

Local Control & Accountability Plan



**Hacienda La Puente Unified School District
Board of Education
Special Study Session
April 22, 2021**



What is the LCAP?

The **LCAP** is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.



Local Control Funding Formula

The Local Control Funding Formula (LCFF), signed into law by Governor Brown in 2013, fundamentally changed how school districts are funded and how they are measured for results. (California Department of Education)

Goals of LCFF:

- Improve academic outcomes through equity
- More authority to school districts to decide how to spend education dollars

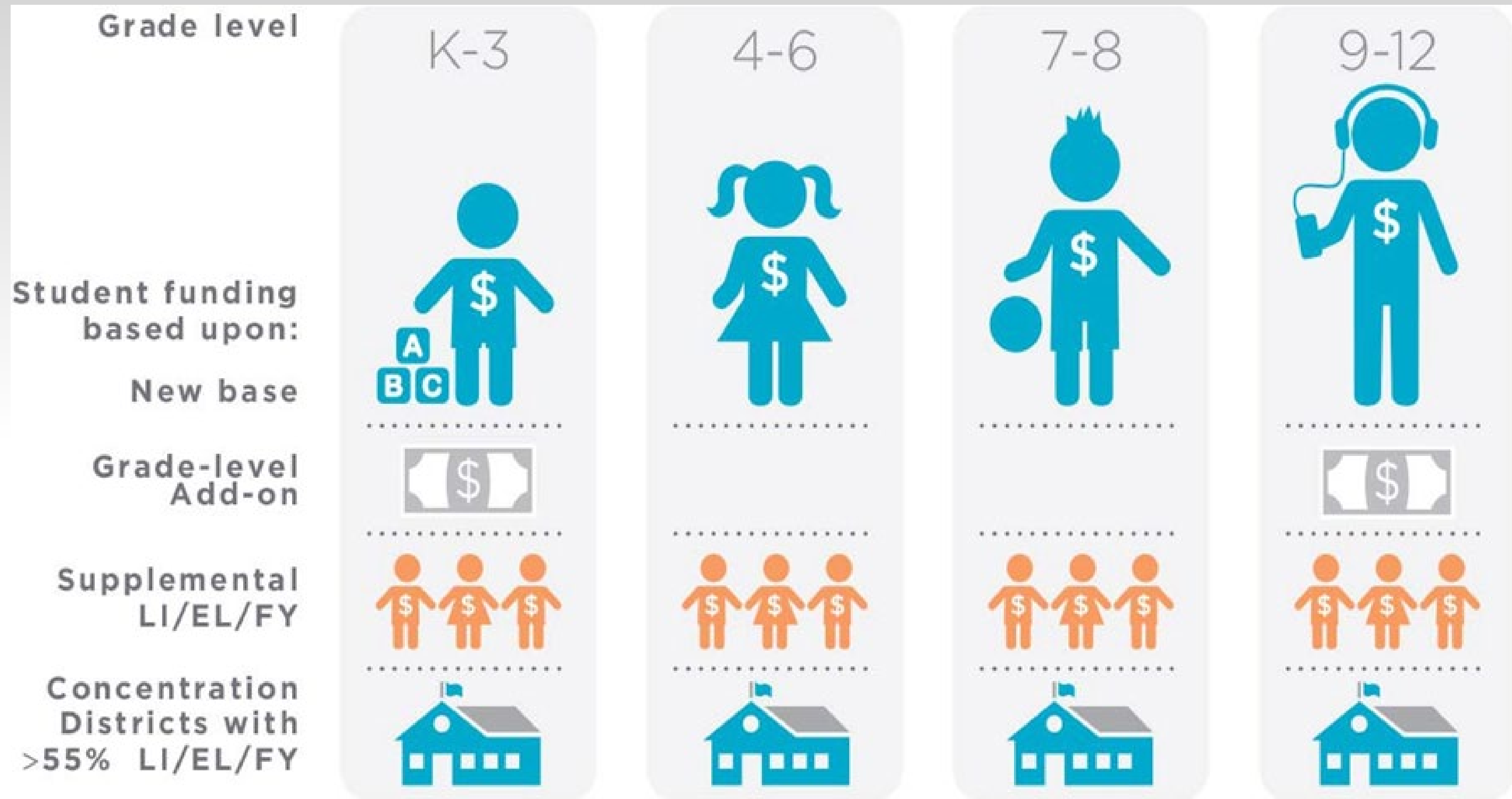
Local Control and Accountability Plan (LCAP):

- Comprehensive planning tool to support student outcomes
- All school districts must prepare an LCAP
 - Address 8 state priorities
 - Meet annual goals
 - Stakeholder engagement
 - Adopted by local governing Board & approved by County Supt. Of Schools



Local Control Funding Formula (LCFF)

(Generated by Student Attendance)



LI = Low-Income

EL = English Learners

FY = Foster Youth



LCAP Funds

- LCFF
- LCFF Supplemental & Concentration
- Federal Title: I, II, III, & IV
- Other State, Federal, local revenues, and reserves
- Grant Funding



Fixed Costs Across all Funds

85% of the budget is fixed

- Personnel
- Utilities
- Operating supplies

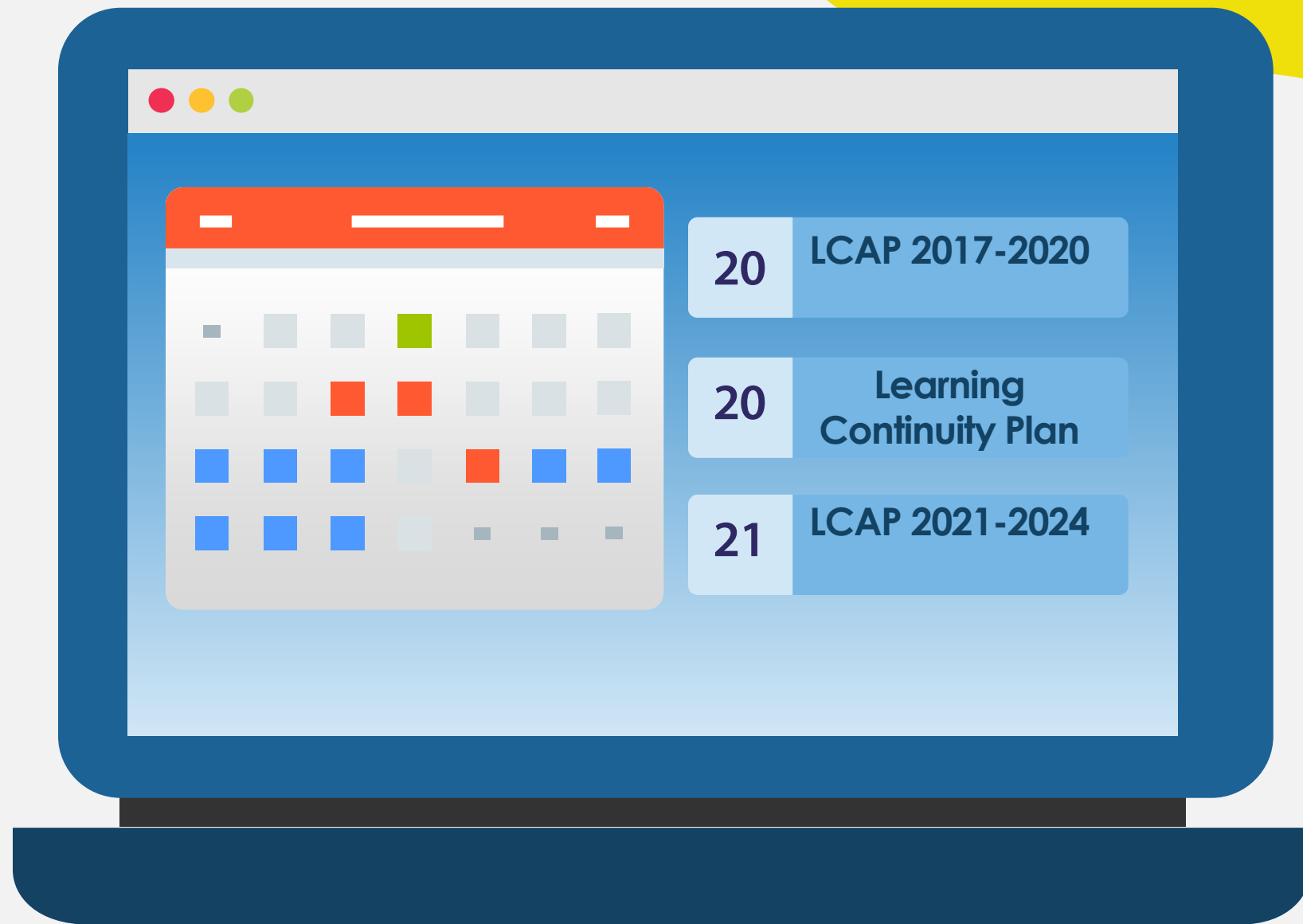


Remaining Funds

15% to support teaching and learning; distance learning; enrichment, and parent education.



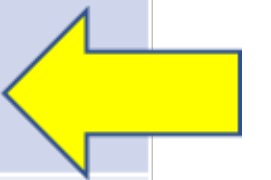
LCAP Timeline Adjustments



LCAP Suspended in Spring 2020
Learning Continuity and Attendance Plan, September 2020
3-Year LCAP Reinstated for 2021/22 -2023/24 School Years



Timeline	2020-21 LCAP Annual Timeline: Stakeholder Engagement & LCAP Development Process
July-August	• Ongoing planning for safely reopening schools in the midst of COVID-19 for 2020-21 • Consultation with stakeholders to inform planning process • Develop 2020-21 Learning Continuity and Attendance Plan
September	• DAC & DELAC review & comment, Superintendent responds to DAC & DELAC comments in writing • September 10, 2020 - Present Learning Continuity and Attendance Plan at a public hearing for review and comment • September 24, 2020 - Board of Education adoption of the Learning Continuity and Attendance Plan
October-November	• Continue implementation of Learning Continuity and Attendance Plan • LACOE review and confirmation of HLPUSD Learning Continuity and Attendance Plan
December	• 2020-21 LCAP Survey for stakeholder input opens – Staff, parents, students • December 15, 2020 - Board of Education Meeting for adoption of the Budget Overview for Parents
January	• LCAP Survey for stakeholder input continues • Begin to develop priorities for the 2021-24 LCAP based on consultation with stakeholders, and budget alignment process
February-March	• Hanover processing LCAP Survey results • Continue seeking LCAP priorities based on consultation with stakeholders, and continue budget alignment process
April	• DAC & DELAC review & comment on draft 2021-24 LCAP • Incorporate feedback from stakeholder groups into draft 2021-24 LCAP and refine LCAP goals, actions and strategies • Revise & finalize draft LCAP & annual update • Board of Education Study Session (4/22/21 @ 5pm)
May	• Finalize draft 2021-24 LCAP following Governor's May budget revision
June	• Superintendent to respond to DAC and DELAC comments in writing • Provide public notice: Opportunity to comment on draft 2021-24 LCAP • Public Hearing (LCAP and budget) • LCAP & budget provided for Board approval by June 30



Annually develop LCAP to address 8 State Priorities

LCAP Priority Areas

Conditions of Learning

Basic Services

Implementation of
CCCS

Course Access

Pupil Outcomes

Student
Achievement

Other Student
Outcomes

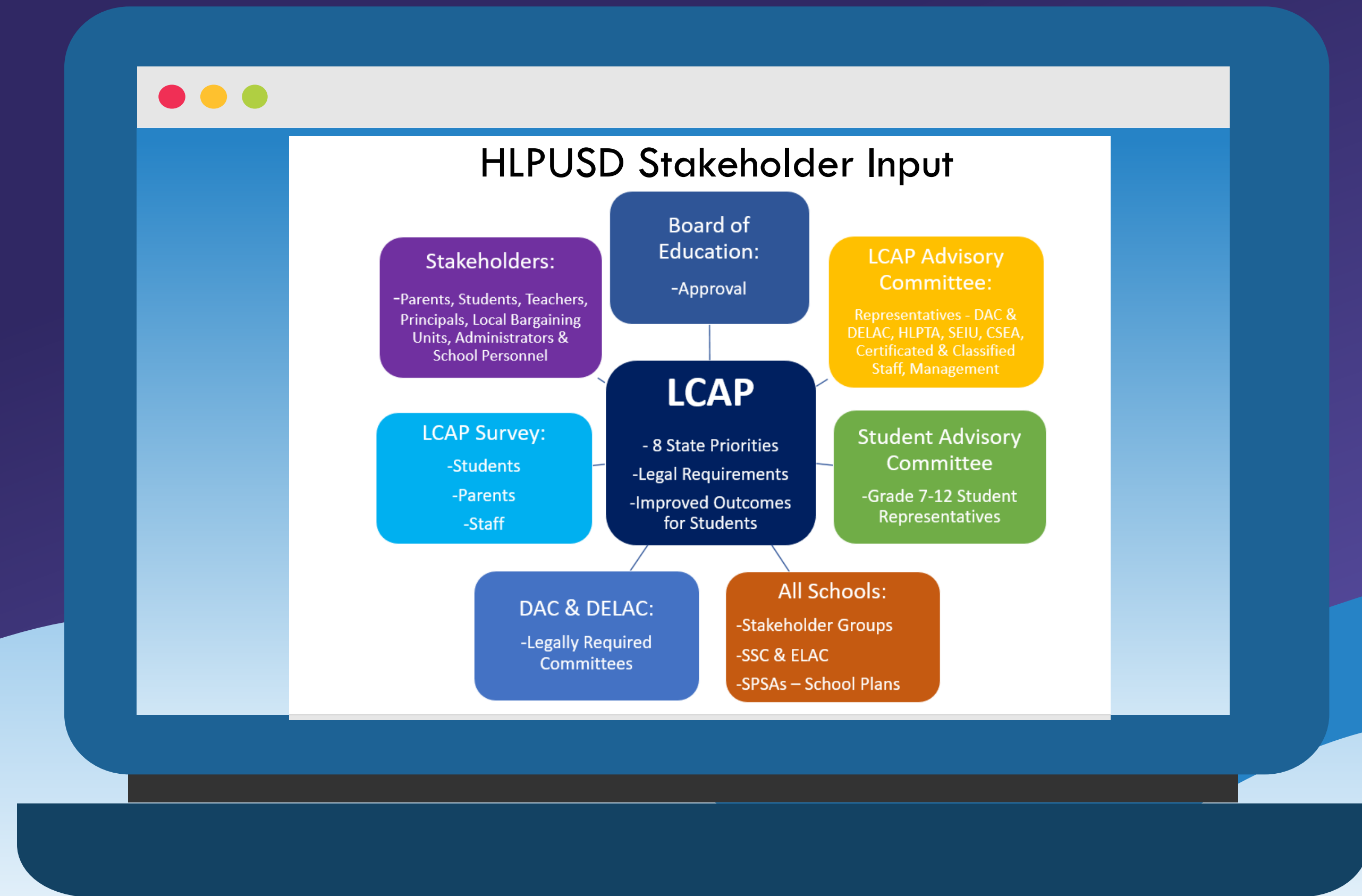
Engagement

Parent Involvement

Student Engagement

School Climate





LCAP Engagement Process



Continuing and Expanding Priorities

LCAP Priority Area: *Conditions of Learning*

- Highly qualified teachers & effective instruction
- CA Standards-aligned instructional materials
 - Full implementation of Math, ELA-ELD, History-Social Science materials
 - Implementation of Next Generation Science Standards materials
- Maintain & improve school facilities: Safe, clean, positive, 21st century classrooms
- Expand technology access (for staff and students) and infrastructure
- Expand College & Career Readiness programs and supports
 - College & Career preparatory courses, A-G courses, CTE pathways
 - College concurrent enrollment, internships, certificate and mentor programs
 - Middle School CTE Courses
- Expand access to specialty courses
 - Honors, AP, CTE, STEAM, VAPA, Dual Immersion, Technology
 - Signature Programs, High Schools
 - Ethnic Studies- Development, Adoption, Implementation
- Professional development for classified support staff
- Additional classified support staff/increase hours

Conditions of Learning:

Basic Services

Implementation of CCCS

Course Access



Continuing and Expanding Priorities

LCAP Priority Area: *Pupil Outcomes*

Pupil
Outcomes:
Student
Achievement
Other Student
Outcomes

- Differentiated Professional Development
 - Implementation of California Standards
 - Academic intervention, differentiated instruction, technology integration, evidence-based practices
- Reduce class size and combination classes
- Strengthen College and Career Readiness TK-12
- Additional support for targeted student groups
 - Low income, English Learner (EL), Long Term EL, foster & homeless youth, special education, migrant education, and at-risk students
- Expand Academic Multi-Tiered System of Supports (MTSS) for differentiated support
- Supplemental instructional support staff/TOSAs:
 - Mathematics, ELA-ELD, Technology, History-Social Science, Science, VAPA, Dual Immersion
- Promote 21st Century learning & skills:
 - Growth mindset, performance tasks, critical thinking & problem solving, real world application, Project Based Learning (PBL), Six C's
- Expand UC Davis C-STEM Program & New Pedagogies for Deep Learning (NPDL)
- Academic support services, after school and/or summer programs



Continuing and Expanding Priorities

LCAP Priority Area: *Engagement*

Engagement:
Parent Involvement
Student
Engagement
School Climate

- Enhance parent engagement, education opportunities and access:
 - Participation in decision-making process - District and school site
 - Volunteering, Parent Ed. Workshops & Classes, Parent Symposium, CAFE Project2 INSPIRE, PIQE, PROedu
 - Translations, babysitting, fingerprinting, convenient meeting times, communication system
- Support Staff for Students:
 - Equity & Access staff, Student Support TOSAs/COSAs, Foster & Homeless Youth Liaison
 - Counselors, psychologists, nurses, mental health providers
- Behavioral Multi-Tiered System of Supports (MTSS)
 - Positive behavior & intervention supports (PBIS)
 - Social-emotional learning (SEL)
- Expand access to electives classes (STEAM, VAPA, CTE, college & career pathways)
- Enhance positive teacher-student relationships
- Enhance student engagement:
 - Teen Workshop Series & Summit - focus on life skills, social-emotional & mental health
 - Engaging and motivating lessons and student work
 - Competitions, sports, student leadership, clubs, extra-curricular activities, school spirit



2021-24 LCAP Goals

Conditions of Learning • Basic Services • Implementation of CCCS • Course Access	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.
Student Outcomes • Student Achievement • Other Student Outcomes	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.
Engagement • Parent Engagement • Student Engagement • School Climate	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.



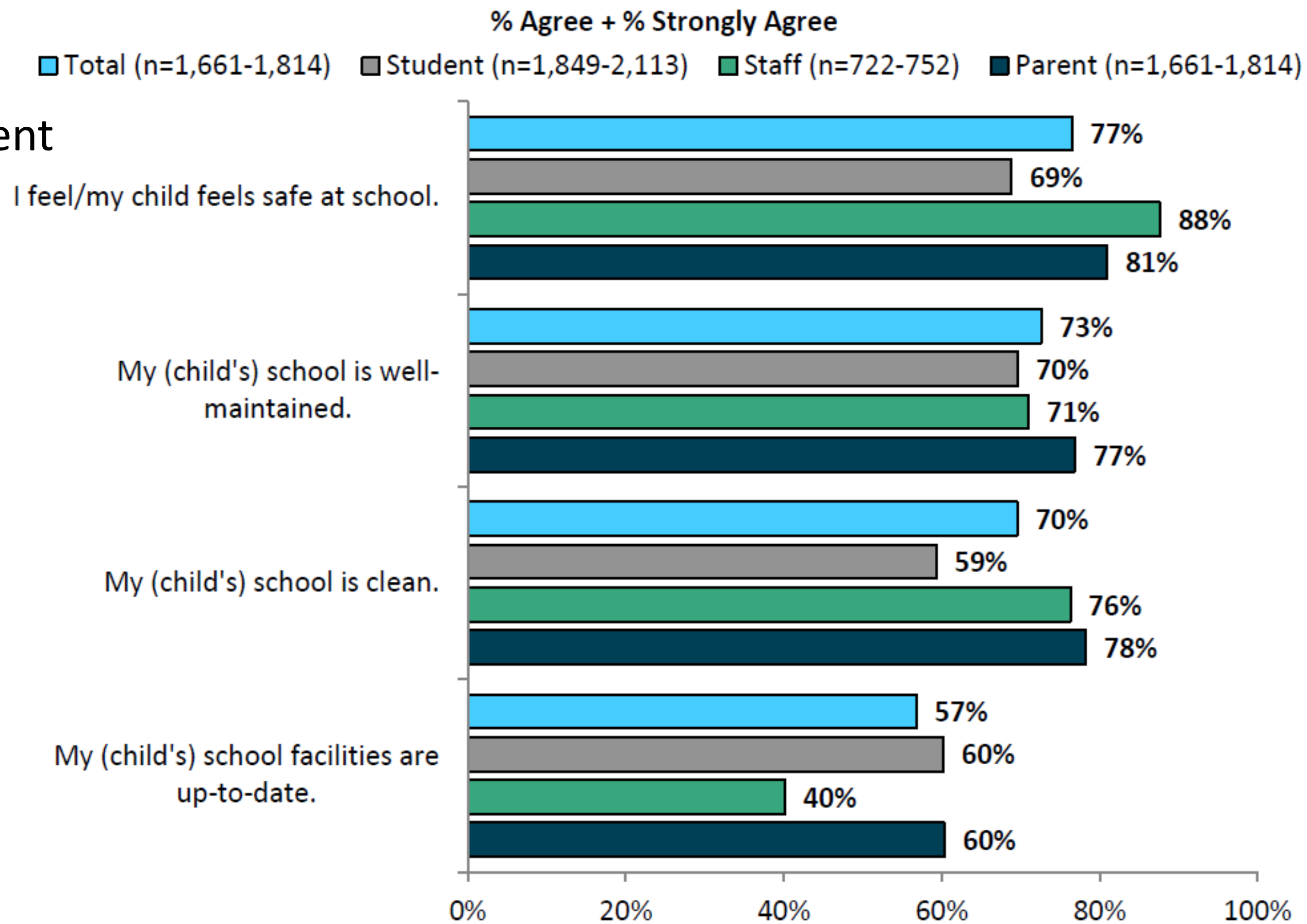


Goal 1: Conditions of Learning

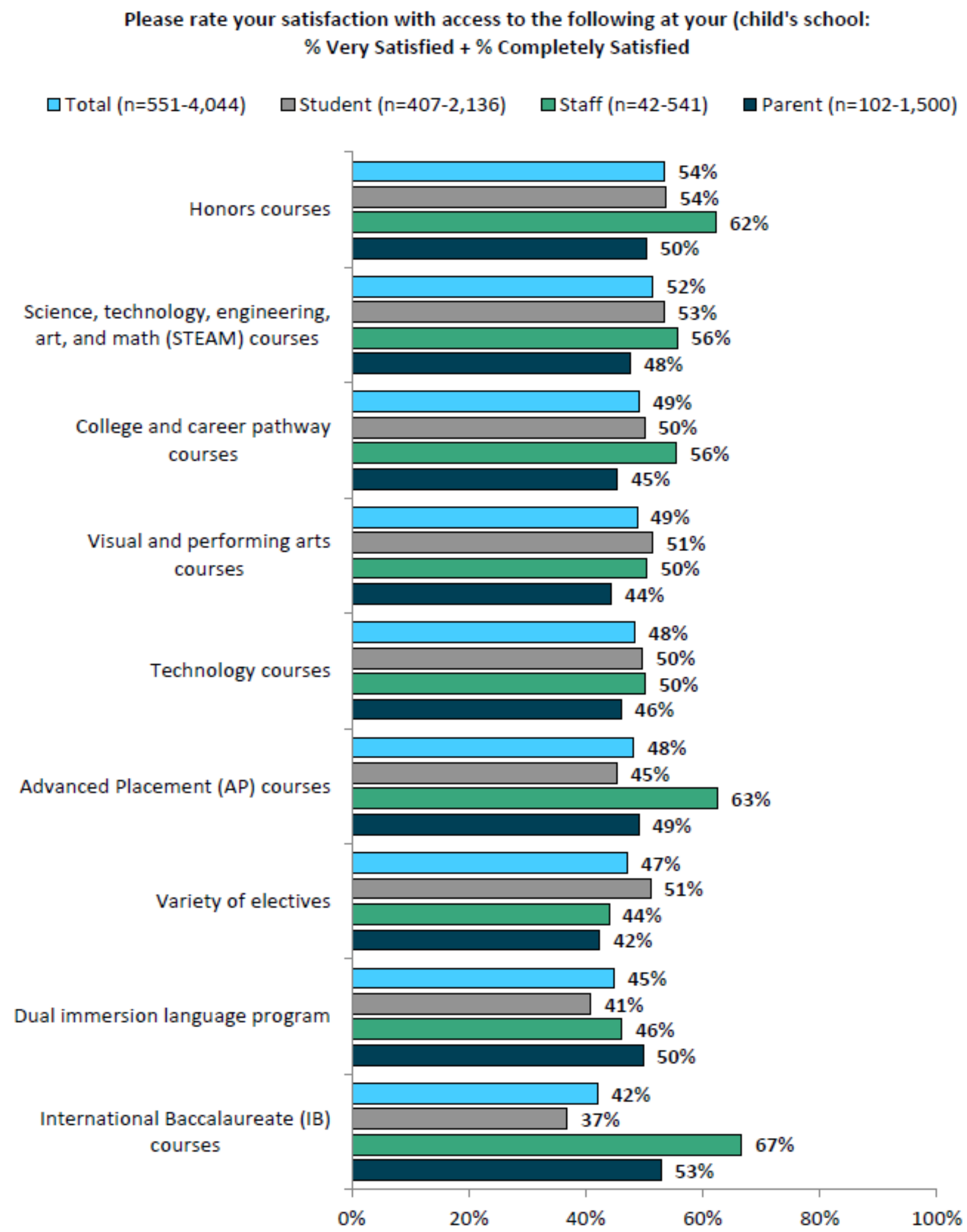
5/16/2021



School Environment



Course Access



Goal 1: Conditions of Learning- Basic Services

Actions All Students	<u>Contributing</u> Actions Unduplicated Student Groups
❖ Fully credentialed & appropriately assigned teachers ❖ California Standards aligned textbooks and instructional materials ❖ Improve, maintain & repair school facilities; HVAC improvements ❖ District management, departments – Employees and services ❖ Transportation Services ❖ Food Services ❖ Technology & infrastructure • Services, network, security • Bandwidth & wireless access • Maintain 1:1 technology to student ratio program and continue to offer students in PK-2 an iPad to supplement and increase access to their digital learning experience. School sites maintain computer labs, additional computer carts, and/or hotspots as necessary. • Aeries student information system/Parent portal • Canvas learning management system • Assessment data management system ❖ Insurance and utilities ❖ School facilities modernization for 21st Century classrooms	<u>Note</u>: Basic Services are provided to all students including unduplicated students



Goal 1: Conditions of Learning- Implementation of State Standards

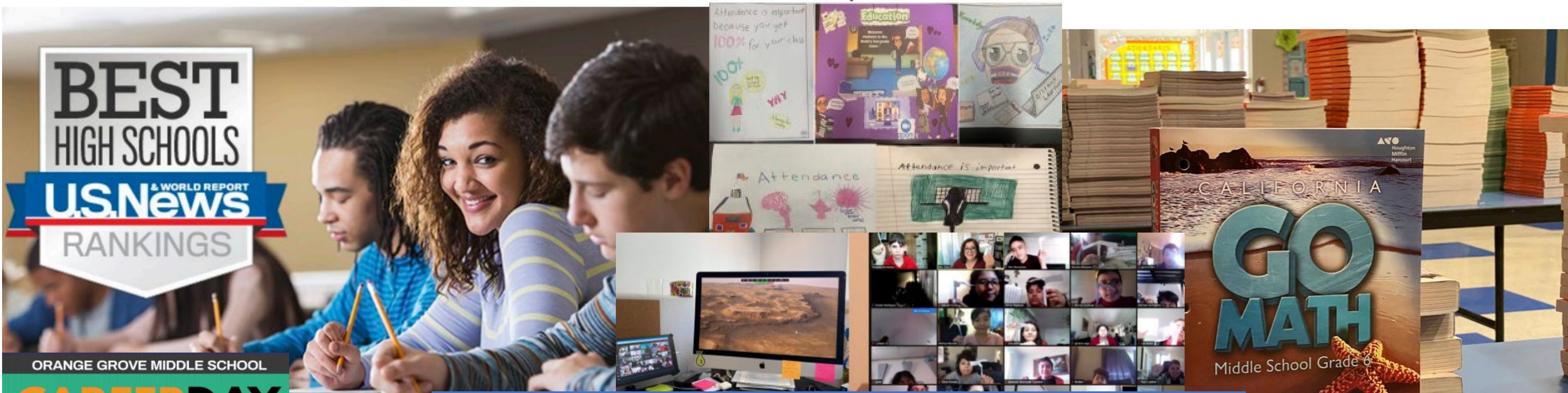
Actions All Students	<u>Contributing</u> Actions Unduplicated Student Groups
❖ California Standards Implementation Plan • Differentiated Professional Development (PD) for TK-12 teachers • Math, ELA, ELD, HSS, NGSS, CTE • Integration of Technology, STEAM, VAPA • Distance Learning, hybrid, or in-person instructional models • 21st Century teaching & learning • Differentiated instruction, intervention • Summer Literacy Institute • ELA & Math instructional pacing guides & district interim assessments • Instructional support staff • Align Dual Immersion Program • Academic intervention system/MTSS ❖ Use of technology for standards instruction and CAASPP/SBAC	❖ Additional support for CA Standards implementation, per Needs Assessment and School Plan for Student Achievement (SPSA): • School sites' professional development • Aligned to LCAP • Evidence-based, best practices • Teacher collaboration – Professional Learning Communities (PLCs) • School sites' supplemental instructional support staff, materials, supplies, books, equipment and technology, services



Goal 1: Conditions of Learning- **Course Access**

Actions All Students	<u>Contributing</u> Actions Unduplicated Student Groups
❖ Additional Teachers for Reduction of Combination Classes ❖ College and Career Readiness • Career Technical Education (CTE) Pathways Initiative • PD for CTE Staff • Align College and Career Readiness & graduation requirements • Partnerships, dual enrollment • Access to CSU/UC Approved A-G Courses • Honors & Advanced Placement (AP) • Equity-based Master Schedules ❖ Summer school programs ❖ MS and HS counseling services ❖ State Seal of Biliteracy Pathways ❖ State Seal of Civic Engagement	❖ Increase Access for student groups • Support and/or intervention to increase enrollment in UC/CSU-aligned, A-G, AP, Honors, higher-level math and science, VAPA, STEAM and elective courses • Master Plan for English Learners - Appropriate Course Placement • Foster & Homeless Youth Liaison, Equity & Access Staff ❖ Additional Course Access Actions & Services per SPSA • Additional counseling services, conferences, trainings, support services, materials, supplies, technology





Goal 2: Student Outcomes

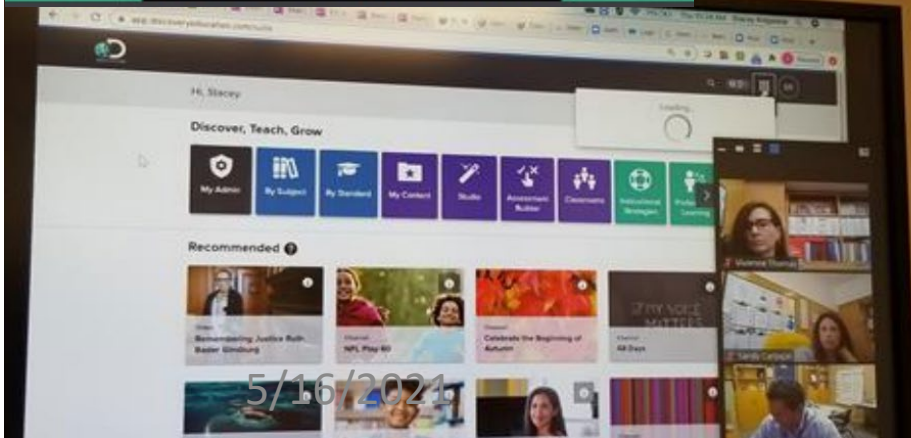
ORANGE GROVE MIDDLE SCHOOL

CAREER DAY

Business Owner Film Editor
Artist Engineer
Chef Nurse
Midwife Musician
Executive Assistant Personal Trainer

TUESDAY, NOVEMBER 10, 2020

FORWARD TOGETHER



Discovery EDUCATION

Preparing for Rollout

Approved at the last Board Meeting, HLPUSD Principals and Assistant Principals learn how to use the rich library of Discovery Education video resources to support Student achievement in a Distance Learning world.

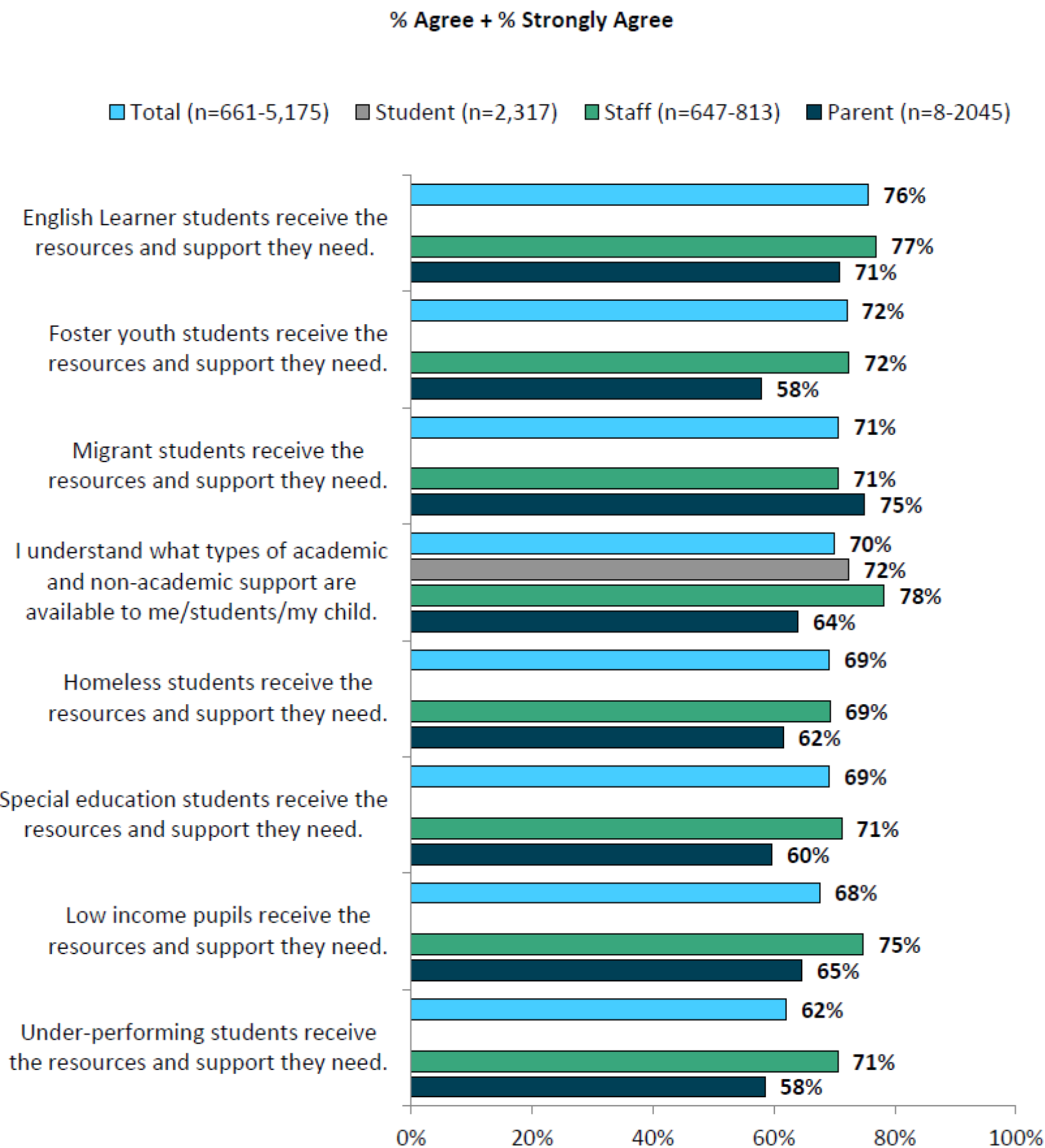


INDUSTRY HILLS CHARITY PRO RODEO POSTER ART CONTEST

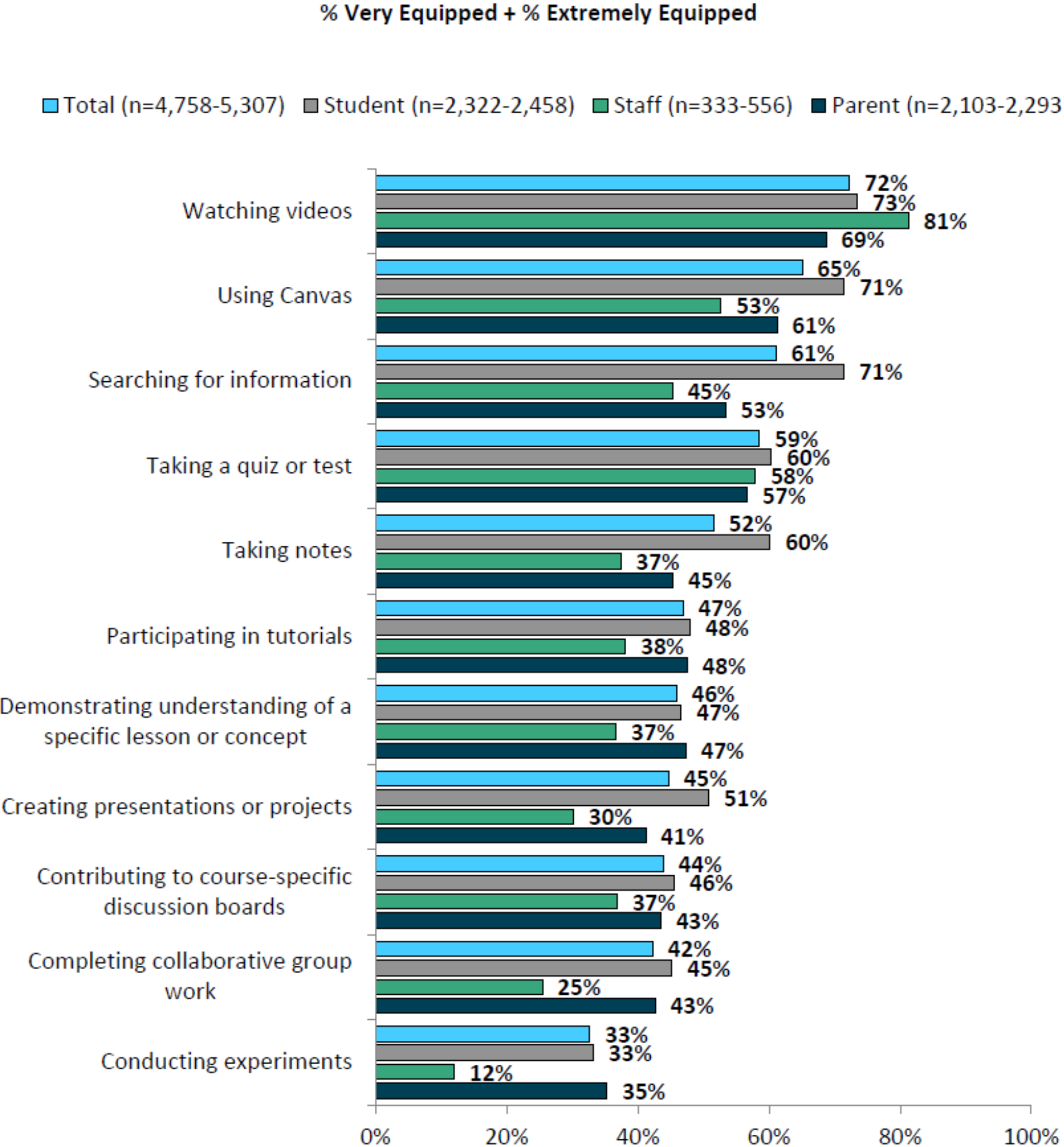
Rachel C. - 1 st Place	Jianna C. - 1 st Place	Julian M. - 2 nd Place
Karen T. - 2 nd Place	Damian D. - 3 rd Place	Giovanni J. - 3 rd Place

UNION HILLS CHARTER SCHOOLS DISTRICT

Support for At-Risk Groups



Student Device Use Comfort Level



Goal 2: Student Outcomes- **Student Achievement**

Actions All Students	<u>Contributing</u> Actions Unduplicated Student Groups
❖ TK-12 teachers districtwide ❖ Class size reduction – Grades TK-3 & 9 ❖ TK-12 curriculum, instruction, assessment ❖ Curriculum committees (ES, MS, HS) ❖ Pupil-Free Professional Growth Day ❖ College and Career Readiness • Career Technical Education (CTE) Pathways • Project Lead the Way • Concurrent college enrollment • Technology, STEAM, VAPA integration ❖ Academic Multiple Tiered Support System (MTSS) ❖ Materials, supplies, equipment and technology ❖ ELD and Master Plan for ELs ❖ High School summer school ❖ Special Education programs ❖ Early Childhood programs ❖ Data management system to monitor progress ❖ Aeries student information system	❖ Differentiated TK-12 Professional Development • Math, ELA-ELD, Content Areas ❖ Instructional Division TOSAs and support staff • Curriculum Instruction Assessment, Multilingual Ed., Equity & Access ❖ Middle School Summer Math program ❖ Freshmen Transition Summer Program ❖ Grade 6-9 C-STEM Math intervention program ❖ New Pedagogies for Deep Learning (Cohorts 1 & 2 schools) ❖ Academic Support Services (OverDrive, Lexia, DreamBox) ❖ Additional academic support per Needs Assessment and School Plan for Student Achievement (SPSA): • Teacher collaboration & Professional Development • Targeted academic interventions • Additional support services for unduplicated students – low income, EL, foster youth • Supplementary instruction and/or support staff, teacher after school hrs • Supports for College and Career Readiness (access, AVID, Dual Immersion, C-STEM, other site-based programs) • Supplemental instructional materials, supplies, equipment, technology, contracted services • Curricular field trips, college tours



Goal 2: Student Outcomes- Other Student Outcomes

Actions All Students	<u>Contributing</u> Annual Actions Unduplicated Student Groups
❖ Career Technology Education (CTE) Pathways • Certificates & internships ❖ History Social Science & Next Generation Science Standards (NGSS) ❖ Alignment of content area courses ❖ Professional development for subject area teachers ❖ VAPA & STEAM ❖ Physical Fitness & California Healthy Kids Survey ❖ TK-12 Technology Plan ❖ Access to elective courses ❖ Dual Immersion program ❖ Science Olympiad ❖ Speech & Debate	❖ UC Davis C-STEM Program (Math & Coding) ❖ Outcomes for unduplicated student groups • Equitable access to higher-level, honors and signature programs • Supplementary services, staffing, materials & technology to increase access • Science, History/Social Studies, Physical Education, Visual and Performing Arts, STEAM • Science Olympiad, Curricular Field Trips, Professional Development ❖ Additional Other Student Outcomes Actions & Services per SPSA





Parent Education Workshops

- Over 150 district parents enrolled
- Topics covered are
 - Researched-based
 - Focuses on child's development
 - Explores options for higher learning
 - Provides parents with related tools and information

Goal 3: Engagement



SAVE THE DATE!
WEDNESDAY, OCTOBER 28, 2020



Free Virtual Parent University Workshop Series



HLPUSD and the Office of Equity & Access, in collaboration with Foothill Family Services, presents the first workshop of our Virtual Parent University Workshop Series.

★ Workshop 1: ★

"Maintaining Family Well Being During COVID-19"

A webinar for caregivers who want to learn practical tips on how to manage family stress during this difficult time.

(This session will be presented in English only. Dates for presentations in Spanish and Chinese will be posted soon)

Date: Wednesday, October 28, 2020
Time: 6:00 p.m. - 7:00 p.m.

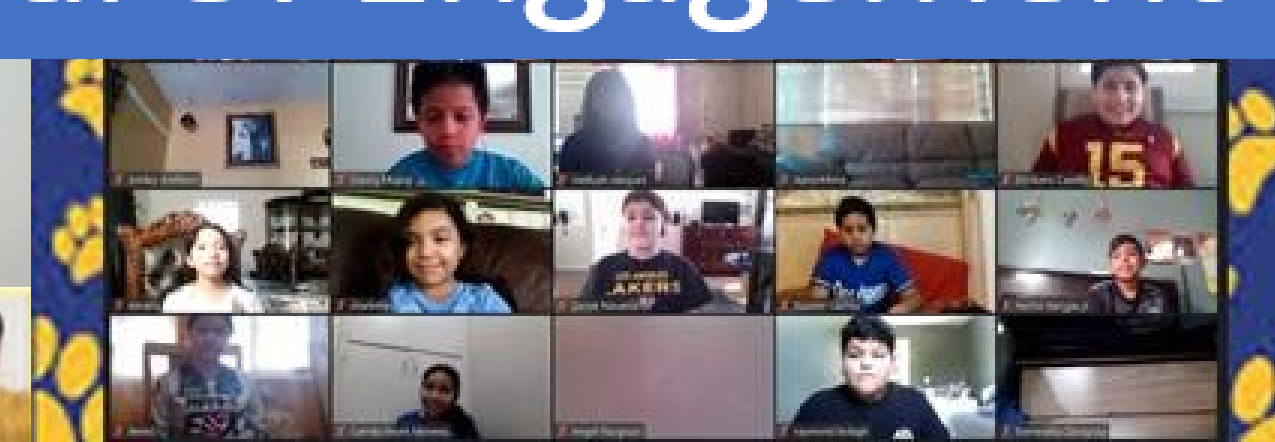
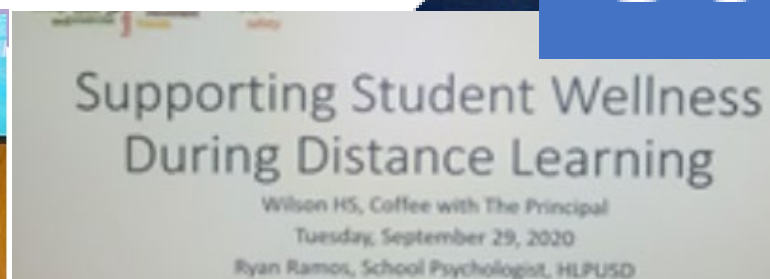
Register online:
<https://tinyurl.com/y6h97s5w>

For more information, please contact
Equity & Access at (626) 933-5302 or
equityandaccess@hlpusd.k12.ca.us

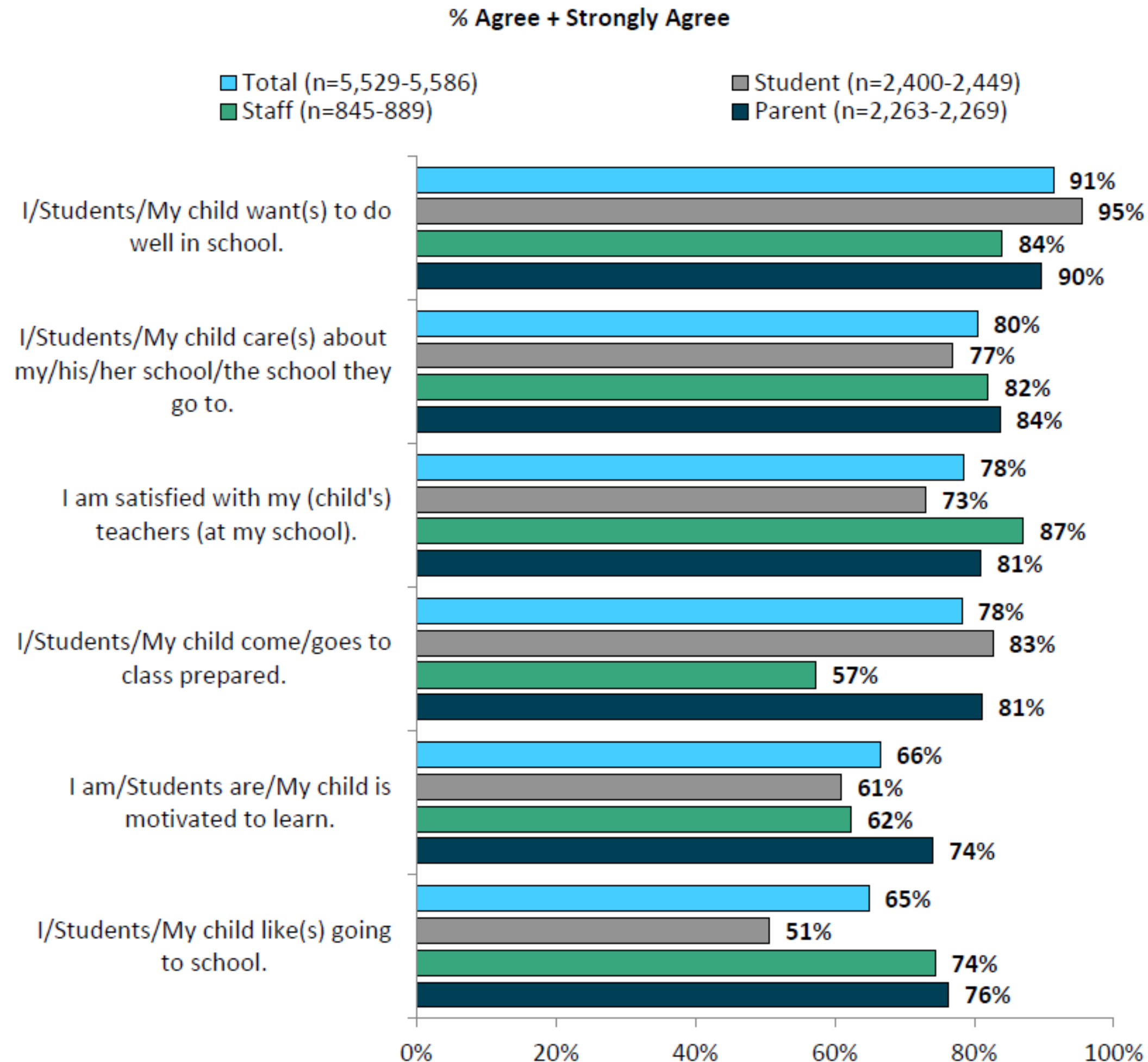


Foothill Family

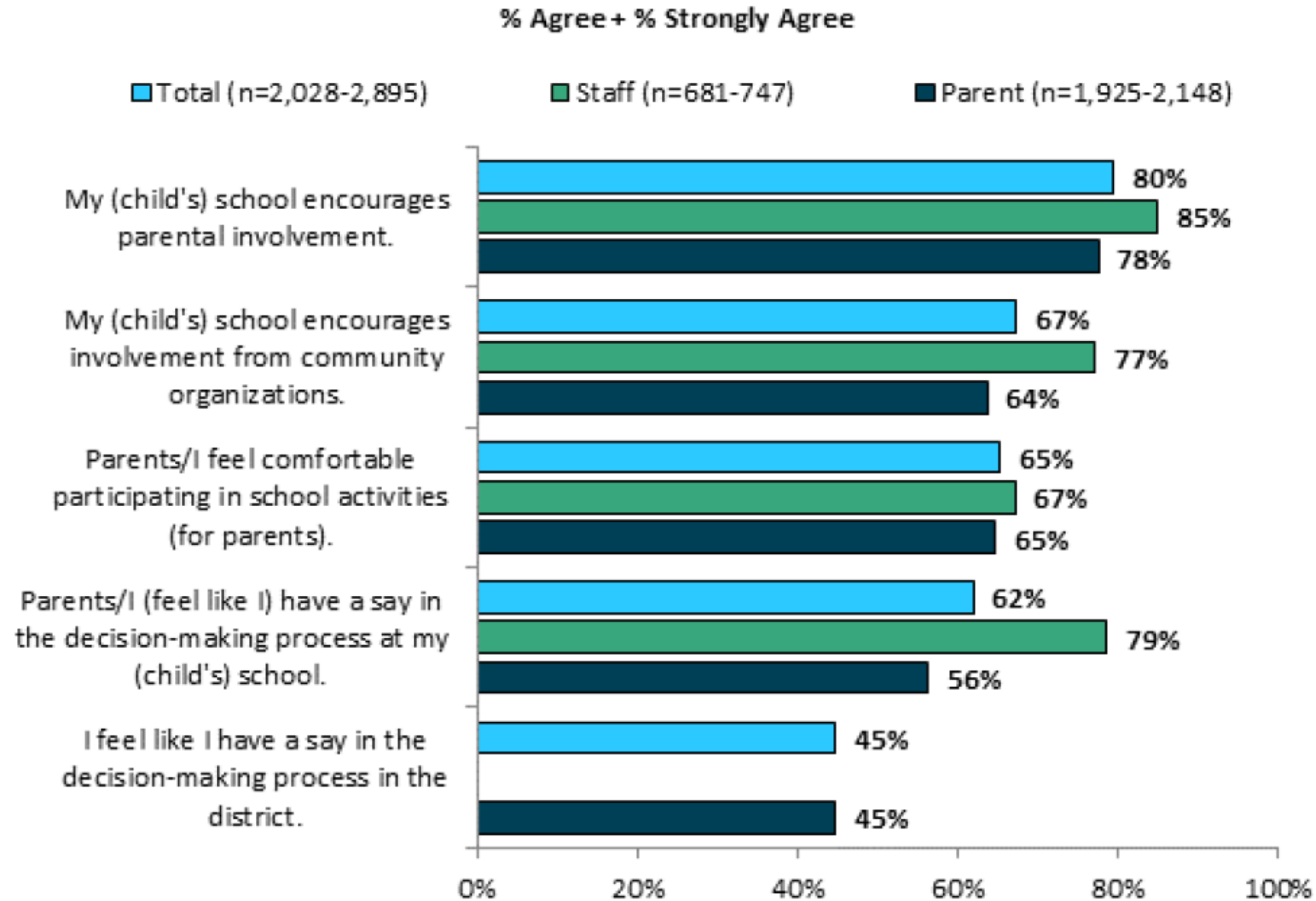
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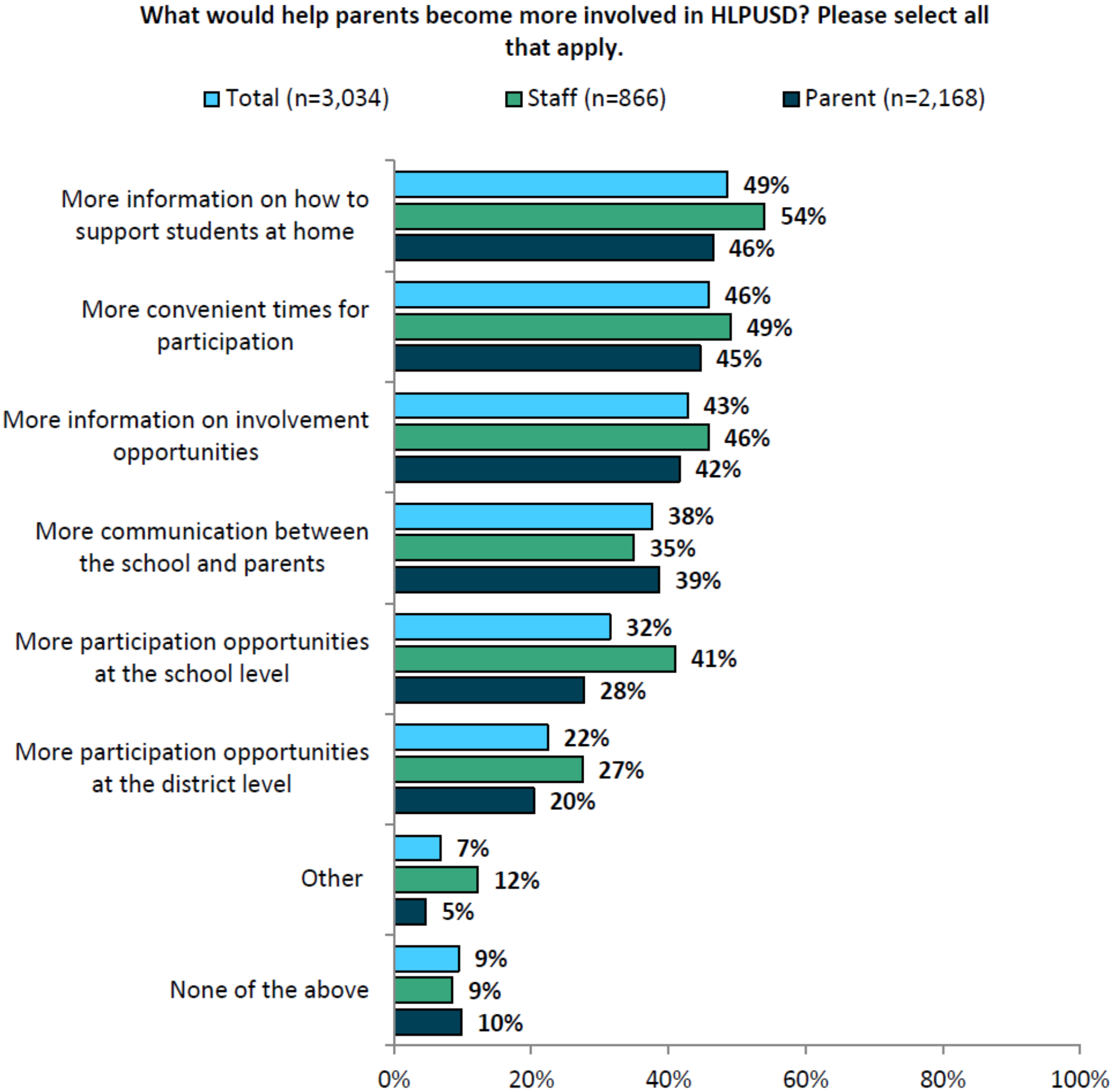
Student Engagement



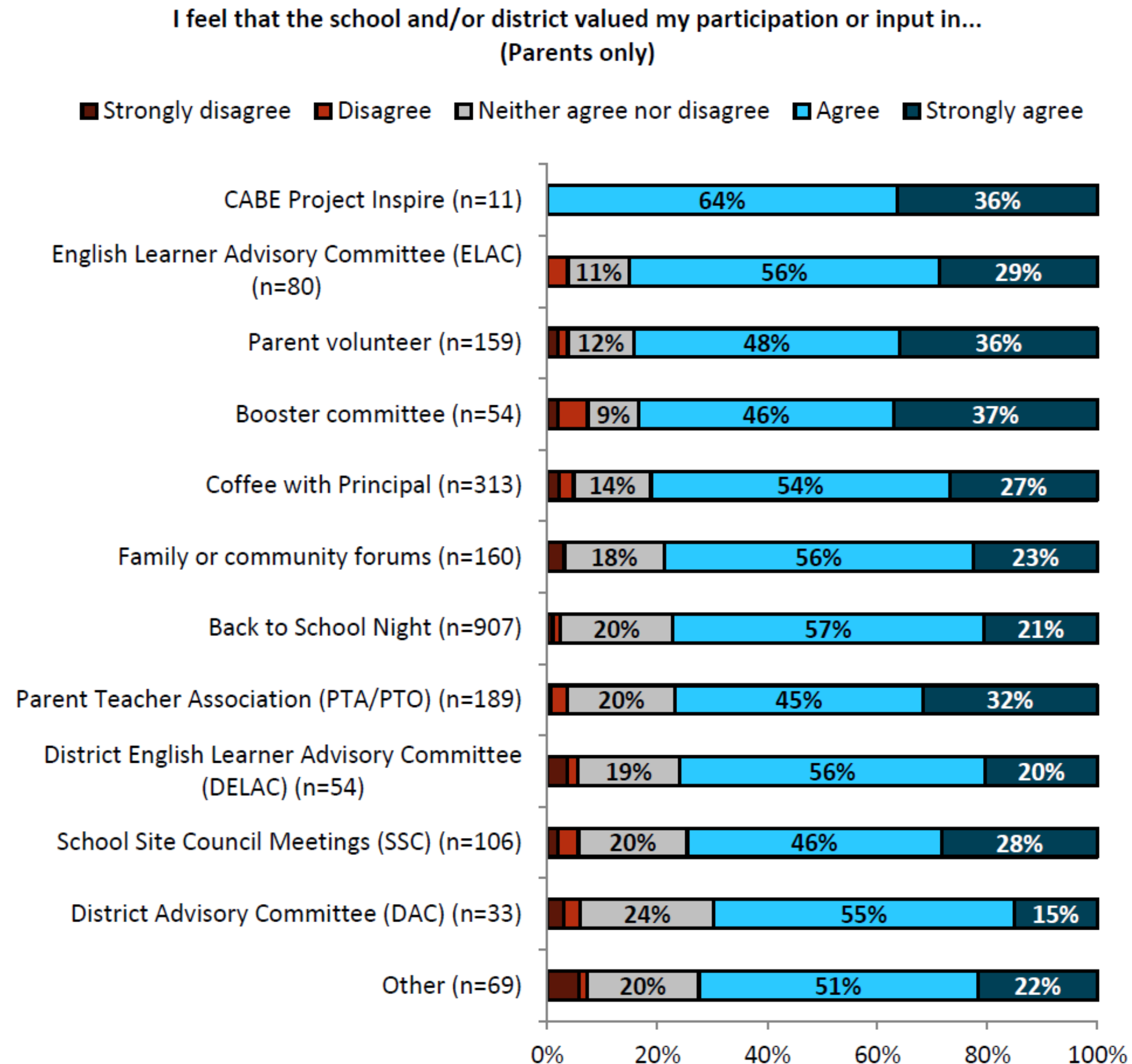
Parental Involvement



Increasing Parental Involvement



Parents Feeling Valued for Their Participation



Goal 3: Engagement- Parent/Family Engagement

Actions All Students

- ❖ Districtwide Parent & Family Engagement System
- ❖ Parent Decision Making and Advisory Groups
 - DAC & DELAC
 - LCAP Advisory Committee
- ❖ Communication System:
 - District and school web sites
 - ParentSquare
 - Aeries Parent Portal & Grade Book
- ❖ Annual District Open House
- ❖ School Site Engagement Activities and Events
 - Back to School & Open House
 - Parent conferences
 - Translation stipend per school site
 - PTA, PTO, Boosters
 - School events, college & career fairs

Contributing Actions Unduplicated Student Groups

- ❖ School Plan for Student Achievement (SPSA) parent & family engagement
 - SSC & ELAC
 - Site-based & Adult Education parent workshops
 - CAFE, PIQE, PROedu, Conferences
 - Coffee with Principal, parent nights, special events
- ❖ Supports for Parent & Family Engagement:
 - Provide translation & babysitting
 - Fingerprinting budget set-aside for volunteers
 - Activities based on parent interest/input
 - Convenient time for parents
 - Contact via e-mail & phone
 - Parent recognition
- ❖ Parent Workshop Series/CAFE Project 2 Inspire
- ❖ Equity & Access partnerships with mental health agencies, community resource guide
- ❖ Parent University Symposium



Goal 3: Engagement- **Student Engagement**

Actions All Students	<u>Contributing</u> Actions Unduplicated Student Groups
❖ MS and HS Guidance & Counseling Staff ❖ Student & Family Services • Multiple Tiered Systems of Support (MTSS) • Behavior and attendance support • Mental Health and community resources • TUPE Grant Implementation ❖ Student engagement activities • Co-curricular athletic programs • Transition programs & activities ❖ Elective Programs (per Master Schedule) • Band, Choir, Drama, Art, Journalism, Technology, STEAM, Robotics, CTE, other ❖ Credit Recovery Programs ❖ After School Programs	❖ Equity & Access support services • Homeless & Foster Youth Liaison & support services • Continue and expand training for school staff ❖ Master Plan for English Learners ❖ Additional student engagement actions & services per SPSA • Additional counseling staff & services • Attendance incentive programs • Additional electives, extra-curricular activities, teacher hours • Supplemental materials, supplies, technology, equipment • Curricular field trips



Goal 3: Engagement- **School Climate**

Actions All Students	<u>Contributing</u> Actions Unduplicated Student Groups
❖ Department of Police and Safety ❖ School Safety Plans ❖ On-Going behavioral supports & and safety training • Anti-bullying • Effective discipline practices ❖ Student & Family Services • Tiered support services to address students social-emotional, behavioral needs • Youth Court/Restorative Justice ❖ Social-Emotional Learning – new curriculum adoption ❖ Site Supervision Aides ❖ School Nurse program & health services ❖ Materials & supplies for safe schools	❖ Student Support TOSAs/COSAs for elementary schools ❖ Equity & Access Staff & Services • Collaboration for foster & homeless youth services ❖ Behavioral MTSS implementation supports • Tiered support & intervention • Proactive classroom management • Social-emotional learning (SEL) ❖ Teen Workshop Series & Teen Summit • Safe and healthy, life skills, mental health ❖ Additional School Climate Actions & Services per SPSA • Additional counselors, site supervision aides, support staff • Supplemental materials & supplies • Site based positive behavior campaigns



Recommendations to Support Teaching and Learning

- Site-based FTEs for intervention, academic support, and counselors
- Restore Academic Core, English Learners, Dual Immersion, and CTE TOSAs, district level
- Librarian to support textbooks, libraries, and literacy
- Expand Equity & Access to include Family Engagement
 - Family Services Specialists
 - Elementary Student Support Counselors
- Expand CTE Pathways and Courses, TK-12
- Establish Department for Innovative Instructional Technology
 - Director
 - Tech TOSAs
 - Technicians for data systems and educational software



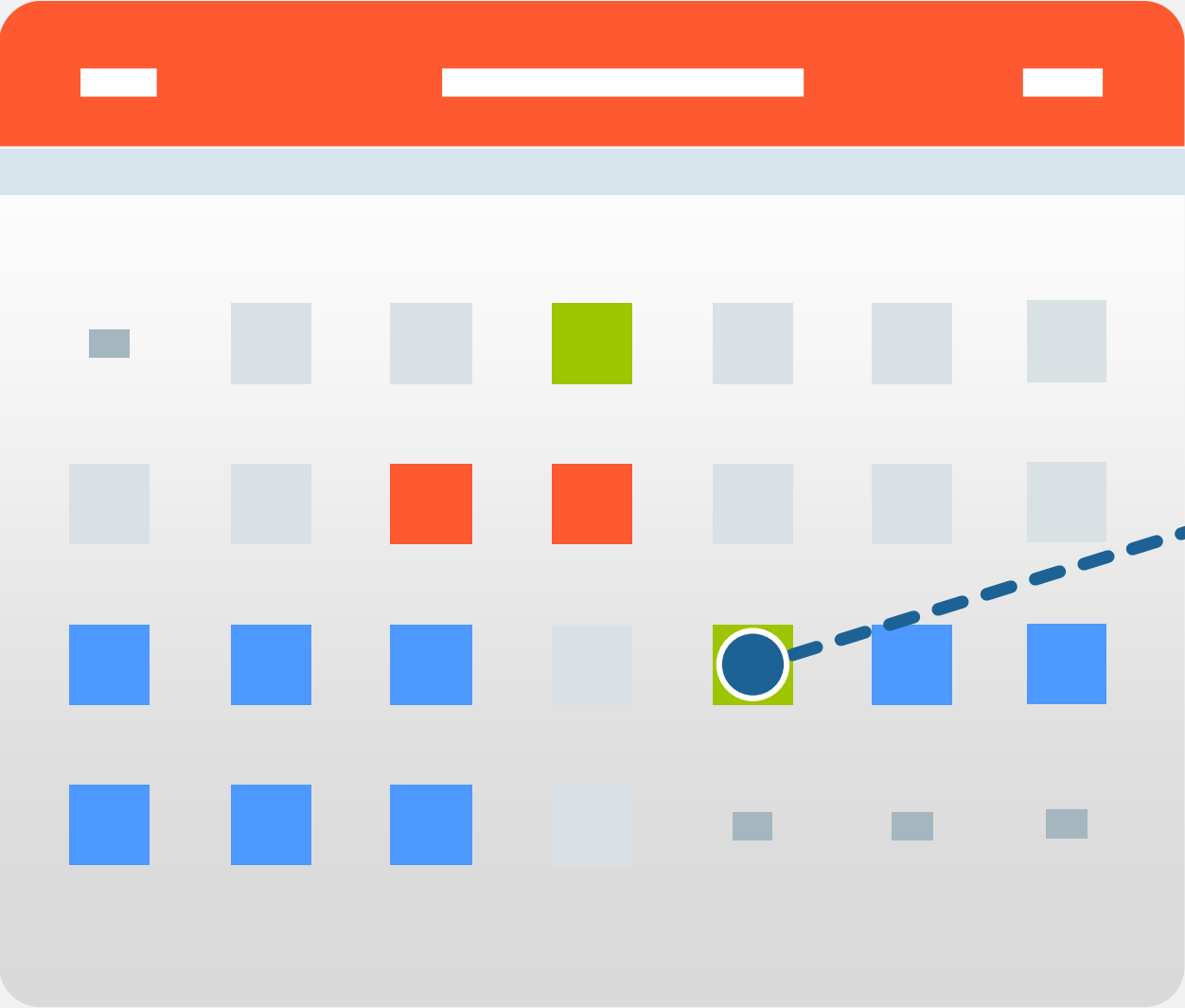
Board Input



Over-arching Question

Based on the review of the 8 LCAP priorities, what are the areas that need to be refined or developed?

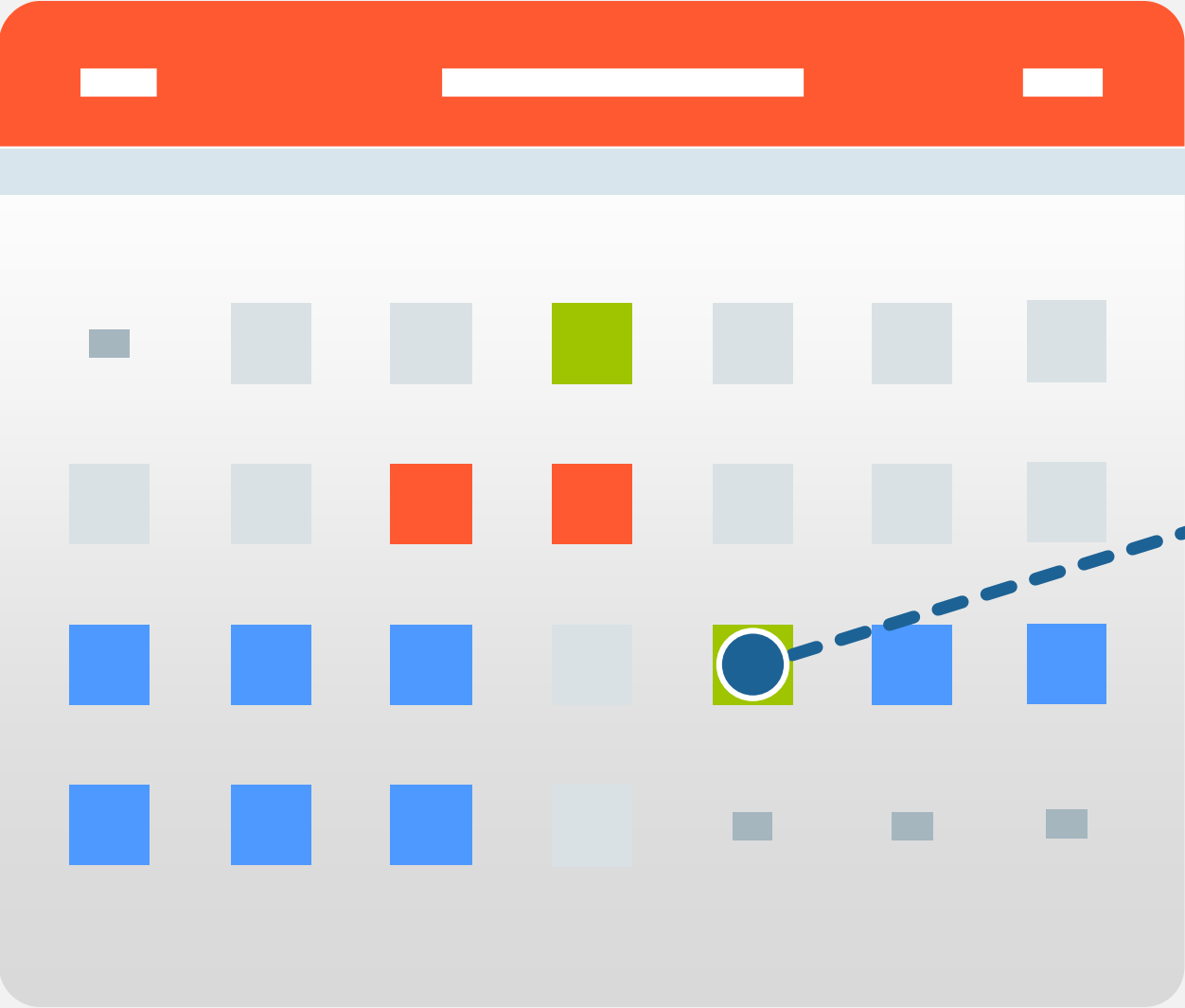




JUNE
10

Public Hearing
LCAP
Budget

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JUNE
24

Board Adoption
LCAP
Budget

Thur

Thank You



Appendix



Mission Statement

The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.



Guiding Principles

- **We believe students, parents, staff and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.**
- **We believe students, parents, staff and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.**
- **We believe students, parents, staff and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.**
- **We believe students, parents, staff and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District.**



BOARD GOALS

To ensure every student's success, the Hacienda La Puente Unified School District Board of Education goals are:

- Goal 1: All students in the Hacienda La Puente Unified School District will succeed in meeting high standards and achieving at high academic levels.
- Goal 2: The Hacienda La Puente Unified School District will provide a supportive and innovative learning environment rich in the visual and performing arts and a challenging course of study to meet the unique needs of every student.
- Goal 3: The Hacienda La Puente Unified School District will attract and retain quality personnel who demonstrate strong, positive leadership that promotes a culture of collaboration and teamwork and creates an environment in which all stakeholders feel respected, valued and are dedicated to every student's success.
- Goal 4: The Hacienda La Puente Unified School District will efficiently expend and effectively maximize all resources to fulfill educational priorities, while sustaining and maintaining long-term financial stability.
- Goal 5: The Hacienda La Puente Unified School District will provide its students and employees with safe, orderly and clean schools and district sites.
- Goal 6: The Hacienda La Puente Unified School District will continue to develop, sustain, recognize, and promote programs of excellence and strong partnerships with parents and the community which result in high levels of success for all students.

