Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2024-25]

General Information

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

The St. Helena Unified School District (SHUSD) has 1116 students enrolled in 2023-2024 which is a drop from 1121 in 2022-2023. All students are provided with a comprehensive TK-12 education and offered a broad course of study. Our student population is roughly 53% Latino, 42% Caucasian, 2% Mixed, and 2% Other Asian plus a small representation of Native American and African American students. St. Helena has 35% of socio-economically disadvantaged (SED) students, 17.3% English learners, and 44% unduplicated pupils (EL/SED/Homeless and Foster Youth). Within the four schools in the district: St. Helena Primary has 185 students, St. Helena Elementary has 254 students, Robert Louis Stevenson Middle School has 244 students and St. Helena High School enrolls 423 students. For a more comprehensive overview of the district please visit our website www.sthelenaunified.org.

Our district operates on a $45 million dollar budget and employs 107 certificated and 73 classified members for a total of 180 staff for St. Helena Unified School District. Our facilities are Williams Act certified and evaluated to be in good to excellent condition. The certificated staff is appropriately credentialed in the areas that they teach. The district maintains a strong connection with community businesses and educational partners through many committees and support from the St. Helena Public Schools Foundation, English Langauge Advisory Committees (ELAC), and Parent-Teacher Group (PTG) efforts at each site.

SHUSD has committed to full TK-12 implementation of the Professional Learning Communities (PLC) to focus on student learning. PLC models are grounded in improving the practices of teachers, review of student data and outcomes, and collaborative school and district communication to constantly review and refine our practice. While all school sites are in different stages of PLC implementation, our commitment to raising student achievement has been galvanized in these practices. The District has also supported teacher inspired practices to support mathematics achievement in Building Thinking Classrooms by employing two math coaches to review data and provide feedback on instruction.

Our High School students graduate at a consistently high rate annually while having opportunities to complete A-G approved curriculum, a myriad of elective opportunities, dual enrollment classes, and career technical pathways (CTE). While we recognize several California Dashboard indicators and other data measures that need attention, our focus on continuous improvement with feedback from students, parents, and educational partners aligns with our mission of increasing academic growth for all students while continuing to narrow the existing achievement gap within subgroups.

The district has used the California Dashboard, DataZone, California Healthy Kids Survey (CHKS), EdData, Schoolwise Press, and other data sources to effectively determine the prioritization of goals, actions, and funding sources to address deficiencies. Our continued focus on serving the community involves many different partners in the LCAP development and feedback. As we embark on the development of our revised three-year LCAP in 2024-2025, our goals and actions will be focused on addressing the needs of our unduplicated populations including students with special needs but we will continue to strive for academic growth in all students.

Reflections: Annual Performance

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

Even though our student numbers increased in AP and dual classes, St. Helena High School students decreased from 53.2% of the students meeting A-G requirements in 2022 to 46.6% meeting A-G requirements in 2023 which included a smaller student enrollment count. At the high school, we will continue to address the A-G completion rate for specifically unduplicated students but all students are welcome who need credit recovery by offering a specific summer ELA course to make up credits. In addition, we added .2 FTE course for 2023-2024 to catch students who still need to make up English credits due to either receiving a "D" or "F" in past coursework. As a school, we are focused on ELA, since most of our students do not meet A-G requirements due to English. Within CTE completers we moved from 49 students in 2020-21 to 32 students in 2021-2022. In 2022-2023 our CTE completion rate student participation number was 65. Our CTE completer percentage rate went from 27% in 2022 to 56% in 2023. Our AP pass rate is holding at 68% in 2023. This is an area of celebration. Drop-out rates in 21-22 were at 4.2% (5 students). We do anticipate that these numbers will improve as we continue with our current planned actions and practices at the high school.

There continues to be a need to focus on school climate and culture at all school sites. Discipline is another area of identified need for the district. The overall rate for the district on the dashboard went from 2.5% for 2021-22 to 5.1% of students being suspended at least one time. St. Helena High School was previously identified by the California Department of Education (CDE) as needing "Additional Targeted Support and Improvement" (ATSI) around suspensions requiring the school to provide evidence-based practice(s) in their school plan for student improvement (SPSI) to address the discipline issue there. If the suspension rate holds at its current level for the 23-24, they will be exited due to the drop in suspensions.

The district created a student behavior sub-committee in 2023-2024 to delve deep into this issue with the mission of creating a solid multi-faceted approach to student discipline. Data was collected and reviewed.

Overall chronic absenteeism rates continue to increase from 9.1% in 2021-2022 to 11.3% in 2022-2023 placing the district in the Low-Red" range on the dashboard. The following subgroups were in the high range for chronic absenteeism: Homeless at 20.7% and our white group at 13.4%. The EL subgroup remained at the low-medium-orange range at 12.3% previously the percentage was at 11.1%. The student with disabilities group went from having a Chronic absenteeism rate of 16.7% to 12.8%. Using datazone, chronic absenteeism was monitored throughout the year and early unofficial data indicates drops in chronic absenteeism.

School climate data shows this is an area of identified need. We have just administered the 2024 CHKS and are waiting for the results. On the CHKS given in the spring of 2023, the sense of school connectedness went down in 7,9, and 11 grades. A new advisory period was built into the master schedule at the high school.

Another area of need continues to be mathematics throughout the district and the gaps within our unduplicated student groups in mathematics. There was an intervention teacher position for TK-5 grades created in 21-22. Movement was maintained on the dashboard at the district level. In this LCAP year, we created a secondary math intervention/coach position specifically focused on creating "Building Thinking Classrooms" throughout our math program and enlisting the expertise to assist in creating evidence-based interventions and enhancements for all students in mathematics.

Our final area of focus will be to ensure that MTSS and SEL systems are consistent in their practices and aligned from school to school. In observations, all four sites have MTSS systems set up but some are further along in meeting the "implementation level" within the MTSS self-reflection matrix than others. Training and developed practices need to be intentional at all four sites to make sure that none of our students fall through the cracks as they matriculate from school to school. There is also a need to continue to train all adults within the district around Social Emotional Learning (SEL) practices to incorporate at all of the school sites and trauma-informed practices. There are a few staff carrying the load at each site and we need to get the classroom teachers, school sites, and all administrators to infuse SEL practices into classroom routines, site meetings, and whole campus procedures, this includes incorporating SEL routines into district meetings. The currently adopted SEL curriculum needs to be provided with fidelity at all four school sites and built into weekly schedules. A core group of staff members from various school sites attended the MTSS State-wide conference in July of 2023. A new online platform for our MTSS teams to gather and track data is at the beginning of the implementation at the TK - 5 level. We will continue to train staff on restorative practices hold community circles, and train designated staff on behavioral threat assessments. Sound practices and procedures need to be drilled down further to pull in a threat assessment district and County team quickly during a crisis. Student support team meetings need to continue with all service providers to be more proactive around student issues.

Our 2023 dashboard also indicates we have RED areas that will need to be addressed in our current LCAP. Those areas are as follows:
- District level, chronic absenteeism for homeless and white subgroups
- District-level, math for special education students
- Robert Louis Stevenson, suspension for all students and English Learners
- Robert Louis Stevenson, math for English Learners
- St. Helena Elementary School, chronic absenteeism for all students

Reflections: Technical Assistance

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

The District receives support from the Napa County Office of Education Director of Continuous Improvement at various stages in the LCAP development.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
St. Helena Unified School District Local Control Accountability Plan Steering Committee	This committee met six times during the 2023-2024 school year and was composed of parents, community members, two high school students, administration, and teachers which included union leadership. The purpose of the committee is to provide oversight and guidance to district administration as well as feedback. At four meetings, committee members analyzed and evaluated the district's four goals and shared insight on the effectiveness of each goal and action. In May, the committee provided feedback on the draft LCAP for 2024-2027.
District English Language Advisory Committee	The DELAC committee met five times this year. During this meeting LCAP goals and progress overview were provided. An opportunity was given to the committee to provide feedback and suggestions for draft actions.
Site Parent Group Meeting	Shared draft for feedback at school site's May Parent Group meetings.
SHHS Leadership Class	Assistant Superintendent shares quarterly updates on the LCAP with high school leadership class of approximately 30 9th-12th grade students. Assistant Superintendent also meets periodically with two LCAP SHHS representatives to discuss additional information including survey development and feedback on student related matters.
LCAP Community Partner Survey	District staff developed a 15 question survey that was sent in the last week of March to our community partners (students, parents, staff). The participation on the survey was low overall in the 20% response

Educational Partner(s)	Process for Engagement
	range but there were some relevant comments related to actions within the proposed goals.
Governing Board Meetings	At each monthly meeting, LCAP goals and actions are addressed either in a presentation by district staff or in site based presentations by school principals. The Governing Board receives information related to the progress in each goal via presentations and related reports. Each district strategic action plan aligns with the goals of the LCAP making all work streamlined into clear objectifiable purposes.
SELPA	We hold quarterly meetings with our SELPA to review support for our Special Education population. We have consulted with SELPA on the needs of our SPED students.
St. Helena Teachers Association (SHTA)	Four SHTA members are represented on the LCAP steering committee. The Assistant Superintendent meets weekly with the SHTA President and discusses LCAP related matters frequently.
CSEA Chapter #287 Bargaining Unit	One CSEA member is represented on the LCAP steering committee. The Assistant Superintendent meets weekly with the CSEA Chapter #287 President and discusses LCAP related matters frequently.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The results of the aforementioned survey were analyzed and discussed in a public work session conducted in the District Office on Wednesday, March 26th. Staff had collected the feedback of the steering committee goal analysis which clearly stated that the district had too many goals and actions. In addition to the volume of goals and actions, the responses from the steering committee felt many of the actions were not quantifiable, measurable or had an evaluative component.   There was a strong sentiment to combine Goals 2 and 4 to be more broad in our scope and detailed in the subsequent actions. The group felt strongly that academic achievement and continued parent/community outreach were valued and needed to continue as priorities of the District.
The survey responses validated the insight of the steering committee. While the overall total response was small, the overall satisfaction level with instruction, supports and connections at school was strong.   Students did not respond to the open ended prompt for additional feedback but our parents did. Each comment was read and analyzed by the staff and discussed on how relevant and insightful to align into our work. Three common themes emerged from the responses; analyzing appropriate students cell phone usage, more direct parent contact, and increased enrichment opportunities for students.   As the overall responses were low, there was not an overwhelming number of these themes but enough that staff saw some common threads. While the cell phone usage would not fall into an action, it is noted for further analysis outside of the LCAP development. The other two responses were noted and woven into components of actions with the three proposed goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic growth for all students while addressing the Achievement Gap.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1, Increase Academic Growth for all students while addressing the Achievement Gap, was specifically developed to address our disproportionate academic results for our English Learners, SPED, and Hispanic/Latino student groups. In addition to specifically targeting these student groups it is the ultimate goal to continually grow academic achievement for all student groups. The educational data shows that our Hispanic/Latino student group, English Learner (EL) student group, Socioeconomically disadvantaged (SED) student group, and Special Education (SPED) student group are all performing below their White and economically advantaged counterparts.

The actions in this goal work to address the gap we see in our results by strengthening the academic program for both targeted student groups and all students. The district's continuing focus on Professional Learning Communities (PLC), support and development of a strong Multi-tiered System of Support (MTSS), and highly engaged professional learning for all educational staff will contribute to positive growth.

In reviewing CAASPP data from the previous three years (2021-2023), the academic trend has a slight decline. This is evidenced by orange status of the EL, Hispanic and SPED subgroups. Our white group continues to maintain a green or blue status on the dashboard for both English language Arts and Mathematics. Language acquisition as measured by the ELPAC is trending in the right direction. RFEP rates have also improved in the district.

Stakeholder feedback is gathered through a variety of groups. These groups include the formal LCAP committee, DELAC and superintendent committees. Each of these groups have a focus and have been aligned with LCAP goals. Additionally the EL committee and student service team have also met to strengthen the processes and procedures to improve and create strong systems of support. Feedback provided by these groups included supporting PLC implementation in order to achieve student success, strengthening the MTSS process at site levels to develop systems and processes in order to address the need of ALL students and continue to provide training and professional development to staff

This current goal remained the same as the 21-24 LCAP. The adjustment made was to consolidate 14 actions into 4 actions and focus on systems to improve academic growth and close the achievement gap. The focus on strengthening the professional learning communities

(PLC) with a focus on three BIG ideas (Dufour, 2004). These big ideas are ensuring students can learn, creating and maintaining a culture of collaboration and focusing on results.

https://www.ascd.org/el/articles/what-is-a-professional-learning-community

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Math Overall and by School CAASPP ELA Overall and by School	District CAASPP Overall Results for 2022-2023 English Language Arts Met or Exceeded: 61.57% Mathematics Met or Exceeded: 43.89% (Yellow) 24.7 points below standard Source: California CAASPP Data/CA Dashboard			Increase by 5% points from prior year	
1.2	CAASPP Scores ELA by Subgroups CAASPP Scores Math by Subgroups Economically Disadvantaged (SED) CAASPP Results Overall English Learner (EL) CAASPP Results	District CAASPP Results for 2022-2023 English Language Arts Met or Exceeded EL: 12% Hispanic: 36.08% LTEL:* 0% SED: 47.98% SPED: 27.66% White: 75.3%			Increase by 5 percentage points every year for ALL and white subgroup Increase by 10% for unduplicated / SPED groups per year • EL • Low Income	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students with Disabilities (SPED) CAASPP Results	Mathematics Met or Exceeded EL: 7.69% Hispanic: 22.69% LTEL:* 0% SED: 26.51% SPED: 19.15% White: 62.84% Source: California CAASPP/Data Dashboard *LTEL - new subgroup for next year				
1.3	California Science Test (CAST)	2022-23 % of students who met or exceeded in CAST was 37.65% overall Grade 5 = 47.89% Grade 8 = 35.44% Grade 12 (High school) = 32.38% Source: California CAASPP Data			Increase by 5 % points from prior year	
1.4	Summative ELPAC Results English Learner Reclassification Rate ELPI (English Learner Performance Indicator) Level	District ELPAC Results 2023 % of Students who scored at Level 4 (proficient) = 35.56% Source: Dataquest			Increase % of EL's scoring level 4 on ELPAC by 10% Increase RFEP rate by 5% Increase ELPI level by 5 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Long-Term English Learners (LTEL)	EL Reclassification Rate 2022/23 Local Data SHPS SHES 19/76 = 25% RLS 15/45 = 33% SHHS 9/55 = 16% Total 43/176 = 24% ELPI Level 2023 67.5% Source: CA Dashboard 35 LTEL students 2022-23 6th = 4 7th = 6 8th = 1 9th = 5 10th = 11 11th = 3 12th = 5 Total = 35 Source: Dataquest			and maintain 65% of EL's making progress toward proficiency to achieve blue status Decrease % LTEL students by 10%	
1.5	Early Assessment Program (EAP) Overall and by Subgroup English Learner (EL) Hispanic Socially Economically Disadvantaged (SED) Special Education (Sped)	11th Grade CAASPP Results 2022-2023 ELA ALL students 75.86% EL 16.67% Hispanic 68.85% SED 64.58% SPED*			Increase by 5% points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MATH ALL students 34.19% EL 0% Hispanic 18.03% SED 10.20% SPED* *student group not large enough to generate data 41.38% Level 4 (exceeded) in English Language Arts 9.40% Level 4 (exceeded) in Mathematics Source: California CAASPP Data				
1.6	# of PD Trainings in Math (or # of Teacher Participants) # of PD training in EL	Establish baseline			Provide a Fall and Spring training focused on Mathematics and English Learners for	
1.7	AP Course Access and AP Rate # enrolled Hispanic % of enrollment White % of enrollment	2023-2024 enrollment in AP classes 112 enrolled Hispanic: 46 or 41% White: 66 or 58.9%			100% AP Pass Rate 100% proportionate enrollment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 enrollment: Hispanic 51.6%, White 47.5% 158 enrolled H -37% and W - 60% EL = 0 SED = 24 SPED = 3 Source: DataZone AP Pass Rate - IN Progress				
1.8	Graduation Rate English Learner (EL) Hispanic Socially Economically Disadvantaged (SED) Special Education (Sped)	2023 Combined Four and Five Year Graduation Rate Report from CA Dashboard 91.3% of all students Grad Rate 73.3% EL* 88.9% Hispanic 90.5% SED SPED (Not enough students = 10) 93.8% White Source: CA Dashboard			100% Graduation Rate	
1.9	College and Career Indicator	2023 CA Dashboard 62.1% prepared overall Hispanic 52.4% SED 54% White 71.4%			Achieve Very High Status for ALL Subgroups on Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 13.3% SWD 18.2%				
1.10	A-G Course Completion for UC/CSU by subgroup English Learner (EL) Hispanic Socially Economically Disadvantaged (SED) Special Education (SPED)	2023 Dashboard 46.6% (54 stu) 31.7% Hispanic (20 stu) 31.7% SED (31 stu) 9.1% SPED* (1 stu) 63.3% White (31 stu) * small numbers			Increase by 10%	
1.11	Local Benchmark Data/Interim	Establish a baseline by subgroup			Increase growth by 5% each year	
1.12	Attendance Rates	Current Attendance as measured by Datazone District Average = 95.76% SHPS = 95.88% SHES = 95.43% RLS = 96.13% SHHS = 95.98% SHOP= 83.36%			99% Attendance Rate for all sites	
1.13	CTE Completers	2022-23 56.5% CTE completers (65 stu) Seniors Only EL SED SPED			Increase the number of CTE completers by 5% annually at the high school level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CA Dashboard				
1.14	Broad course of study enrollment where state standards are taught, including ELD standards to gain academic content knowledge and English language proficiency	100% of students have access to core content and will be taught the state standards, including ELD standards.			Maintain 100% access for all students	
1.16						

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully implement the foundations of the Professional Learning Community (PLC) framework.	This action addresses the cohesive and complete implementation of the Professional Learning Communities (PLC). The systematic approach of a PLC will support the individualized monitoring of students as well the subgroups of low-income students, English Learners, Homeless and Special Education students. Comparative data will be pulled to address the progress of the subgroups addressed in the previous sentence. To support the continued implementation of Professional Learning Communities, the district will support sending staff to the PLC Summer Institute in July 2024. Additionally, RLS and SHHS instructional lead teams with site administrators will attend the CAPS network throughout the school year to further the work of PLCs. The District will facilitate release days with the TK-5 ILT teams to mirror CAPS work and promote continued alignment. Finally, a PLC expert consultant will work with our school leaders to further advance the PLC work at school sites. By investing in the professional growth of our educators, our students will benefit by demonstrating increased academic performance in English Language Arts, Mathematics, and all core subjects. Ensuring our instructors are regularly and consistently identifying key essential standards, assessing mastery of these standards, and implementing targeted interventions and extensions of learning, we will see positive academic growth.	$750,000.00	Yes
1.2	Develop a TK-12 aligned Multi Tiered Systems of Supports (MTSS)	One of the most effective systems a school district can implement into its consistent practices is establishing a strong multi-tiered support system (MTSS). Fortunately, our SHPS and SHES schools already have pre-existing solid MTSS teams that meet regularly to identify and support our student's academic support. This action expands and strengthens the MTSS model at the SHPS and SHES while further developing and expanding the MTSS models at both RLS and SHHS. It will support the work of the MTSS teams in identifying	$1,541,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and coordinating support for the academic needs of our students at all levels, TK-12. Additionally, we will emphasize ensuring that our newcomer students have appropriate placement and programming tailored to their needs. The district provides funding for EL Coordination at each school site and interventionist teachers on special assignments to work with Tier 2 and Tier 3 academic needs for reading and mathematics. Intervention teachers and trained paraprofessionals will continue to be funded with supplemental funds to provide targeted intervention to targeted student groups. Supplemental materials and targeted professional development for instructors working with the targeted student groups (EL, SPED, SED, FY) will also be provided. This includes professional learning and materials to be utilized with long-term English Learner (LTEL) instructors.		
1.3	Provide professional development related to key district priorities	Mathematics instruction continues to be an area of focus for SHUSD. Over the past year and a half, many teachers have shifted their instructional practices with a focus on collaboration and implementing the Building Thinking Classrooms (BTC) approach to math instruction. With the support of a math TOSA at the secondary and elementary levels, teachers are implementing BTC into their instruction. This growing initiative is being supported by district staff with continued professional development and training. In addition to targeted PD for mathematics, our district is committed to building a strong English Learner Road Map and implementing consistent, research-backed best practices for our EL student population. The district supports sending EL instructional staff as well as parent leaders from our ELAC groups to training, like CABE's annual conference. As training for a full MTSS implementation, the District will send a team of support staff to the Response to Intervention (RTI) Institute in December 2024. This training will allow support staff to continue to align services and practices throughout each school site for students.	$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education students.	The district was identified as having two student demographic groups in "red" status on the academic indicator for mathematics. The two student groups identified were as districtwide for Special Education and English Learners at RLS Middle School. RLS will implement the following strategies to increase academic performance in mathematics among English Learners: • BTC math instructional practices develop EL students to increase opportunities for listening and speaking in English • Ensuring that math vocabulary is provided to EL students in both English and their home language (when accessible) • In ELD courses, EL students will have increased opportunities to practice academic vocabulary, including regularly used math vocabulary. At the districtwide level, the strategies that will support the Special Education student group in mathematics include the following: • Secondary Math TOSA to support increased opportunities to engage all students in mathematics • Elementary Math TOSA working with Tier 2 and Tier 3 students in need of small targeted math instruction.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain a welcoming and nurturing district environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2, maintain a welcoming and nurturing district environment was developed to ensure that our district is elevating the social emotional needs of our student body. Understanding that the feeling of belonging is vital to educating a whole child. Both physical and emotional safety is important for the continued growth and positive development of our youth. Additionally, school attendance continues to be a factor that impacts the success for our student body. Post COVID, there's been more attention placed on providing our students with mental health supports. We continue to strive to build services that meet the needs of our student population. We plan to continue our strong partnerships with community based organizations that support our students and families. This goal specifically names supporting the connectedness and inclusion of our LGBTQ+ community as well as our students with special needs.

The CHKS survey indicates a declining trend on school connectedness from elementary to high school. 72% of students at the elementary feel connected versus 61% at the high school. Academic motivation from students also drops from 85% at the elementary to 57% at the high school. Meaningful participation as reported from students also decline from 41% at the elementary to a 28% dip in middle school and then is reported at a 31% in high school.

Chronic absenteeism is an area of focus for our school district. Data from dashboard places the district at orange or at a high level of chronic absenteeism. There has been a shift with addressing when parents can send their children to school. The COVID health guidelines were updated this year and there is need to continue to update our families of when to send children to school.

There has been a slight increase in students accessing AP courses. There was a large increase in students having access and enrolling dual enrollment classes. Suspension rates have increases due to particular events involving groups of student for the 22-23 school year. The college and career indicator remained flat and there has ben a dip in students meeting A-G requirement.

Suspension rate across the district vary from school to school and is currently at 4% of our students suspended at least one day. Our MTSS process will continue to serve as a system that will individually identify students who need additional support for behavior and or in the area of social emotional.

In connection with goal 1, our MTSS system will also serve to address policies, procedures and systems to support students at Tier I II, III.

The identified metrics will help determine success in achieving a welcoming and nurturing environment. The area of most need are chronic absenteeism and suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CA. Healthy Kids Survey- School Climate Indicators Part I School Connectedness Academic Motivation Caring Adult Relationships High Expectations Meaningful Participation Perceived School Safety Low Violence Victimization Part II Social Emotional Learning Supports Anti-Bullying Climate/No Harassment Facilities Upkeep	School Connectedness Elem = 72% Middle = 62% High = 61% Academic Motivation Elem = 85% Middle = 54% High = 57% Caring Adult Relationships Elem = 68% Middle = 66% High = 69% High Expectations Elem = 88% Middle = 81% High = 79% Meaningful Participation Elem = 41% Middle = 28% High = 31%			Increase all areas to 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Perceived School Safety Eleme = 74% Middle = 64% High = 73% Low Violence Victimization Elem = 61% Middle = 54% High = 78% Anti-Bullying Climate/No Harassment Elem 71% Middle = 50% High = 74% No Substance Use at School Middle = 96% High = 93% Facilities Upkeep Elem = 72% Middle = 54% High = 80%				
2.3	Suspension Rates and Expulsion Rate Suspension rates for all students and English learners by site	2023 CA Dashboard Suspension Rate: 4% all students (unduplicated 1147 students) District Suspension Rates English Learners: 5.1%			0% of suspension and Expulsion Rates. Achieve Blue Status	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.6% SED: 4% SPED: 3.8% White: 4.1% Homeless: 2.4% SHPS English Learners (Blue): 0% Hispanic (Blue): 0% SED (Blue) : 0% SPED (No Color) : 0% White (Blue): 0% Homeless (No Color): 0% SHES English Learners (Blue): 0% Hispanic (Blue): 0% SED (Blue) : 0% SPED (No Color) : 0% White (Blue): 0% Homeless (No Color): 0% RLS English Learners (Red): 23.5% Hispanic (Orange): 10.3% SED (Orange): 10.4%% SPED (No Color) 10.3% White (Orange) : 9% Homeless: *%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SHHS English Learners (Green): 5.6% Hispanic (Green) : 3.3% SED (Green) : 4.0% SPED (Green): 3.8% White (Orange): 5.6% Homeless (no color): 0% 2022-23 Expulsion Rate: Middle = 0% High = 0% Source: Dataquest				
2.4	District chronic absenteeism data subgroups at both district and site level All Students English Learners (EL) Homeless Socioeconomically Disadvantaged (SED) Special Education (SPED) Hispanic White	2023 CA Dashboard Chronic Absenteeism All Students (Orange): 11.3% EL (Orange): 12.3% Homeless (Red): 20.7% SED (Orange): 10.8% SPED (Yellow): 12.8% Hispanic (Orange): 10.2% White (Red): 13.4% SHPS All Students (Orange): 9.7% EL (Green): 9.8% Homeless (No Color): 27.3% SED (Yellow): 11.4%			0% Chronic Absenteeism, Achieve Blue Status	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED (No Color): 6.5% Hispanic (Green): 10.0% White (Orange): 10.2% SHES All Students (Red): 16.0% EL (Orange): 15.6% Homeless (No Color): 27.3% SED (Orange): 15.6% SPED (No Color): 29.2% Hispanic (Orange): 15.9% White (Orange): 16.8% RLS All Students (Orange): 7.8% EL (Orange): 9.1% Homeless (No Color): * No Data SED (Orange): 5.4% SPED (No Color): 4.6% Hispanic (Yellow): 4.6% White (Orange): 12.4%				
2.5	Drop Out Rate for Middle and High School	High School Drop Out Rates in 2022-2023 4.2% (5 stu)			0% Drop Out Rate	
2.6	Graduation Rate	2023 Combined Four and Five Year			100% Graduation Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graduation Rate Report from CA Dashboard 91.3% of all students Grad Rate 73.3% EL* (Not enough students = 12) 88.9% Hispanic (Medium) 90.5% SED (Medium) SPED (Not enough students = 10) 93.8% White (Very High) Source: CA Dashboard				
2.7	# of workshops/trainings offered	Establish Baseline			One schoolwide training offered in the Fall and One in the Spring	
2.8	Participation and attendance Rate of Students in Enrichment opportunities	Establish Baseline			100% participation rate	
2.9	Fully Credentialed Full-Time Equivalent employees	100% full credentialled FTE's			Maintain 100% full credentialled FTE's	
2.10	Implementation of Practice	Establish Baseline			100% of Practice	
2.11	% of students with access to standards aligned materials	100% of students have access to standards-aligned curriculum			100% of students will have access to standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Facilities Inspection Template (FIT) Report	100% of school facilities are in good repair			100% of school facilities will be in good repair	
2.13						

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide professional development and training opportunities to support a	The district continues to examine the social-emotional health of its students, staff, and community. To ensure all adults interact with students are creating a positive, nurturing, and welcoming environment that leads to	$225,000.00	No

Action #	Title	Description	Total Funds	Contributing
	welcoming and nurturing school and district environment.	increased student belonging, the district will dedicate funds for continued professional learning opportunities. The Student Equity and Belonging committee identified the need to support our LGBTQ+ students ensuring they have safe spaces where they can be fully supported by staff. Staff also identified the need to continue to learn strategies and best practices to address macro and micro-aggressions around race, gender, and difference. Bullying training or workshops will be provided. With the increased requirements by both the State and Federal governments on tracking student restraint and seclusion, it will be vital that all staff, not just Special Educators, be trained on identifying restraint and seclusion and where/how to document such strategies. Our SPED staff will continue to be supported with CPI training. Site administrators will additionally need to understand these strategies and have a system for collecting this information. Finally, we continue to see an increase in students having been impacted by levels of trauma. Our staff should be well-versed in identifying and supporting students by utilizing trauma-informed practices and training will be provided.		
2.2	Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS)	One of the most effective systems a school district can implement into its consistent practices is establishing a strong multi-tiered support system (MTSS). Fortunately, our SHPS and SHES schools already have pre-existing solid MTSS teams that meet regularly to identify and support our student's social and emotional needs and academic support. This action expands and strengthens the MTSS model at the SHPS and SHES while further developing and expanding the MTSS models at both RLS and SHHS. It will support the work of the MTSS teams in identifying and coordinating support for the social-emotional needs of our students at all levels, TK-12. Specifically, the MTSS system will provide a structure to target the support at an individual level for low-income, English Leaners, homeless and special education students. MTSS meetings will be held at	$355,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a monthly level at all sites to review students and determine the supports needed to address the identified need of the student based on the data reviewed. Additionally, the work of the MTSS teams and school counselors identifies students needing greater social-emotional support. Our strong partnership with UpValley Family Center to support the coordination of mental health support, youth mentoring, and family support services is an asset to our school community. Each school site has dedicated mental health providers available to support students.		
2.3	Continue to implement the WEB (Where Everybody Belongs) Program Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners.	Robert Louis Stevenson Middle School was identified specifically for having two student demographic groups in the "red" category on the California Dashboard for suspension rates. The two identified student groups are ALL students and English Learner students. We are fortunate that RLS is working diligently to curb the suspension rate by ensuring students are feeling fully supported at the middle school both academically and social and emotionally. Robert Louis Stevenson Middle School will continue to invest on the Safe School Ambassador program as well as WEB (Where Everybody Belongs) to address the suspension Red status. Material and supplies to support a welcoming and nurturing environment will also be provided to all sites. Early data monitoring shows that these "red" categories should be shifting to either orange or yellow by the next CA Dashboard release. To support this trend, the school is utilizing social emotional curriculum during the "advisory" period, otherwise known as color or family groups. Further, ALL students have been assigned an adult mentor/monitor to provide quarterly check-ins on both academic and social emotional progress. Finally, the counseling staff and support staff regularly meet with targeted students, specifically English Learners, to ensure they are getting daily check-ins and monitoring their progress.	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Address the California Dashboard indicator of "red" status in the area of District chronic absenteeism for white students and homeless.	The District as a whole and SHES were both identified as being "red" for the indicator of chronic absenteeism for ALL and specifically the white subgroup at SHES. District and site leaders are closely monitoring real-time attendance data, utilizing the SART and SARB process for truant and chronically absent students. MTSS teams are adding chronic absenteeism to the watch list for identified and targeted students. Office personnel are making personal phone calls and site administrators are holding meetings to address chronic absenteeism.	$20,000.00	No
2.5	Provide enrichment and extra-curricular opportunities at each school site such fieldtrips, co-curricular activities, and sports	The district strongly believes students' experiences are enriched when exposed to college-going culture, attend field trips that provide our students opportunities beyond our small community, and participate in the visual and performing arts. We are fortunate that the St. Helena Community strongly supports student experiences and arts and music programming. To enhance every student's experience beyond St. Helena, the district has committed to funding three excursions/field trips per grade level (TK-5) or content area in grades (6-8). Additionally, the district supports our targeted students' AVID at both middle and high school levels. Furthermore, with the support of our educational partners, the district seeks to bring experiences to our schools by offering thematic assemblies. There is strong correlation between extra-curricular activities and student academic success. By providing and addressing barriers of access for these opportunities to our low-income, English Leaners, homeless and special education students, involvement and stronger connection between school and student will occur.	$790,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase educational partner engagement.	Broad Goal

State Priorities addressed by this goal.
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.
Goal 3, increase educational partner engagement is specifically elevated as an LCAP goal because it takes all of our educational partners working in concert to provide the highest level of academic experience for our children and families. Integral in the continued development of strong connections is having clear, concise, and regular lines of communication. Our actions call for greater utilization of our communication tools, time with families to conference and share progress, and providing a repertoire of services for both students and families. Together, we can strengthen the home and school connection ensuring our St. Helena families are working with us for towards the same goal. As a district, we see the value and need to connect parents our district. Research is clear on the correlation between parent engagement and academic success. Efforts continue to be made to strengthen the bond between home and school and the actions reflect how we will measure parent engagement. Our parent groups are very active and there will be focused effort to include parent representation for unduplicated students. Through committee feedback, the need for parent and educational partnership was clear. This goal was carried from the previous feedback. Parent participation for VAPA and sport events are very well attended. Parent workshops have low attendance. School sites also provide a variety of events but data on attendance has not been kept. On the CHKS survey, 75% of 5th graders indicated that parents asked about school. Middle school students indicate that only 52% of parents feel welcome at school. At the high school level 57% of students reported that their parents feel welcomed at school. This goal also calls out additional educational partners. St. Helena provides a variety of resources and services for students and families. Are data indicates that these resources are under used. An effort will be made to coordinate and refer more students and families to access the resources provided to them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of targeted Parent attendance at Conferences broken out by subgroup	No data available			100% targeted parent attendance to parent conference	
3.2	% of parent interaction	21% parent interaction data from PSQ Interaction report			50% parent interaction	
3.3	# of providers	Therapists UVFC Statistics Claro/Clara SAP OLE Heath Van Mobile Dental Clinic Statistics NEWS ALDEA Burnett Therapeutic Service: 21 students/families Stanford Sierra Youth Family Services: 15 students/families Care Solace = 10 students = 11 providers			100% of providers are serving students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	# of students served through mental health providers	UVFC Statistics: 157 students served Claro/Clara: 19 students SAP: 16 students OLE Health Van: 15 patients Mobile Dental Clinic Statistics: 22-25 students seen weekly NEWS: 24 students ALDEA: 13 students Burnett Therapeutic Service: 21 students/Families Stanford Sierra Youth Family Services: 15 students/families seen			0% waitlist for addressing student needs	
3.5	Parent workshops/Trainings offered # of Participants	Offered four districtwide parent nights this past year with limited participation			Five parent workshops with a minimum of 50 parents in attendance	
3.6	Parent Participation in the following committee	DELAC - 4 EL parents represent 4 schools			Increase parent participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• DELAC • LCAP • Superintendent Committee Equity and Belonging Discipline • CAC (community Advisory Commitee0 • PTG (Parent Teacher Group)	LCAP - 2 parents Equity and Belonging - 1 parent Discipline -1 parent CAC - 0 SPED representation PTG - establish baseline, no data collected this year				
3.7	Administer parent survey	Establish baseline in Spring 2025			Increase parent participation of survey 10% every year	
3.8						

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two way communication.	A key component to increase parent engagement in the progress of our students is to keep them readily informed on how their children are performing in relationship to grade level and content standards. The Primary and Elementary Schools both offer Fall parent-teacher conferences for ALL students. The Spring parent-teacher conferences will be expanded to include all targeted and identified students receiving any Tier 2 or Tier 3 intervention or support. These students are identified through the MTSS process. Spring parent-teacher conferences are also available for any student and parent making a request regardless of their identified need. Maintaining Spring conferences will provide an allocated time for elementary teachers to individually meet with parents of academically struggling students focused on our lowest achieving subgroups, English learners an and low-income. Spring conference participation list of students will be reviewed. The expectation will be that interventions will be reviewed with parents to continue and support academic progress of identified students. Two-way communication is also an integral part of ensuring our families are informed about their child's progress. Our adopted communication platform will be readily utilized by staff to have frequent touch points with families.	$0.00	No Yes
3.2	Train parents and Promote Parent Square two way communication.	The District recognizes the value of parent conferencing in Action 3.1 but seeks to expand the use of Parent Square districtwide to promote increased frequent communication between the school, teacher, staff, and parents. Parent Square provides a platform to promote classroom and school activities, events, calendars, and direct messaging between the	$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher and parent. The district will continue to support this area of growth and ensure all staff is trained in the many uses of Parent Square to promote increased communication. Focused training on parent square will help bridge the information and communication gap between English Learner, Homeless and low-income parents and school. Parent square metrics provide data on how messages are delivered, opened and interacted with. The first step is ensure our parents are receiving information from the school and teachers so that parents engagement with the school and teacher is strengthened. A strong connection between home and school is the first step towards academic success for underperforming students.		
3.3	Coordinate services related to school success for family access	We currently have nine providers for students support. Numbers this past year have been lower than normal due to the lack of coordination due to staffing. Having resources and providers will support the MTSS process. The MTSS system will provide a structure to target the support at an individual level for low-income, English Learners, homeless and special education students. MTSS meetings will be held at a monthly level at all sites to review students and determine the supports needed to address the identified need of the student based on the data reviewed. We are measuring the number of students and families accessing mental health services. SHUSD wants to ensure that our students and families are accessing all the resources offered to them. Through the MTSS process, school site MTSS teams can determine what services are being offered, accessed and see if it makes a difference for academics, behavior or social emotional well being.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Develop parent workshops and trainings to support student achievement.	The District offered several parent workshops during the 2023-24 school year that were poorly attended. Possible reasons for low attendance was poor advertisement, timing of the event, competing events scheduled in the district and lack of interest in the content. SHUSD would like to measure increased parent engagement opportunities as well as an increase of parent participation in the offerings.	$25,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$934,609	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.478%	0.000%	$0.00	7.478%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Fully implement the foundations of the Professional Learning Community (PLC) framework. **Need:** There as achievement gap among our Hispanic/Latino student group, English Learner Student Group, and SPED student group relative to their White student group counterparts in the areas of Math and ELA.	PLC shifts how our educators approach teaching and learning by focusing on collaboration among teachers with an emphasis on selecting and developing lessons on essential standards, development and utilization of data collected from common formative assessments, and addressing student results with targeted interventions and extensions of lessons to get to student mastery of said standard(s). This process addresses the achievement gap that we are seeing among our Hispanic/Latino student group, English Learner	Common Formative Assessments will provide a baseline and growth for grade-level standard mastery For English Language Arts and Mathematics, any student group currently not in green or blue strives for a growth of more than 15

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Education teams will work together to answer the core questions of the PLC process. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? English Language Arts Met or Exceeded EL: 12% Hispanic: 36.08% LTEL:* 0% SED: 47.98% SPED: 27.66% White: 75.3% Mathematics Met or Exceeded EL: 7.69% Hispanic: 22.69% LTEL:* 0% SED: 26.51% SPED: 19.15% White: 62.84% **Scope:** LEA-wide	Student Group, and SPED student group relative to their White student group counterparts. All schools serve these unduplicated students and therefore we are providing these professional development opportunities for all sites in the LEA.	pts. for an average distance from Level 3 results. Measures of Academic Progress by Identified Subgroup
1.2	**Action:** Develop a TK-12 aligned Multi Tiered Systems of Supports (MTSS)	MTSS will provide a system of identifying students that need supports. ELs, FY, and LI students who need additional academic and social emotional	Local benchmark data, formative and summative assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This action will help identify which students need support and in what area. It will also provide strategies on how to support the student. Achievement gap identified among subgroups English Language Arts Met or Exceeded EL: 12% Hispanic: 36.08% LTEL:* 0% SED: 47.98% SPED: 27.66% White: 75.3% Mathematics Met or Exceeded EL: 7.69% Hispanic: 22.69% LTEL:* 0% SED: 26.51% SPED: 19.15% White: 62.84% **Scope:** LEA-wide	support will be prioritized for services. The MTSS model will progress monitor students to ensure that student needs are being met.	
1.3	**Action:** Provide professional development related to key district priorities **Need:** Low academic achievement for English Learners	Targeted training and professional development focused on EL Roadmap to Success and MTSS RTI Institutes are proven strategies based in research to achieve student success specifically for ELs, FY, and LI. All district schools serve these students and SHUSD is vested in ensuring all teachers are equipped to meet their needs.	Local benchmark data, formative and summative assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Language Arts Met or Exceeded EL: 12% Mathematics Met or Exceeded EL: 7.69% This action will provide strategies on how to support the students **Scope:** LEA-wide		
1.4	**Action:** Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education students. **Need:** Mathematics results for English Learners at RLS was lower than other subgroups and in Red on the CA dashboard. Further, districtwide our Special Education Student Group is in Red for mathematics. RLS - EL subgroup 123.6 points below standard District Wide - SPED subgroup 51.6 below standard	This action addresses the cohesive and complete implementation of the Professional Learning Communities (PLCs). The systematic approach of a PLC will support the individualized monitoring of students as well as the subgroups of low income students, English learners, Homeless, and Special Education students. Comparative data will be pulled to address the progress of the subgroups addressed in the previous sentence.	Local Benchmarks. formative and summative assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
2.2	**Action:** Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS) **Need:** Data indicates that EL, SPED, Homeless and Low Income are performing at low academic levels as measured on the CAASPP for both ELA and Math. This strategy will help identify which students need support and in what area. It will also provide strategies on how to support the student. English Language Arts Met or Exceeded EL: 12% Hispanic: 36.08% LTEL:* 0% SED: 47.98% SPED: 27.66% White: 75.3% Mathematics Met or Exceeded EL: 7.69% Hispanic: 22.69% LTEL:* 0% SED: 26.51% SPED: 19.15% White: 62.84% **Scope:**	All students will benefit form MTSS, however EL's. Foster Youth, Low-Income and SPED students will be targeted and monitored to ensure they are performing as well as all the other groups. Specifically, the MTSS system will provide a structure to target the support at an individual level for low income, English learners, homeless, and special education students. MTSS meetings will be held at a monthly level at all sites to review students and determine the supports needed to address the identified need of the student based on the data reviewed.	MTSS Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Continue to implement the WEB (Where Everybody Belongs) Program Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners. **Need:** The 2023 Dashboard has identified RLS suspension rate for all and EL students in the Red RLS - 23.5% of EL students suspended at least one day RLS - 9.1% of ALL students suspended at least one day **Scope:** Schoolwide	This action is required . Both ALL students and EL students were identified at Red status at Robert Louis Stevenson School. RLS will continue to implement the WEB (Where Everybody Belongs) Program. Finally, the counseling staff and support staff regularly meet with targeted students, specifically English learners, to ensure they are getting daily check-ins and their progress monitored.	Suspension Rate
2.5	**Action:** Provide enrichment and extra-curricular opportunities at each school site such fieldtrips, co-curricular activities, and sports **Need:** Parent and educational partners provided feedback on the need to offer enrichment opportunities to all students. Data gathered	All students will be offered the opportunity to participate however our unduplicated students will be targeted. This will provide enrichment and extra-curricular activities and student academic success. By providing and addressing barriers of access for these opportunities to our low income, English learners, homeless, and special education students, involvement and stronger connection between school and student will occur.	Participation and attendance rate of students in enrichment opportunities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	also indicates that our unduplicated students at times can not access enrichment opportunities outside the school setting due to transportation or cost. This was feedback provided from parents at DELAC meetings and survey. There is a correlation between students accessing extra curricular activities and academic success as well asa healthy mental health **Scope:** LEA-wide		
3.1	**Action:** Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two way communication. **Need:** The identified group is English Learners. Feedback for direct feedback between teachers and parents was given by parents through survey and during DELAC meetings. Communication between home and school will strengthen the support that students need to be successful. Specifically parents of English Leaners need more direct communication between home and school. School expectations are better communicated in an in person environment. **Scope:**	All students can benefit from Spring conferences, however EL students and low income students will be targeted. Maintaining Spring conferences will provide an allocated time for elementary teachers to individually meet with parents of academically challenged students focused on our lowest performing subgroups: English learners and low income students. Spring conference participation lists will be reviewed. The expectation is that interventions will be reviewed with parents to continue to support academic progress of identified students.	Participation List

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Train parents and Promote Parent Square two way communication. **Need:** Parents continue to provide feedback that communication needs to be strengthened. Communication between home and school will strengthen the support that students need to be successful. The need to strengthen home-school communication was feedback given to us by the DELAC group. SHUSD needs to train parents and promote Parent Square two-way communication. Targeted students are English Learners and low-income. **Scope:** LEA-wide	Focused training on Parent Square will help bridge the information and communication gap between English learners, homeless, and low income parents and school. All parts will benefit from parent trainings, however EL, Homeless and Low Income students will be targeted in order to provide a more accessible approach to support parents with the digital communication tool. A strong connection between home and the school is foundational for the academic success of underperforming students.	Parent square metrics provide data on how messages are delivered, opened and interacted with. The first step is to ensure parents are receiving information from the school and teachers so that parents' engagement with the school and teacher is strengthened.
3.3	**Action:** Coordinate services related to school success for family access **Need:** Targeted students are English Learners, low-income and homeless. St. Helena provides an array of services through multiple agencies. Coordination is needed in order to ensure that students are	Having resources and providers will support the MTSS process. The MTSS system will provide a structure to target the support at an individual level for low-income, English learners, homeless, and special education students. MTSS meetings will be held at a monthly level at all sites to review students and determine the supports needed to address the identified need of the students, based on the data reviewed.	List of Mental Health providers with participation lists. We are measuring the number of students and families accessing mental health services. SHUSD wants to ensure that our students and families are accessing all the resources available to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	accessing services available. Data indicates that not all services were accessed as in previous years. 11 providers have been contracted for next year. UVFC Statistics: 157 students served Claro/Clara: 19 students SAP: 16 students OLE Health Van: 15 patients Mobile Dental Clinic Statistics: 22-25 students seen weekly NEWS: 24 students ALDEA: 13 students Burnett Therapeutic Service: 21 students/Families Stanford Sierra Youth Family Services: 15 students/families seen There is a need to ensure that our English Learners and Low-Income students are accessing services at the same rate as our white group. **Scope:** LEA-wide	The coordination of services will be provided district wide due to the small size of our district. However, though our MTSS process our unduplicated students groups will be closely monitored. Our unduplicated group of English Learners and low-income are our lowest performing students.	them. Through the MTSS process, school sites' MTSS teams can analyze the services offered, how accessed they are, and if the service is having an impact on academics, behavior, or social emotional well-being.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** Develop parent workshops and trainings to support student achievement. **Need:** Targeted students are English Learners, low-income and homeless. There is an achievement gap between these unduplicated groups and their white counterparts. Parents have provided feedback that they would like more parent workshops on a variety of topics that include mathematics, Rainbow Kits and supporting adolescents. These workshops will provide strategies for parents to better support their students. When parents have the strategies and tools to better support their student, it is more likely that the student will be more successful in school. Parents as educational partners is a key components for students to be supported in all areas. A strong connection between home and school is the first step towards academic success for underperforming students. **Scope:** LEA-wide	When parents have the strategies and tools to better support their student, it is more likely that the student will be more successful in school. Parents as educational partners is a key component for students to be supported in all areas. All parents are welcome to attend however parents of EL's, foster youth and Low Income will be targeted due to this group of students being the lowest academic performers and a strong connection between home and school is foundational for the academic success of underperforming students.	SHUSD will increase parent engagement opportunities and will measure attendance at these offerings using sign in sheets.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:24	
Staff-to-student ratio of certificated staff providing direct services to students	1:15	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$12,497,543	934,609	7.478%	0.000%	7.478%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,446,000.00	$1,070,000.00	$100,000.00	$70,000.00	$4,686,000.00	$2,590,000.00	$2,096,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fully implement the foundations of the Professional Learning Community (PLC) framework.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$750,000.00	$600,000.00	$150,000.00			$750,000.00	
1	1.2	Develop a TK-12 aligned Multi Tiered Systems of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,145,000.00	$396,000.00	$1,141,000.00	$400,000.00			$1,541,000.00	
1	1.3	Provide professional development related to key district priorities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$525,000.00	$50,000.00	$300,000.00	$275,000.00			$575,000.00	
1	1.4	Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education students.	All Students with Disabilities	No			Specific Schools: RLS		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Provide professional development and training opportunities to support a welcoming and nurturing school and district environment.	All	No			All Schools		$25,000.00	$200,000.00		$185,000.00		$40,000.00	$225,000.00	
2	2.2	Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$75,000.00	$280,000.00	$265,000.00	$60,000.00		$30,000.00	$355,000.00	
2	2.3	Continue to implement the WEB (Where Everybody Belongs) Program Address the California Dashboard indicator of "red" status in the area	English Learners	Yes	School wide	English Learners	Specific Schools: Robert Louis Stevenson 6 - 8		$10,000.00	$45,000.00	$55,000.00				$55,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		of Suspension rates for all students and English learners.														
2	2.4	Address the California Dashboard indicator of "red" status in the area of District chronic absenteeism for white students and homeless.	All white subgroup	No			Specific Schools: SHES 3 - 5		$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.5	Provide enrichment and extra-curricular opportunities at each school site such fieldtrips, co-curricular activities, and sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$510,000.00	$280,000.00	$790,000.00				$790,000.00	
3	3.1	Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two way communication.	All English Learners	No Yes	LEA-wide	English Learners	Specific Schools: SHPS and SHES TK - 5	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.2	Train parents and Promote Parent Square two way communication.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$300,000.00	$25,000.00	$225,000.00		$100,000.00		$325,000.00	
3	3.3	Coordinate services related to school success for family access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.4	Develop parent workshops and trainings to support student achievement.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$12,497,543	934,609	7.478%	0.000%	7.478%	$3,426,000.00	0.000%	27.413 %	**Total:**	$3,426,000.00
								LEA-wide Total:	$3,371,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$55,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Fully implement the foundations of the Professional Learning Community (PLC) framework.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
1	1.2	Develop a TK-12 aligned Multi Tiered Systems of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,141,000.00	
1	1.3	Provide professional development related to key district priorities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
2	2.2	Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	
2	2.3	Continue to implement the WEB (Where Everybody Belongs) Program Address the California Dashboard indicator of "red" status in the area of	Yes	Schoolwide	English Learners	Specific Schools: Robert Louis Stevenson 6 - 8	$55,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Suspension rates for all students and English learners.						
2	2.5	Provide enrichment and extra-curricular opportunities at each school site such fieldtrips, co-curricular activities, and sports	Yes	LEA-wide	English Learners Foster Youth Low Income		$790,000.00	
3	3.1	Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two way communication.	Yes	LEA-wide	English Learners	Specific Schools: SHPS and SHES TK - 5	$0.00	0
3	3.2	Train parents and Promote Parent Square two way communication.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,000.00	
3	3.3	Coordinate services related to school success for family access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
3	3.4	Develop parent workshops and trainings to support student achievement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,803,023.00	$21,807,923.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Continue with Online Personalized Learning Programs: Dreambox, Edmentum, Reflex Math, Imagine Learning, etc.	Yes	$150,000.00	$200,000.00
1	1.2	Modified Action: Tutoring (Before and After School In-Person and Online) Online PAPER Tutoring will be discontinued for 23-24 SY	Yes	$150,000.00	$155,420.00
1	1.3	Modified Action: Restart coaching and interventions for academic performance for all students in mathematics.	Yes	$393,430.00	$455,965.00
1	1.4	Academic Intervention Teachers (TOSA) TK-5 Levels for Reading and Language	Yes	$444,714.00	$458,853.00
1	1.5	Modified Action: Instructional Textbook and supplemental materials for Mathematics, ELA and ELD	No	$130,000.00	$146,600.00
1	1.6	Modified Action: Continue staff development on evidence-based English Language Development (ELD) instructional strategies.	Yes	$69,109.00	$71,189.00
1	1.7	Advancement Via Individual Determination "AVID" School-wide and AVID Elective	Yes	$126,000.00	$126,000.00
1	1.8	Modified Action: Provide Full Time Distance Learning for Students	No	0	0
1	1.9	Modified Action: Refresh, Revisit and Reteach our Instructional	No	$100,000.00	$100,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Framework of Gradual Release of Responsibility			
1	1.10	Modified Action: Provide Summer School and Winter Intersession	Yes	$200,000.00	$200,000.00
1	1.11	Modified Action: Credit Recovery during the school year	Yes	$66,245.00	$66,245.00
1	1.12	Provide Online Professional Development After Work for Staff	No	$30,000.00	$30,000.00
1	1.13	Continue to build English Language Development supports for students with disabilities	No	$35,000.00	$35,000.00
1	1.14	Modified Action: Provide supports and intervention needed to read at or above grade level.	Yes	$20,000.00	$20,000.00
2	2.1	Modified Action: Continue Professional Development with the School Community for Staff Around Equity and Cultural Competency	No	$20,000.00	$64,425.00
2	2.2	Modified Action: Continue to expand the focus of the Equity, Climate, and Culture (ECC) Superintendent Subcommittee	No	$11,000.00	$11,000.00
2	2.3	Modified Action: Develop and implement new offsite Adult Transition Program for 18-22 Years Old Students with Disabilities	No	$10,000.00	$15,000.00
2	2.4	Modified Action: Create through Stakeholder Feedback a "St. Helena Graduate Profile"	No	$5,000.00	$0.00
2	2.5	Modified Action: STEM and Enrichment Materials, Activities and Training	No	$494,071.00	$479,071.00
2	2.6	Modified Action: Continue to be up to date with textbooks adoptions, frameworks and materials yearly	No	$255,000.00	$200,000.00
2	2.7	Modified Action: Continue to Infuse critical thinking, creativity, communication, collaboration, and	No	$419,615.00	$419,615.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		citizenship into all learning environments			
2	2.8	Modified Action: Develop processes within the district and school sites to appreciate diversity and build upon cultural assets of students and staff	Yes	$11,863.00	$11,863.00
2	2.10	Modified Action: Provide all students a learning environment that is physically safe	No	$525,000.00	$563,015.00
2	2.11	Modified Action: Continue the use of Professional Learning Community (PLC)	Yes	0	0
2	2.12	Challenge and support all students to pursue their highest aspirations	No	$6,202,519.00	$6,202,519.00
2	2.13	Continue to expect the highest level of professional excellence in every level of the organization	No	$11,129,935.00	$11,129,935.00
3	3.1	Modified Action: Community Liaison and Social Work Case Manager Position	No Yes	$183,733.00	$57,903.00
3	3.2	Modified Action: Increase all parent engagement specifically Latino/Latina parent/guardian participation and engagement within the St. Helena School Community	Yes	$30,000.00	$15,000.00
3	3.3	Modified Action: Continue to Solicit Student Voice	No	0	0
3	3.4	Continue to institute Multi Cultural Events at all Schools	Yes	$10,000.00	$10,000.00
3	3.5	Modified Action: Continue to solicit school staff participation and voice in district initiatives and planning	No	$15,000.00	$10,000.00
4	4.1	Modified Action: Continue building out our Multi-Tiered System of Support (MTSS)at the secondary levels including universal design for	No	$151,609.00	$156,354.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		learning (UDL) Professional Development			
4	4.2	Modified Action: Provide all students a learning environment that is emotionally safe	No	$242,180.00	$242,180.00
4	4.3	Continue Anti Bullying campaign and continue Drug/Alcohol/ and Tobacco Prevention	No	$27,000.00	$27,000.00
4	4.4	Modified Action: Explore implementation a School-Based Health and Wellness Center at SHHS	No	$80,000.00	$50,000.00
4	4.5	Modified Action: Intentionally integrate SEL into instructional practices and academic content	No	$5,000.00	$10,000.00
4	4.6	New Action: Increase health and wellness activities and events throughout the district.	No	$60,000.00	$67,771.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,021,367.00	$1,060,183.00	$1,104,365.00	($44,182.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Continue with Online Personalized Learning Programs: Dreambox, Edmentum, Reflex Math, Imagine Learning, etc.	Yes	$100,000.00	$150,000.00		
1	1.2	Modified Action: Tutoring (Before and After School In-Person and Online) Online PAPER Tutoring will be discontinued for 23-24 SY	Yes	$75,000.00	$155,420.00		
1	1.3	Modified Action: Restart coaching and interventions for academic performance for all students in mathematics.	Yes	0	0		
1	1.4	Academic Intervention Teachers (TOSA) TK-5 Levels for Reading and Language	Yes	$444,714.00	$458,853.00		
1	1.6	Modified Action: Continue staff development on evidence-based English Language Development (ELD) instructional strategies.	Yes	$49,109.00	$71,189.00		
1	1.7	Advancement Via Individual Determination "AVID" School-wide and AVID Elective	Yes	$126,000.00	$126,000.00		
1	1.10	Modified Action: Provide Summer School and Winter Intersession	Yes	$50,000.00	$50,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Modified Action: Credit Recovery during the school year	Yes	0	0		
1	1.14	Modified Action: Provide supports and intervention needed to read at or above grade level.	Yes	$10,000.00	$10,000.00		
2	2.8	Modified Action: Develop processes within the district and school sites to appreciate diversity and build upon cultural assets of students and staff	Yes	0	0		
2	2.11	Modified Action: Continue the use of Professional Learning Community (PLC)	Yes				
3	3.1	Modified Action: Community Liaison and Social Work Case Manager Position	Yes	$165,360.00	$57,903.00		
3	3.2	Modified Action: Increase all parent engagement specifically Latino/Latina parent/guardian participation and engagement within the St. Helena School Community	Yes	$30,000.00	$15,000.00		
3	3.4	Continue to institute Multi Cultural Events at all Schools	Yes	$10,000.00	$10,000.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$12,912,929.00	$1,021,367.00	0.0%	7.910%	$1,104,365.00	0.000%	8.552%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

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

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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners
Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

    o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o   This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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