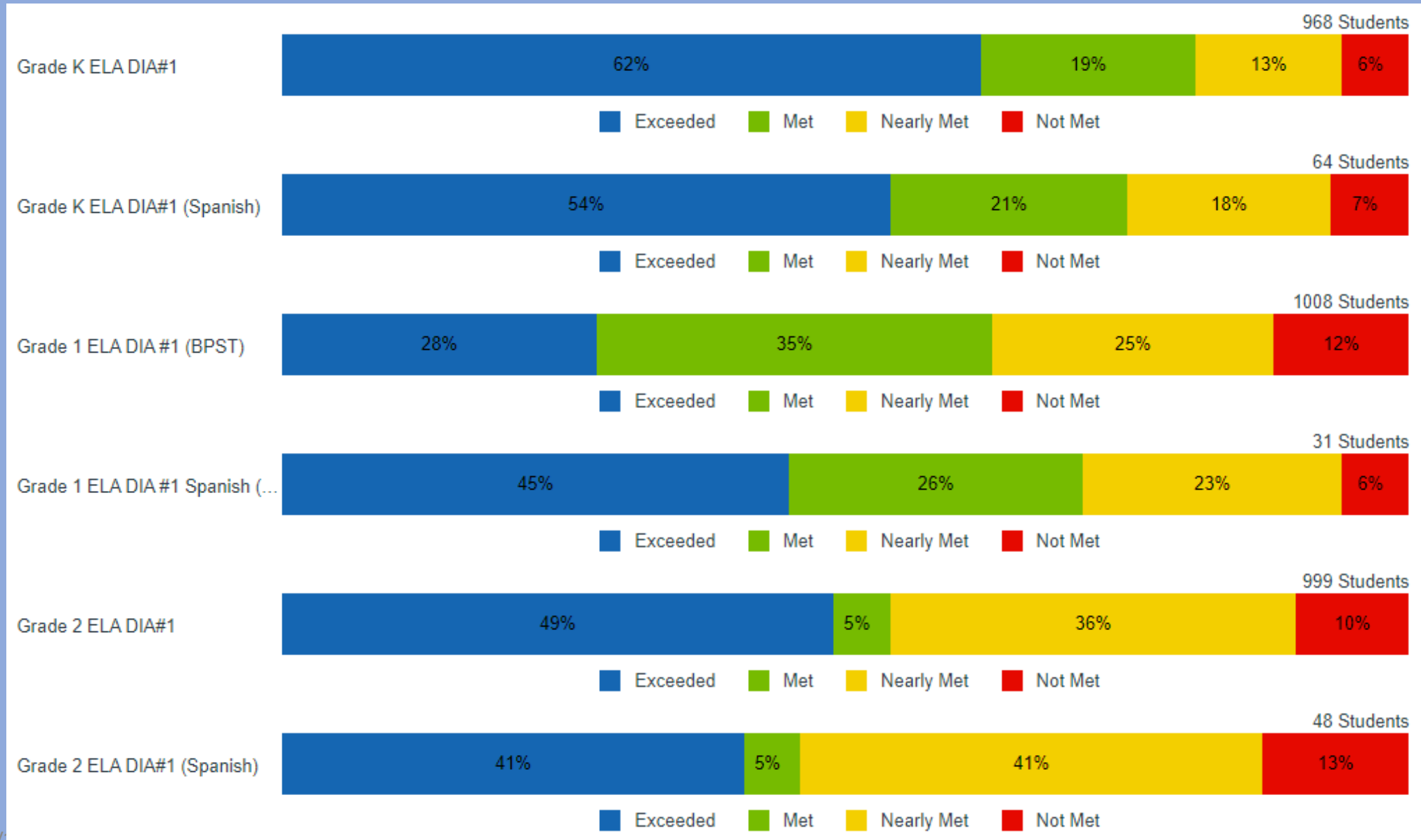
DIA #1 ELA Outcomes Fall 2021

All Students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Kinder	7%	16%	20%	58%
1st Grade	9%	22%	31%	37%
2nd Grade	12%	39%	5%	45%
9th Grade	13%	37%	22%	28%
10th Grade	28%	23%	24%	25%
11th Grade	0%	40%	29%	28%
12th Grade	0%	42%	28%	27%

DIA #1 ELA Outcomes Fall 2021

All Students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Kinder	7%	16%	20%	58%
1st Grade	9%	22%	31%	37%
2nd Grade	12%	39%	5%	45%

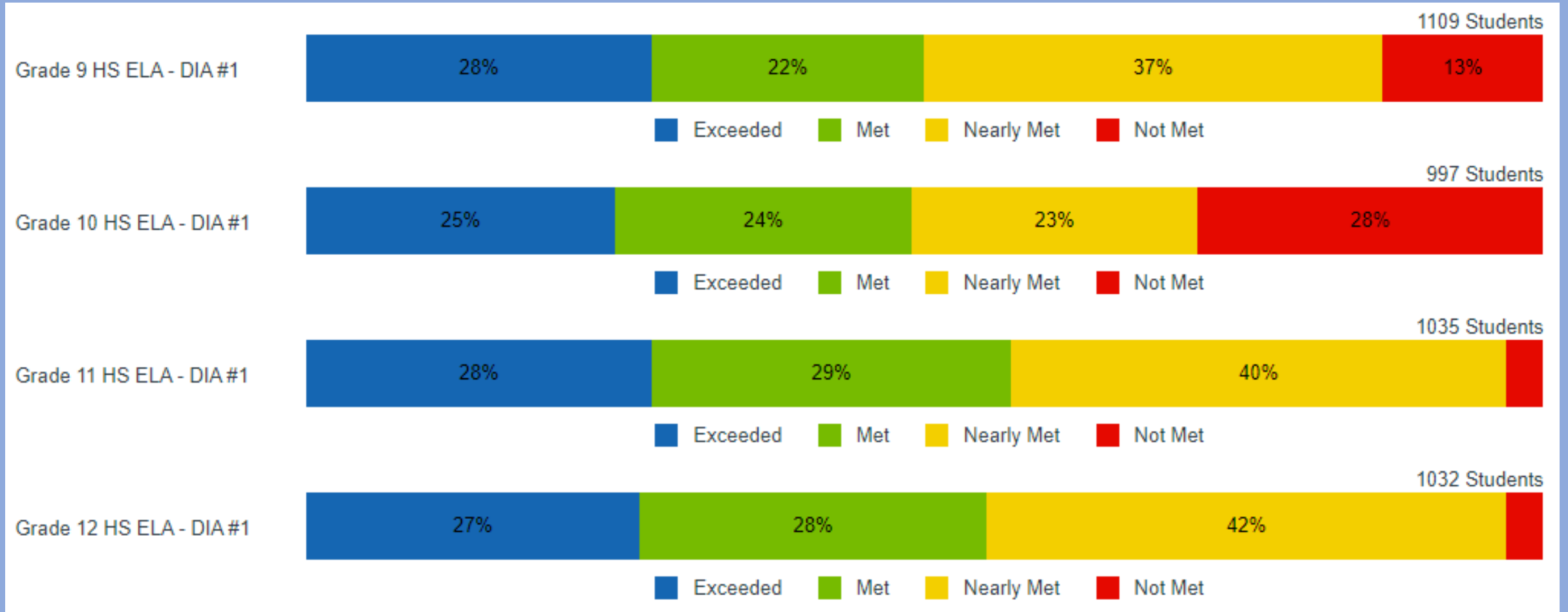
K-2 English Language Arts



DIA #1 ELA Outcomes Fall 2021

All Students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
9th Grade	13%	37%	22%	28%
10th Grade	28%	23%	24%	25%
11th Grade	0%	40%	29%	28%
12th Grade	0%	42%	28%	27%

9-12 English Language Arts



UC/CSU Requirements 2020-2021



Graduates Meeting UC/CSU Requirements:	Baseline: 2019-20	Mid-Year Update: 2020-21	Desired Outcome: 2022-23 Goal
All Students	49.8%	47.1%	51.8% +
Low-Income	45.8%	42.3%	47.8% +
English Learners	32.6%	31.6%	34.6% +
Foster Youth	5.9%	17.6%	7.9% +
Students with Disabilities	8.3%	14%	10.3% +
Homeless Youth	25.4%	24.7%	27.4% +

College & Career Indicator CTE Pathway Completion



Percent of students who met the CCI "Prepared" Level via CTE Pathway Completion	Baseline: 2019	Mid-Year Update: 2021	Desired Outcome: 2023 Goal
All Students	19.3%	14.6%	22.3% +
Low-Income	21.2%	16.4%	24.2% +
English Learners	4.5%	9.5%	7.5% +
Foster Youth	0%	14.3%	3% +
Students with Disabilities	33.3%	6.4%	36.3% +
Homeless Youth	20%	15.6%	23% +

Students Meeting UC/CSU & CTE Pathway



Percent of students meeting both a-g completion and CTE pathway completion	Baseline: 2019-20	Mid-Year Update: 2021-22	Desired Outcome: 2022-23 Goal
All Students	3.7%	7%	5.7% +
Low-Income	4%	7.5%	6% +
English Learners	3.7%	2%	5.7% +
Foster Youth	0%	9.5%	2% +

AP Exam Passage Rates



Passage of AP Exam with a score of 3 or higher	Baseline: 2020	Mid-Year Update: 2021	Desired Outcome: 2023 Goal
All Students	59.8%	53.4%	63%

Summative ELPAC*



% of English learners who made progress toward English Proficiency measured by ELPAC	Baseline: 2019 CA Dashboard	Mid-Year Update: 2021 Summative ELPAC	Desired Outcome: 2023 Goal CA Dashboard
English Learners	50.9%	37.65% Moderately Developed Level 3 19.11% Well Developed Level 4	54.9%

EL Reclassification Rates

Reclassification Rate	Baseline: 2019-20	Mid-Year Update: 2020-21	Desired Outcome: 2022-23 Goal
English Learners	17.5%	8.4%	16-18%

*English Language Proficiency Assessments for California

Attendance Rates



Attendance Rates	Baseline: As of 3/19/21	Mid-Year Update: As of 2/10/21	Desired Outcome: As of 3/19/23 Goal
TK-8	95.99%	86.17%	95.99% +
9-12	96.03%	80.21%	96.03% +

Chronic Absenteeism Rate	Baseline: March 2021	Mid-Year Update: February 2022	Desired Outcome: March 2023 Goal
All Students	7.5%	38.2%	6.3% or lower

Graduation Rates



High School Graduation Rate- 5 Year Cohort	Baseline: 2019-20	Mid-Year Update: 2020-21	Desired Outcome: 2022-23 Goal
All Students	94%	96.5%	94.5% +
Low-Income	93.9%	95.9%	94% +
English Learners	84.8%	91.9%	85% +
Foster Youth	88.2%	89.7%	89% +
Students with Disabilities	84.9%	88.7%	85% +
Homeless Youth	89.7%	94.6%	90% +

High School Dropout Rates

High School Drop Out Rates	Baseline: 2019-20	Mid-Year Update: 2020-21	Desired Outcome: 2022-23 Goal
All Students	1.6%	4%	1.6% or lower
Low-Income	1.9%	4.4%	1.9% or lower
English Learners	1.9%	11%	1.9% or lower
Foster Youth	5.1%	14.3%	5% or lower
Students with Disabilities	2.7%	5.8%	2.5% or lower
Homeless Youth	3.1%	8.3%	3.1% or lower

8th Grade Promotion Rates

8 th Grade Promotion Rates	Baseline: 2019-20	Mid-Year Update: 2020-21	Desired Outcome: 2022-23 Goal
All Students	99.8%	100%	100%

Middle School Dropout Rates

Middle School Drop Out Rates	Baseline: Fall 2020	Mid-Year Update: Fall 2021	Desired Outcome: Fall 2023 Goal
Grade 7	4	3	1 or lower
Grade 8	3	0	0

School Climate

School Climate	Baseline: 2019-20	Mid-Year Update: 2021-22	Desired Outcome: 2022-23 Goal
Suspension Rate	3.2%	2.3%	2.6% or lower
Expulsion Rate	0.08%	0.02%	0.05% or lower