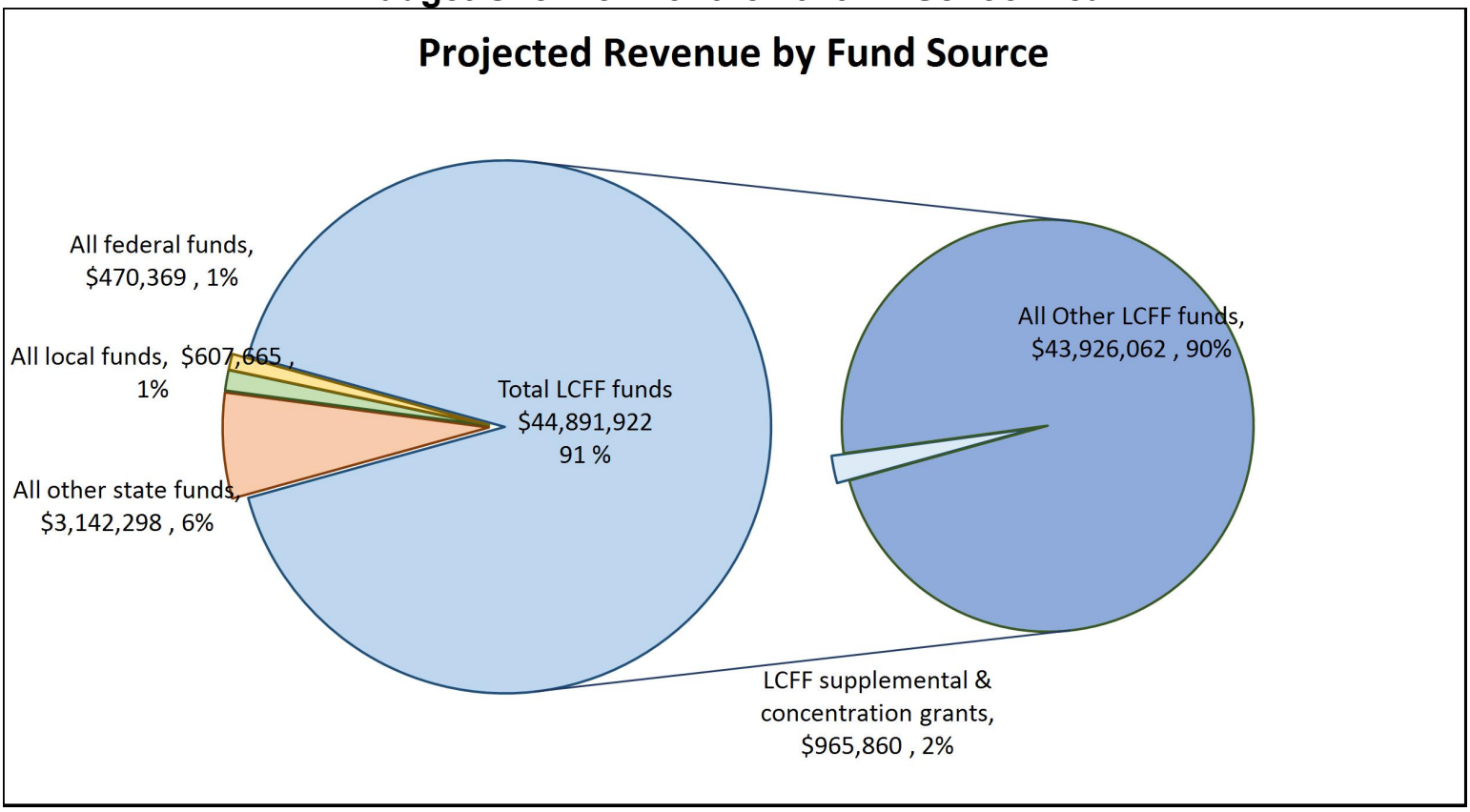
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Saint Helena Unified School District
CDS Code: 28662909005497
School Year: 2026-27
LEA contact information:
Aracely Romo-Flores
Director of Educational Services
aromo-flores@sthelenaunified.org
707-967-2832

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

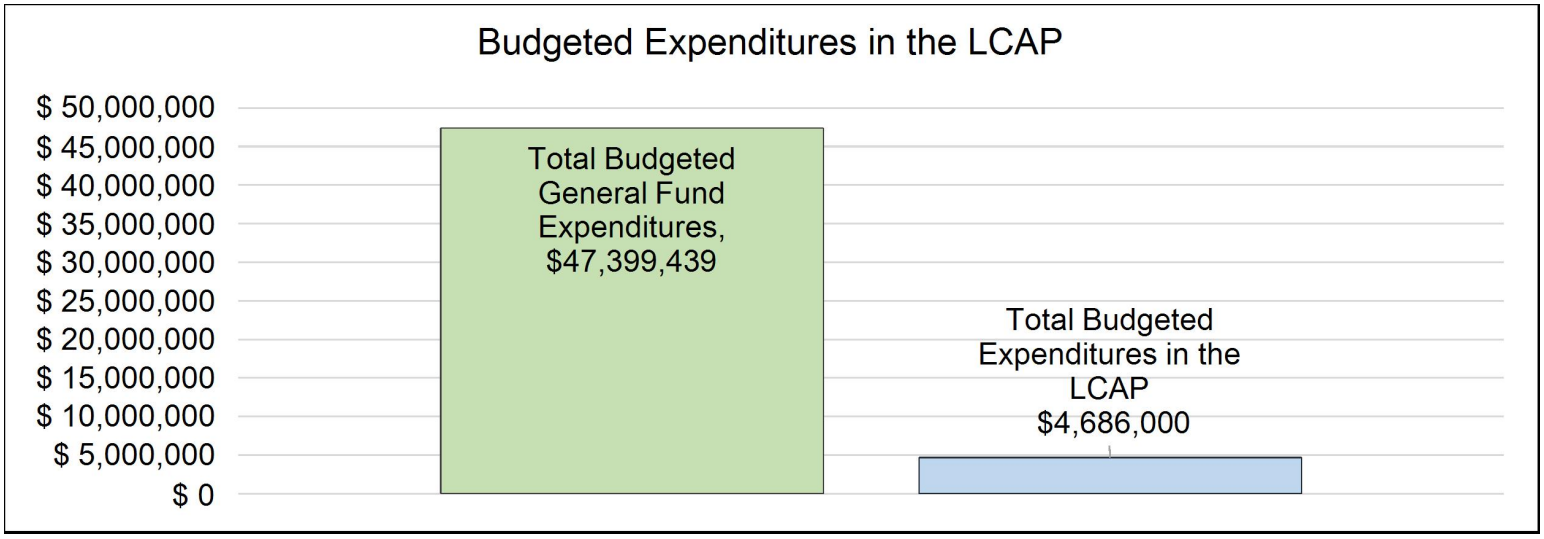


This chart shows the total general purpose revenue Saint Helena Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saint Helena Unified School District is $49,112,254, of which $44,891,922 is Local Control Funding Formula (LCFF), $3,142,298 is other state funds, $607,665 is local funds, and $470,369 is federal funds. Of the $44,891,922 in LCFF Funds, $965,860 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Saint Helena Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Saint Helena Unified School District plans to spend $47,399,439 for the 2026-27 school year. Of that amount, $4,686,000 is tied to actions/services in the LCAP and $42,713,439 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

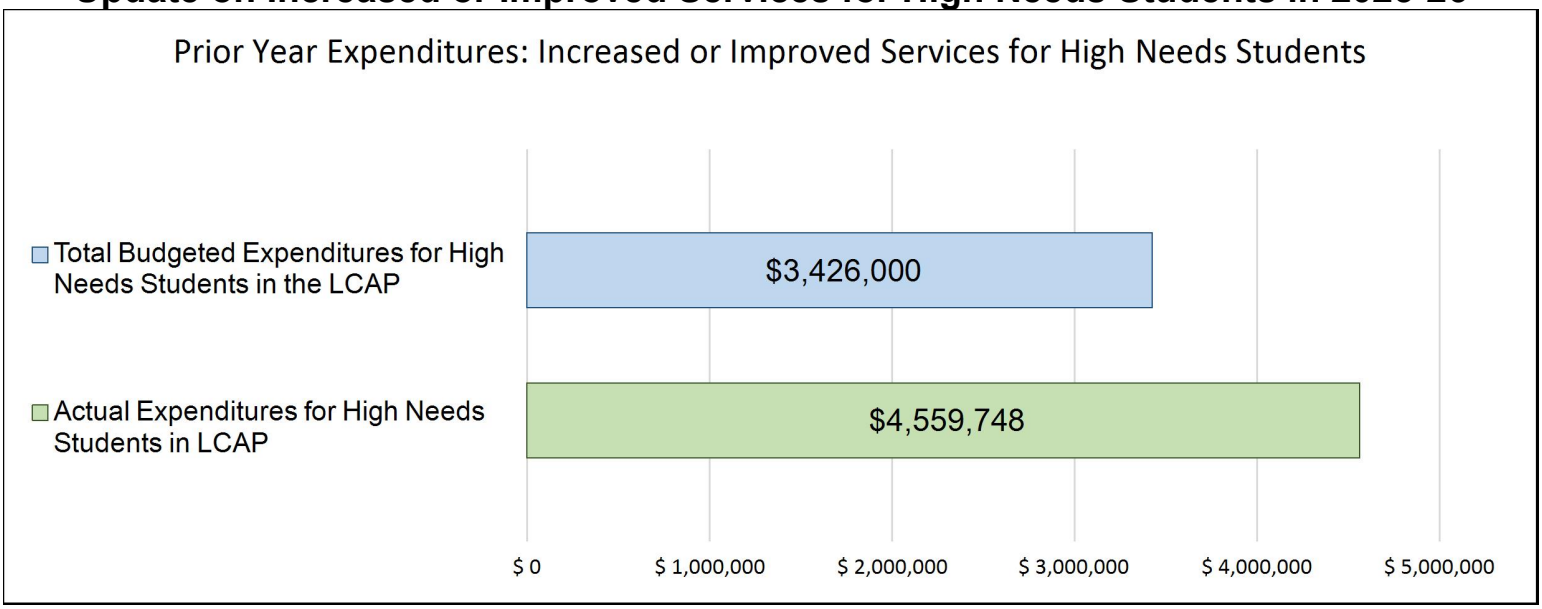
The total expenditures not included in the LCAP amount include overhead costs such as utilities, maintenance, legal costs, and insurance. Contributions, including mandatory contributions, are not included in the LCAP. Additionally, not all employee costs such as District administrators and confidentials are included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Saint Helena Unified School District is projecting it will receive $965,860 based on the enrollment of foster youth, English learner, and low-income students. Saint Helena Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Saint Helena Unified School District plans to spend $3,426,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Saint Helena Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Saint Helena Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Saint Helena Unified School District's LCAP budgeted $3,426,000 for planned actions to increase or improve services for high needs students. Saint Helena Unified School District actually spent $4,559,748 for actions to increase or improve services for high needs students in 2025-26.

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
Saint Helena Unified School District	Aracely Romo-Flores Director of Educational Services	aromo-flores@sthelenaunified.org 707-967-2832

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

St. Helena Unified School District is in the heart of the Napa Valley, serving approximately 1,140 students across four high-performing school sites. Our district provides a comprehensive, equity-driven education from Transitional Kindergarten through Grade 12, ensuring every student receives a broad and rigorous course of study. Besides our 3 LCAP goals, our district has 5 strategic goals:
1. Student Achievement: All students will demonstrate academic growth across all content areas.
2. School Culture: Each school will ensure a supportive, caring climate, rich with connections and opportunities for all students.
3. Learning Environment: Warm, safe, dry, and well-equipped learning environments will be provided for all students.
4. The Team: The District will continue to hire, train, and retain high-performing team members to support all students.
5. Fiscal Responsibility: The District will maintain fiscal solvency and transparency to ensure support of student learning.

Our Schools and Enrollment:T
SHUSD is structured to support students at every developmental stage. Our 2025-2026 enrollment distribution is as follows:

- St. Helena Primary School (TK–2): 229 students
- St. Helena Elementary School (3–5): 205 students
- Robert Louis Stevenson Middle School (6–8): 270 students
- St. Helena High School (9–12): 436 students
- Non-Public School (NPS) Placement: 1 student

Student Demographics and Diversity:

Our district is characterized by a vibrant, diverse student body. Approximately 51% of our students identify as Hispanic/Latino and 44% as White, and a small community of Asian, Native American, and African American students.
We are deeply committed to supporting our 37% unduplicated pupil population, which includes:

- 31% Socioeconomically Disadvantaged students (SED)
- 12.9% Students receiving Special Education services (SWD)
- 9.6% English Learners (EL)
- 1.32% Migrant students
- 23.7% Reclassified as Fluent English Proficient (RFEP)
- 0.18% Foster Youth
- 0.44% Students experiencing Homelessness (McKinney-Vento)

Operational Budget, Staffing and Services:
Backed by a $49 million budget, SHUSD invests heavily in its human capital and infrastructure. We employ 180 dedicated staff members (107 certificated and 73 classified), all of whom work in Williams Act-certified facilities maintained in good to excellent condition.
Our success is amplified by deep-rooted community partnerships, including the St. Helena Public Schools Foundation, UpValley Family Center, the English Language Advisory Council (ELAC), and active Parent-Teacher Groups (PTG). These collaborations ensure that our schools remain the focal point of community pride and support.

Strategic Vision: Professional Learning Communities (PLCs)
The core of our instructional strategy is the district-wide implementation of the Professional Learning Communities (PLC) model. This framework prioritizes collaborative data review, refined teaching practices, and a relentless focus on student outcomes.
Proven Success: St. Helena Primary School was honored with Model PLC School Status in 2024, a standard that Robert Louis Stevenson Middle School is currently on track to achieve.

Mathematics Innovation: To align with the CA Math Framework, the district employs two specialized math coaches who provide professional development and data-informed feedback to enhance rigorous, engaging instruction across all grades.
Commitment to Continuous Improvement

While Saint Helena High School was recognized for the 2025 AP School Honor Roll and our students graduate at consistently high rates, we remain transparent about our areas for growth. Using tools like the California School Dashboard and DataZone, we have identified critical priorities:
Academic Targeted Support: Addressing "Orange" performance levels in Mathematics.
Equity Gaps: Implementing intensive interventions for Long-Term English Learners (LTELs) who currently face challenges in ELA, Math, and suspension rates.
Engagement: Reducing chronic absenteeism among our students experiencing homelessness.

Looking Toward 2026-2027
Our mission is to increase academic growth for all while aggressively narrowing the achievement gap. As we develop the 2026-2027 LCAP, our funding and actions are strategically directed toward our unduplicated populations and students with special needs, ensuring that "excellence for all" is not just a goal, but a reality.

For a more comprehensive overview of our programs and progress, please visit our website at www.sthelenaunified.org.

Reflections: Annual Performance

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

Academic Performance and Growth

The 2023 dashboard indicates we have the following RED areas that will be addressed in our current LCAP as well as individual School Plans for Student Achievement (SPSAs). Those areas are as follows:

DISTRICT:

- District level, chronic absenteeism for homeless and White students
- District level, math for students with disabilities

SHPS:
No areas in red

SHES:
Chronic Absenteeism

RLS:
Math for English Learners
Suspension Rate for English Learners

SHHS:
No areas in red

SHUSD expects to have CAASPP data for the 2025-26 school year by the fall of 2026. Consequently, the following reflections are based on state testing results from the 2024-2025 school year, which are the most current to date.

Math and ELA Proficiency on the CAASPP: While English Language Arts (ELA) proficiency for all students saw a slight increase to 58.61%, mathematics remains a critical area of focus, with 42.56% of students meeting or exceeding standards, reflecting a decline from previous years.
Achievement Gap: Significant gaps persist for specific subgroups. For instance, while 76.39% of White students met math standards, only 27.79% of Hispanic students and 28.72% of Socioeconomically Disadvantaged (SED) students did so.
English Learner Progress: The percentage of English Learners (ELs) making progress toward proficiency was 57.1%. The district is also focusing on reducing the number of Long-Term English Learners (LTELs), which totaled 35 students in the baseline year a nd is now at 8 students. This equates to a 77% reduction in the number of Long-Term English Learners (LTELs) over the three years.

New Benchmarks: The district has transitioned to Star Assessments (Reading and Math) to monitor student progress more effectively.

Early Literacy Assessment Results (Percent of Students At/Above Benchmark - PR of 40 and Above):
K- 83.9% (Baseline) 90.6% (Spring) +6.7
1- 57.4% (Baseline) 85.9% (Spring) +28.5

Star Reading Results (Percent of Students Who Meet Expectations [Level 3] or Exceed Expectations [Level 4]
2- 33.3% @ Level 4 (Baseline) 41.8% @ Level 4(Spring);
24.1% @ Level 3(Baseline) 25.5% @ Level 3 (Spring) Total Change: +9.9

3- 34.8% @ Level 4 (Baseline) 43.8% @ Level 4(Spring);
19.6% @ Level 3(Baseline) 35.4% @ Level 3 (Spring) Total Change: +24.8

4- 21.5% @ Level 4 (Baseline) 35.0% @ Level 4(Spring);
35.4% @ Level 3(Baseline) 36.7% @ Level 3 (Spring) Total Change: +14.8

5- 34.2% @ Level 4 (Baseline) TBD @ Level 4(Spring);
27.8% @ Level 3(Baseline) TBD @ Level 3 (Spring) Total Change: TBD

6- 15.7% @ Level 4 (Baseline) 19.1% @ Level 4(Spring);
30.3% @ Level 3(Baseline) 24.7% @ Level 3 (Spring) Total Change: -2.2

7- 15.2% @ Level 4 (Baseline) 14.3% @ Level 4(Spring);
34.3% @ Level 3(Baseline) 33.7% @ Level 3 (Spring) Total Change: -1.5

8- 17.4% @ Level 4 (Baseline) 14.5% @ Level 4(Spring);
30.4% @ Level 3(Baseline) 38.2% @ Level 3 (Spring) Total Change: +4.9

9- 19.5% @ Level 4 (Baseline) 15.8% @ Level 4(Spring);
27.4% @ Level 3(Baseline) 29.8% @ Level 3 (Spring) Total Change: -1.3

10- 19.4% @ Level 4 (Baseline) 22.0% @ Level 4(Spring);
33.7% @ Level 3(Baseline) 37.0% @ Level 3 (Spring) Total Change: +5.9

11- 30.6% @ Level 4 (Baseline) TBD @ Level 4(Spring);
30.8% @ Level 3(Baseline) TBD @ Level 3 (Spring) Total Change: TBD

12- 17.6% @ Level 4 (Baseline) 11.8% @ Level 4(Spring);
49.4% @ Level 3(Baseline) 25.0% @ Level 3 (Spring) Total Change: -30.2

Star Math Results (Percent of Students Who Meet Expectations [Level 3] or Exceed Expectations [Level 4]; Kindergarten (Percent of Students At/Above Benchmark - PR of 40 and Above):
K- 66.1% (Baseline) 87.5% (Spring) Total Change: +21.4

1- 25.4% @ Level 4 (Baseline) 14.3% @ Level 4(Spring);
18.5% @ Level 3(Baseline) 39.3% @ Level 3 (Spring) Total Change: +9.7

2- 20.4% @ Level 4 (Baseline) 30.9% @ Level 4(Spring);
24.1% @ Level 3(Baseline) 29.1% @ Level 3 (Spring) Total Change: +15.5

3- 30.2% @ Level 4 (Baseline) 32.1% @ Level 4(Spring);
17.0% @ Level 3(Baseline) 37.7% @ Level 3 (Spring) Total Change: +22.6

4- 19.7% @ Level 4 (Baseline) 26.6% @ Level 4(Spring);
24.2% @ Level 3(Baseline) 26.6% @ Level 3 (Spring) Total Change: +9.3

5- 30.4% @ Level 4 (Baseline) TBD @ Level 4(Spring);
15.2% @ Level 3(Baseline) TBD @ Level 3 (Spring) Total Change: TBD

6- 18.2% @ Level 4 (Baseline) 7.8% @ Level 4(Spring);
13.6% @ Level 3(Baseline) 17.8% @ Level 3 (Spring) Total Change: -6.2

7- 7.1% @ Level 4 (Baseline) 7.1% @ Level 4(Spring);
20.2% @ Level 3(Baseline) 11.1% @ Level 3 (Spring) Total Change: -9.1

8- 12.3% @ Level 4 (Baseline) 8.0% @ Level 4(Spring);
9.6% @ Level 3(Baseline) 14.7% @ Level 3 (Spring) Total Change: +0.8

9- 6.5% @ Level 4 (Baseline) 16.7% @ Level 4(Spring);
13.0% @ Level 3(Baseline) 16.7% @ Level 3 (Spring) Total Change: +13.9

10- 7.4% @ Level 4 (Baseline) 2.5% @ Level 4(Spring);
7.4% @ Level 3(Baseline) 13.8% @ Level 3 (Spring) Total Change: +1.5

11- 3.7% @ Level 4 (Baseline) 6.1% @ Level 4(Mid-Year);
17.1% @ Level 3(Baseline) 20.7 @ Level 3 (Mid-Year) Total Change: +6.0

12- 4.8% @ Level 4 (Baseline) No Data Available

17.9% @ Level 3(Baseline) No Data Available Total Change: No Data Available

The primary and elementary school curriculum adjustments are working. The +28.5-point jump in 1st Grade Reading and the +22.6-point jump in 3rd Grade Math demonstrate that early structural changes, foundational Tier 1 instruction, and Tier 2 supports are yielding strong results. However, when analyzing secondary trends, the district must consider the variable of student engagement with computer-adaptive benchmark assessments. Moving forward, we will investigate secondary student testing motivation and motivation strategies to ensure that spring benchmark data accurately reflects actual academic student ability.

School Climate and Student Well-Being
Chronic Absenteeism: Rates vary across the district. Some schools, like St. Helena Primary (SHPS), showed very low absenteeism (1.2% for Hispanic students), while others, like Robert Louis Stevenson (RLS) Middle School, faced higher challenges with certain subgroups, such as ELs at 23.5%.
School Safety and Connectedness: According to the Spring 2026 California Healthy Kids Survey, the overall trend shows significant growth in elementary and middle school metrics, while high school results are more varied and frequently show slight declines.
The Elementary saw increases across every category, with the most notable jumps in Facilities Upkeep (+16%), Perceived School Safety (+14%), and Caring Adult Relationships (+13%).
Safety & Climate are Up: Perceived School Safety increased across all schools (+14%, +13%, and +4%). Anti-Bullying Climate also saw double-digit growth in Middle school (+13%).
The High School metrics declined in 7 out of 10 reported categories. The sharpest drops were in High Expectations (-8%) and Caring Adult Relationships (-7%).

Graduation Rates: The overall graduation rate for the district was 93.9%, which represents a 3.0% decline from the previous year. Current year results are not yet available.

Professional Development and Implementation
Math Framework: The district is prioritizing professional development for the new California Math Framework, utilizing "Vertical Articulation (VA) Days" for training and establishing a math adoption committee.
Literacy Support: All staff, excluding math teachers, were offered training in "Thinking Maps" to support literacy skills, particularly for ELs and students in Special Education. All TK-5 teachers participated, including RSP and SDC teachers. All English and ELD teachers at Robert Louis Stevenson Middle School and some St. Helena High School teachers also participated.
PLC and MTSS: St. Helena Primary School (SHPS), St. Helena Elementary School (SHES), and Robert Louis Stevenson (RLS) Middle School took their Instructional Leadership Teams (ILTs) to the California Principals Support (CAPS) Network sessions provided by Solution Tree to strengthen their PLC process. St. Helena High School worked with Brandon Eighmy, Solution Tree Consultant, to do similar work. SHPS, SHES, and RLS also took a site team to the Response to Intervention (RTI Conference) to support our work in creating a coherent district-wide Multi-Tiered System of Supports (MTSS) to address academic and behavioral needs. As a result of that learning, the district formed a District MTSS Task Force to align supports, processes, and forms across the district.

Engagement and Resources
Parent Participation: Participation in parent surveys grew by over 30% this year. However, the top barrier to participation remains work

schedules for 85.6% of families.
Extracurricular Access: The district has committed to funding three field trips per grade level to ensure all students, regardless of income, have access to enriched learning experiences.
Mental Health: The district is actively monitoring and increasing access to mental health services through providers from UpValley Family Centers and ALDEA.
Student Experience Committee: This year, we engaged members of the Student Experience Committee in equity walks,

St. Helena High School (SHHS) students increased from 51.4% of the students meeting A-G requirements in 2023 to 57% meeting A-G requirements in 2024. At the high school, we will continue to address the A-G completion rate for any student needing credit recovery, with priority given to unduplicated students. As an example, a specific summer course will be offered to help students make up credits. In addition, we added a .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. At the high school, we are focused on ELA, since most of our students do not meet A-G requirements due to English.

The 2024 dashboard indicates we had the following RED areas:

DISTRICT:
- District level, English Language Arts for Long-Term English Learners
- District-level, Math for Long-Term English Learners and Students with Disabilities
- District level, Chronic Absenteeism for Homeless
- District level, Suspension Rate for Homeless

SHPS:
No areas in red

SHES:
No areas in red

RLS:
- English Language Arts for English Learners
- Math for English Learners, Hispanic, Socioeconomically Disadvantaged

SHHS:
- Suspension rate for English Learners, Students with Disabilities

The 2025 district dashboard has no areas identified as red; however, when looking at the Equity Reports, we do have some student groups in the RED as noted in the section below:

DISTRICT

- District level, English language arts for Long-Term English Learners (LTELs)
- District level, math for LTELs
- District level, chronic absenteeism for homeless (McKinney-Vento) students
- District level, suspension rate for LTELs

St. Helena Primary School had no categories or student groups in red on the 2025 CA Dashboard.

St. Helena Elementary School had no categories or student groups in red on the 2025 CA Dashboard.

Robert Louis Stevenson Middle School had no categories in red. When looking at the Equity Reports, we do have some student groups in the RED as noted in the section below:
- English language arts for English Learners (ELs) and Students with Disabilities (SWDs)
- Math for ELs, Hispanic, Socioeconomically Disadvantaged (SED) students

St. Helena High School had no categories in red. When looking at the Equity Reports, we do have one student group in the RED as noted in the section below:
- Suspension rate for SWDs

SHUSD continues to experience a widening math achievement gap. With only 42.56% of students meeting standards and a notable decline from previous years, math must be the district's focus for 2026-27. The achievement gap between our white students and Hispanic students continues to be a concern. This gap suggests that current core instruction may not be meeting the needs of diverse learners, necessitating the district's pivot to the new California Math Framework and the upcoming math adoption.

SHUSD must also ensure that the MTSS process includes a process for looking specifically at our LTELs and ELs to ensure they are getting the supports they need promptly.

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 and has also supported our work in the Equity and Belonging Committee, now called "The Student Experience Committee" as a result of being identified as needing Differentiated
Assistance.

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 five times during the 2025-2026 school year (9-18-25; 10-2-25; 1-15-26; 2-19-26; 5-20-26) and was composed of parents, community members, two high school students, administration, and teachers, including union leadership. The purpose of the committee is to provide oversight and guidance to district administration as well as feedback on district goals and actions. At each meeting, committee members analyzed and evaluated the district's three goals and shared insight on the effectiveness of each goal and action. We also held an LCAP Community Forum on 3-25-26 from 5:00-5:30 to solicit input and feedback from our educational partners, students, and community members.
District English Language Advisory Committee	The DELAC committee met 5 times this year (10-21-25; 11-18-25; 1-13-26; 2-24-26; 3-24-26; 4-21-26; 5-19-26). At these meetings LCAP goals and progress were reviewed. Specific data regarding English Learners was also reviewed in order to solicit input and feedback on how to improve actions and services for our students via the EL Master Plan and the LCAP.
Site Parent Group Meeting	Shared goals and actions in May for feedback at each school site's Parent Group meetings.
SHHS Leadership Class	Assistant Superintendent shares quarterly updates on the LCAP with the high school leadership class of approximately 30 9th-12th grade students. The Assistant Superintendent also meets periodically with two LCAP SHHS representatives to discuss additional information, including survey development and feedback on student-related

Educational Partner(s)	Process for Engagement
	matters. Students provided feedback in a participatory discussion at the LCAP Community Forum.
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 site's School Plan for Student Achievement (SPSA) 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)	Three 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.
Site Instructional Leadership Teams	All site Instructional Leadership Teams (ILTs) participated in the 2025-2026 Local Performance Indicator Self-Reflection in order to determine areas that need further attention.
Leadership Team (Principals, Superintendent, Assistant Superintendent, Chief Business Officer, Director of Educational Services)	This group met five times to review district and site data to determine areas of need and to brainstorm possible actions and services to include in the 26-27 LCAP.

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

Across all groups, technology was cited as a major barrier. Issues include shortened attention spans, boredom, and the misuse of AI as a "crutch" rather than a tool. As a result, SHUSD will incorporate Digital Citizenship into the instructional plan. To engage in this work, a committee of teachers will begin drafting an Instructional Technology Plan on a scheduled work day on Monday, June 8, 2026, with the guidance of Derek Rouch, Director of Artificial Intelligence. On October 11, 2026, we will also dedicate our scheduled Professional Development Day to this work. This is an action in Goal 1.

Our Spanish-speaking families highlighted that a lack of academic language support makes it difficult for them to help with homework. To support families and students in making learning meaningful, we will provide Thinking Maps training to more teachers and deepen the implementation of these tools for current users. Using these tools makes learning visible for all students and supports critical thinking skills. In

addition, a parent training on how to support the use of Thinking Maps at home will be provided to families in English and Spanish. This is an action in Goal 1 and Goal 3.

At our Community Forum, a student shared her experience as a newcomer student who often feels isolated, and ELD (English Language Development) classes sometimes prevent students from taking elective courses. As a result, we will be building on our current newcomer program to ensure that students know who they can go to when challenges arise or when they need additional support. This will be addressed in the revised District English Learner Master Plan. This work began on Monday, June 1st and will continue on June 11th. This is part of Goal 1.

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 1: Basic (Conditions of Learning)
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 the academic growth for all students while addressing the achievement gap

St. Helena Unified School District (SHUSD) developed this goal to address persistent disparities in academic outcomes. While our mission is to ensure continuous growth for all students, our data reveals a significant achievement gap for our English Learners (ELs), Students with Disabilities (SWDs), Socioeconomically Disadvantaged (SED) students, and Hispanic/Latino student groups.

By strengthening our core academic programs (Tier 1 and Tier 2), we aim to lift the floor for our most vulnerable learners while simultaneously raising the ceiling for all students.

A review of the CAASPP (California Assessment of Student Performance and Progress) data over the last four years shows a plateau in proficiency, with a slight downward trend in English Language Arts (ELA) and fluctuating low scores in Math.

ELA
2021-2022 60.83% were proficient districtwide
2022-2023 61.57% were proficient districtwide
2023-2024 57.37% were proficient districtwide
2024-2025 58.61% were proficient districtwide

Math
2021-2022 38.76% were proficient districtwide
2022-2023 43.89% were proficient districtwide
2023-2024 45.03% were proficient districtwide

2024-2025 42.56% were proficient districtwide

While our White student group remains in the "Green" or "Blue" categories on the CA Dashboard, Long-Term English Learners (LTELs) are currently in the "Red" status for both ELA nad Math.

Although language acquisition on the ELPAC (English Language Proficiency Assessment for California) is growing and RFEP (Redesignated English Proficient) rates are improving, these gains have not yet translated into standardized testing proficiency.

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: 49% 24.7 points below standard (Yellow) Source: California CAASPP Data (DataZone) and the CA Dashboard	SHUSD Overall Results for 2023-2024 English Language Arts Met or Exceeded: 58% (Green on Dashboard; 22.6 points above standard; Declined 6.2 points) Mathematics Met or Exceeded: 45% (Yellow on Dashboard;24.7 points below standard (Maintained 0 points) Source: CAASPP (DataZone) and CA Dashboard	SHUSD Overall Results for 2024-2025 English Language Arts Met or Exceeded: 58.61% (+.61%) (Green on Dashboard; 19.1 points above standard; Declined 3.6 points) Mathematics Met or Exceeded: 42.56% (-2.44%) (Orange on Dashboard; 27.1 points below standard (Maintained -2.3 points) Source: CAASPP and CA Dashboard	Increase by 5% points from prior year Results will be available in the Fall of 2026.	Difference from Baseline ELA Mer or Exceeded Standard -2.96% Math Met or Exceeded Standard -6.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Scores ELA by Subgroups CAASPP Scores Math by Subgroups Economically Disadvantaged (SED) CAASPP Results Overall English Learner (EL) CAASPP Results Students with Disabilities (SPED) CAASPP Results	District CAASPP Results for 2022-2023 English Language Arts Met or Exceeded EL: 0% Hispanic: 50% LTEL:* 0% SED: 49% SPED: 27% White: 75% Mathematics Met or Exceeded EL: 3.33% Hispanic: 33% LTEL:* 0% SED: 35% SPED: 24% White: 67% Source: California CAASPP/DataZone *LTEL - new subgroup for next year	SHUSD Results for 2023-2024 English Language Arts Met or Exceeded EL: 6.12% Hispanic: 39% LTEL:* % SED: 40% SPED: 22% White: 79% Mathematics Met or Exceeded EL: 15% Hispanic: 27% LTEL: % SED: 25% SPED: 24% White: 67% Source: California CAASPP/DataZone *LTEL - new subgroup this year	SHUSD Results for 2024-2025 English Language Arts Met or Exceeded EL: 9.26% (+3.14%) Hispanic: 44.26% (+5.26%) LTEL: 0% SED: 43.82% (+3.82%) SPED: 31.25% (+9.25%) White: 76.39% (-2.61%) Mathematics Met or Exceeded EL: 9.68% (-5.32%) Hispanic: 27.79% (+.79%) LTEL: 0% SED: 28.72% (+3.72%) SPED: 21.87% (-2.13%) White: 60.52% (-6.48%) Source: California CAASPP	Increase by 5 percentage points every year for ALL and white subgroup Increase by 10% for unduplicated / SPED groups per year • EL • Low Income Results will be available in the Fall of 2026.	Difference from Baseline English Language Arts Met or Exceeded EL: +9.26% Hispanic: -5.74% LTEL: 0% SED: -5.18% SPED: +4.25% White: +1.39% Mathematics Met or Exceeded EL: +6.35% Hispanic: -5.21% LTEL: 0% SED: -6.28% SPED: -2.13% White: -6.48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2023-2024 % of students who met or exceeded in CAST was 37% overall Grade 5 = 41% Grade 8 = 20% Grade 12 (High school) = 45% Source: California CAASPP Data	2024-2025 % of students who met or exceeded in CAST was 39.85% overall (+2.85%) Grade 5 = 44.83% (+3.83%) Grade 8 = 36.14% (+16.14%) Grade 12 (High school) = 38.54% (-6.46%) Source: California CAASPP Data	Increase by 5 % points from prior year Results will be available in the Fall of 2026.	Differences from Baseline % of students who met or exceeded in CAST Disrict = +2.20% Grade 5 = -3.06% Grade 8 = +0.70% Grade 12 = +6.16%
1.4	Summative ELPAC Results English Learner Reclassification Rate ELPI (English Learner Performance Indicator) Level Long-Term English Learners (LTEL)	District ELPAC Results 2023 % of Students who scored at Level 4 (proficient) = 35.56% Source: Dataquest EL Reclassification Rate 2022/23 Local Data SHPS SHES 19/76 = 25% RLS 15/45 = 33% SHHS 9/55 = 16% District Total 43/176 = 24% ELPI Level 2023 67.5%	District ELPAC Results 2024 % of Students who scored at Level 4 (proficient) = 18.49% Source: Dataquest ELPI Level 2024 56.9% making progress Source: CA Dashboard	District ELPAC Results 2025 % of Students who scored at Level 4 (proficient) = 30.00% (+11.51%) Source: ELPAC ELPI Level 2025 57.1% making progress (+.2%) Source: CA Dashboard	Increase % of EL's scoring level 4 on ELPAC by 10% ELPAC Results will be available in the Fall of 2026. Increase RFEP rate by 5% -SHPS & SHES 15/72=21% -RLS 11/38=29% -SHHS 10/35 = 29% District Total 36/145=25% Increase ELPI level by 5 points and maintain 65%	Difference from Baseline % of Students who scored at Level 4: -5.56% EL Reclassification Rate 2025-2026 Local Data: • SHPS & SHES 4% less students than in the baseline year • RLS 4% less students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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			of EL's making progress toward proficiency to achieve blue status ELPI Results will be available in the Fall of 2026. Decrease % LTEL students by 10% Long-Term English Learners in 2025-26 School Year = 8	than the baseline year • SHHS 13% more than the baseline year • District difference from baseline =+1% ELPI Differences will be calculated when the 2026 ELPI results become available. We achieved a 77% reduction in the number of LTELs over the three years. We went from 35 LTELs in 2022-23 to 8 in 2025-26.
1.5	Early Assessment Program (EAP) Overall and by Subgroup English Learner (EL) Hispanic	11th Grade CAASPP Results 2022-2023 ELA ALL students 75.86% EL 16.67% Hispanic 68.85%	11th Grade CAASPP Results 2022-2023 ELA ALL students 68% EL * (8 students)	11th Grade CAASPP Results 2024-2025 ELA ALL students 68.37% (+.37%)	Increase by 5% points each year Results will be available in the Fall of 2026.	Differences from Baseline ELA ALL students: -7.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socially Economically Disadvantaged (SED) Special Education (Sped)	SED 64.58% SPED* 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	Hispanic 51% SED 48% SPED * (7 students) MATH ALL students 38% EL * (8 students) Hispanic 16% SED 21% SPED* (7 Students) *student group not large enough to generate data 37.23% Level 4 (exceeded) in English Language Arts 9.47% Level 4 (exceeded) in Mathematics Source: California CAASPP Data	EL * (5 students) Hispanic 59.26% (+8.26%) SED 55.88% (+7.88%) SPED * (8 students) MATH ALL students 28.42% (-9.58%) EL * (5 students) Hispanic 22.22% (+6.22%) SED 20.59% (-.41%) SPED* (8 Students) *student group not large enough to generate data 32.63% Level 4 (exceeded) in English Language Arts (-4.6%) 11.58% Level 4 (exceeded) in Mathematics (+2.11%) Source: California CAASPP Data		EL: N/A* (too small) Hispanic: -9.59% SED:.-8.70% SPED: N/A* (too small) MATH ALL students: -5.77% EL: N/A* (too small) Hispanic: +4.19% SED: +10.39% SPED:* N/A* (too small) Level 4 (exceeded) in English Language Arts - 8.75% Level 4 (exceeded) in Mathematics +2.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	# of PD Trainings in Math (or # of Teacher Participants) # of PD training in EL	Establish baseline Baseline is established in the 24-25 school year. The Math Alignment Committee Meetings (~ 10-15 teachers per session attended): October 1, 2024 November 5, 2024 January 7, 2025 February 4, 2025 March 4, 2025 April 1, 2025 April 29. 2025 May 6, 2025 June 3, 2025 Multilingual Learner Collaborative (4 teachers and one administrator attended) September 8, 2024 December 12, 2024 March 13, 2025 May 22, 2025	Data only available for the 24-25 school year. The Math Alignment Committee Meetings (~ 10-15 teachers per session attended): October 1, 2024 November 5, 2024 January 7, 2025 February 4, 2025 March 4, 2025 April 1, 2025 April 29. 2025 May 6, 2025 June 3, 2025 Multilingual Learner Collaborative (4 teachers and one administrator attended) September 8, 2024 December 12, 2024 March 13, 2025 May 22, 2025	The Math Alignment Committee Meetings: October 1, 2024 November 5, 2024 January 7, 2025 February 4, 2025 March 4, 2025 April 1, 2025 April 29. 2025 May 6, 2025 June 3, 2025 Multilingual Learner Collaborative September 8, 2024 December 12, 2024 March 13, 2025 May 22, 2025	The Math Alignment Committee Meetings: October 7, 2025 December 2, 2025 February 3, 2026 March 3, 2026 April 14, 2026 May 6, 2026 VA Days on the Math Framework January 7, 2026 February 4, 2026 Mar5ch 4, 2026 April 1, 2026 Math Summit August 7-8 Math Framework Training: November 20, 2025 Multilingual Learner Collaborative September 12, 2025 December 12, 2025 March 13, 2026 May 22, 2026	More professional development was offered this year than in years past. This year, 8 of the 10 Vertical Articulation Days focused on professional development. We also provided 6 days of Thinking Maps trainings Two days of a Math Summit and 3 CABE conference days

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Thinking Maps Training: November 12, 2025 TK November 14, 2025 6-12 ELA/ELD, SPED December 8, 2025 4-5, SPED December 15, 2025 2-3, VAPA, SPED January 30, 2026 K-1, SPED, IAs March 12, 2026 6-12 Social Studies, Science, SPED Star Reading and Math Assessment Training: August 20, 2025 September 3, 2025 October 1, 2025 All EL Coordinators were given the opportunity to attend the California Association of Bilingual Educators (CABE) Conference.	
1.7	AP Course Access and AP Rate	22-23 enrollment: Hispanic 51.6%,	Current Enrollment in Most Rigorous	2024-2025 Enrollment in AP	100% AP Pass Rate	Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# enrolled Hispanic % of enrollment White % of enrollment	White 47.5% 158 enrolled H -37% and W - 60% EL = 0 SED = 24 SPED = 3 Source: DataZone AP Pass Rate for 22-23: • Asian - Total 2 exams, Pass Rate 100% • Hispanic – Total 62 exams, Pass Rate 67.74% • White – Total 92 exams, Pass Rate 71.74% • 2+ races – Total 5 exams, Pass Rate 60% • No Response – Total 23 Exams, Pass Rate 56.52%	Courses Offered (Dual, AP, Honors): AP 35% Hispanic, 58% White, 7% Other Dual 40% Hispanic, 51% White, 9% Other Honors 41% Hispanic, 54% White, 5% Other AP Pass Rate 2023-24 • Hispanic – Total 49 exams, Pass Rate 63.27% • White – Total 87 exams, Pass Rate 85.06% • 2+ races – Total 5 exams, Pass	Classes 140 students enrolled in 217 AP Classes AP 41.1% Hispanic, 52.74% White, 6.16% Other Dual 54.87% Hispanic, (+14.87) 36.92% White, 8.21% Other Honors 49.62% Hispanic (+8.62%) 46.62% White, 3.76% Other AP Pass Rate 2024-25 • Hispanic – Total 57 exams, Pass Rate 77.19% (+8 exams; +13.92% Pass Rate)	100% proportionate enrollment Results will be available in the Fall of 2026. Enrollment in Most Rigorous Courses Offered (Dual, AP, Honors): AP 35% Hispanic, 58% White, 7% Other Dual 40% Hispanic, 51% White, 9% Other Honors 41% Hispanic, 54% White, 5% Other	Total AP Students Enrolled: -18 students Hispanic AP Enrollment: -10.50% White AP Enrollment: +5.24% AP Pass Rate Difference from Baseline Hispanic: +9.45%. White: +9.84% 2+ races: No Change No Response: +8.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Rate 100% • No Response – Total 50 Exams, Pass Rate 60.00%	• White – Total 76 exams, Pass Rate 81.58% (-11 exams; -3.48%) • 2+ races – Total 10 exams, Pass Rate 60% (+5 exams, Pass Rate -40.0%) • No Response – Total 55 Exams, Pass Rate 65.45% (+5 Exams;+5 .45%)		
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	2024 Graduation Rate Report from CA Dashboard 96.6% of all students Grad Rate EL* 95.4% Hispanic 95.5% SED SPED*	2025 Graduation Rate Report from CA Dashboard 93.9% of all students Grad Rate (-3.0%) EL* 92.2% Hispanic (-3.2%) 90% SED (-5.5%)	100% Graduation Rate Results will be available in the Fall of 2026.	The difference from the baseline for the Graduation Rate All Students: +2.60% Hispanic: +3.30 White: +1.80 SED: -0.50% EL: N/A (too small)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students = 10) 93.8% White Source: CA Dashboard •	98.1% White *student group not large enough to generate data Source: CA Dashboard	SPED* 95.6% White (-2.5%) *student group not large enough to generate data Source: CA Dashboard		SPED: N/A (too small)
1.9	College and Career Indicator	2023 CA Dashboard 62.1% prepared overall Hispanic 52.4% SED 54% White 71.4% English Learners 13.3% SWD 18.2%	2024 CA Dashboard 76.1% prepared overall 67.2% Hispanics Prepared 67.7% SED Prepared 86.5% White Prepared English Learners* SWD* *student group not large enough to generate data	2025 CA Dashboard 70.7% prepared overall (-5.4%) 62.7% Hispanics Prepared (-4.5%) 54% SED Prepared (-13.7%) 80% White Prepared (-6.5%) English Learners* SWD* *student group not large enough to generate data	Achieve Very High Status for ALL Subgroups on Dashboard Results will be available in the Fall of 2026.	Differences from Baseline All Students: +8.60% Hispanic: +10.30 White: +8.60 SED: No Change EL: N/A (too small) SPED: N/A (too small)
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 students) 31.7% Hispanic (20 students) 31.7% SED (31 students) 9.1% SPED* (1 student) 63.3% White (31 students)	2024- DataQuest Reports 50.9% (57 students) 33.3% Hispanic (20 students) 32.8% SED (20 students) % SPED*	2025 - DataQuest Reports 60.2% (56 students) 48.9% Hispanic (23 students) 40%% SED (18 students) % SPED*	Increase by 10% Results will be available in the Fall of 2026.	Difference from Baseline Hispanic: +19.36 SED: No data SPED: N/A (too small) White: +7.15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* small numbers	70.6% White (36students) * small numbers	72.1% White (31 students) * small numbers		
1.11	Local Benchmark Data/Interim	Establish a baseline by subgroup SHUSD is currently piloting Star as a local benchmark assessment. Only the piloting team has administered this assessment. We hope to adopt a local benchmark assessment for the 2025-2026 school year and establish a baseline then. On Tuesday, May 27th, the SHUSD Assessment Task Force voted to transition to Star Assessments for the next 3 years.	To be Determined - In August 2025 all students will take the Star Reading or Star Early Literacy Assessment and all students will take the Star Math assessment to establish a baseline.	Baseline 2026 RESULTS Star Early Literacy Rubric Green= At/Above Benchmark Blue = On Watch Yellow = Intervention Red = Urgent Intervention Early Star Literacy Kindergarten 83.9% Green (52 of 62 students) 1st 57.4% Green (31 of 54 students) Star Reading & Math (State Benchmark) Level 4 = Expectation Exceeded Level 3 = Expectation Met Level 2 = Expectation Nearly Met	Increase growth by 5% each year SPRING 2026 RESULTS Star Early Literacy Rubric Green= At/Above Benchmark Blue = On Watch Yellow = Intervention Red = Urgent Intervention Early Star Literacy Kindergarten 90.6% Green (58 of 64 students) 1st 85.9% Green (49 of 57 students) Star Reading & Math (State Benchmark) Level 4 = Expectation Exceeded Level 3 = Expectation Met	Difference from Baseline for Meeting or Exceeding Expectations Star Early Literacy Kindergarten: +6.7% 1st Grade: +28.5% Star Reading 2nd: +8.5% 3rd: +9.0% 4th: +13.5% 5th: +10.0% 6th: +3.4% 7th: -0.9% 8th: -2.9% 9th: -3.7% 10th: +2.6% 11th: TBD 12th: -5.8% Star Math Kindergarten: +21.4% 1st Grade: -11.1% 2nd: +10.5% 3rd: +1.9% 4th: +6.9% 5th: -0.6% 6th: -10.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Level 1 = Expectation Not Met Star Reading 2nd Mid-Year Data 33.3% @ Level 4(18 of 54 students) 24.1% @ Level 3 (13 of 54 students) 3rd 34.8% @ Level 4 (16 of 46 students) 19.6% @ Level 3 (9 of 46 students 4th 21.5% @ Level 4 (14 of 65 students) 35.4% @ Level 3(23 of 65 students) 5th 34.2% @ Level 4 (27 of 79 students) 27.8% @ Level 3 (22 of 79 students) 6th 15.7% at Level 4 (14 of 89 students) 30.3% at Level 3 (27 of 89 students)	Level 2 = Expectation Nearly Met Level 1 = Expectation Not Met Star Reading 2nd 41.8% @ Level 4 (23 off 55 students) 25.5% @ Level 3 (14 of 55 students) 3rd 43.8% @ Level 4 (21 of 48 students) 35.4% @ Level 3 (17 of 48 students 4th 35.0% @ Level 4 (21 of 60 students) 36.7% @ Level 3(22 of 60 students) 5th 33.0% @ Level 4 (26 of 79 students) 39.0% @ Level 3 (31 of 79 students) 6th 19.1% at Level 4 (17 of 89 students)	7th: No Change 8th: -4.3% 9th: +10.2% 10th: -4.9% 11th: +2.4% 12th: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				7th 15.2% @ Level 4 (15 of 99 students) 34.3% @ Level 3 (34 of 99 students) 8th 17.4% @ Level 4 (12 of 69 students) 30.4% @ Level 3 (21 of 69 students) 9th 19.5% @ Level 4 (22 of 113 students) 27.4% @ Level 3 (31 of 113 students) 10th 19.4% @ Level 4 (19 of 98 students) 33.7% @Level 3 (33 of 98 students) 11th 30.3% @ Level 4 (30 of 99 students) 39.4% @ Level 3 (39 of 99 students) 12th - Mid-Year Data 17.6% @ Level 4 (15 of 85 students)	24.7% at Level 3 (22 of 89 students) 7th 14.3% @ Level 4 (14 of 98 students) 33.7% @ Level 3 (33 of 98 students) 8th 14.5% @ Level 4 (11 of 76 students) 38.2% @ Level 3 (29 of 76 students) 9th 15.8% @ Level 4 (18 of 114 students) 29.8% @ Level 3 (34 of 114 students) 10th 22.0% @ Level 4 (22 of 100 students) 37.0% @Level 3 (37 of 100 students) 11th 21.0% @ Level 4 (18 of 98 students) 36.0% @ Level 3 (31 of 98 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				49.4% @ Level 3 (42 of 85 students) Star Math K 66/1% At/Above Benchmark (41 of 62 students) 16.1% On Watch (10 of 62 students) 1st 25.4% @ Level 4 (14 of 54 students) 18.5% @ Level 3 (10 of 54 students) 2nd 20.4% @ Level 4 (11 of 54 students) 24.1% @ Level 3 (13 of 54 students) 3rd 30.2% @ Level 4 (16 of 53 students) 17.0% @ Level 3 (9 of 53 students) 4th 19.7% @ Level 4 (13 of 66 students) 24.2% @ Level 3 (16 of 66 students) 5th	12th 11.8% @ Level 4 (8 of 68 students) 25.0% @ Level 3 (17 of 68 students) Star Math K 87.5% At/Above Benchmark (56 of 64 students) 9.4% On Watch (6 of 64 students) 1st 14.3% @ Level 4 (8 of 56 students) 39.3% @ Level 3 (22 of 56 students) 2nd 30.9% @ Level 4 (17 of 55 students) 29.1% @ Level 3 (16 of 55 students) 3rd 32.1% @ Level 4 (17 of 53 students) 37.7% @ Level 3 (20 of 53 students) 4th 26.6% @ Level 4 (17 of 64 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				30.4% @ Level 4 (27 of 79 students) 15.2% @ Level 3 (12 of 79 students) 6th 18.2% at Level 4 (16 of 88 students) 13.6% at Level 3 (12 of 88 students) 7th 7.1% @ Level 4 (7 of 99 students) 20.2% @ Level 3 (20 of 99 students) 8th 12.3% @ Level 4 (9 of 73 students) 9.6% @ Level 3 (7 of 73 students) 9th 6.5% @ Level 4 (7 of 108 students) 13.0% @ Level 3 (14 of 108 students) 10th 7.4% @ Level 4 (7 of 94 students) 7.4% @ Level 3 (7 of 94 students) 11th	26.6% @ Level 3 (27 of 64 students) 5th 34.0% @ Level 4 (27 of 79 students) 11.0% @ Level 3 (9 of 79 students) 6th 7.8% at Level 4 (7 of 90 students) 17.8% at Level 3 (16 of 90 students) 7th 7.1% @ Level 4 (7 of 99 students) 11.1% @ Level 3 (11 of 99 students) 8th 8.0% @ Level 4 (6 of 75 students) 14.7% @ Level 3 11 of 75 students) 9th 16.7% @ Level 4 (2 of 96 students) 16.7% @ Level 3 (16 of 96 students) 10th 2.5% @ Level 4 (2 of 80 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				3.7% @ Level 4 (3 of 82 students) 17.1% @ Level 3 (14 of 82 students) 12 - No Data	13.8% @ Level 3 (11 of 80 students) 11th No Data 12 No Data	
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%	Current Attendance as measured by DataZone (5-30-25) District Average = 94.97% SHPS = 95.21% SHES = 95.11% RLS = 95.61% SHHS = 94.65% SHOP= 79.28%	Current Attendance as measured by DataZone (1-29-26) District Average = 95.27% (+0.37%) SHPS = 94.92% (-0.29%) SHES = 95.18% (+0.07%) RLS = 95.58% (-0.03%) SHHS = 95.40% (+0.75%) SHOP= 87.54% (+8.26%)	99% Attendance Rate for all sites Results will be available in the Fall of 2026.	Differences will be calculated when the Attendance Rate becomes available.
1.13	CTE Completers	2022-23 56.5% CTE completers (65 stu) Seniors Only EL SED SPED Source: CA Dashboard	2023-2024 59.65% CTE completers (68 students)	2025 62.5% (60 students)	Increase the number of CTE completers by 5% annually at the high school level Results will be available in the Fall of 2026.	Differences will be calculated when the CTE Completers data becomes available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	100% of students have access to core content and will be taught the state standards, including ELD standards.	100% of students have access to core content and will be taught the state standards, including ELD standards.	Maintain 100% access for all students.	All students have access to core content and are taught the state standards, including ELD standards.
1.16						

Goal Analysis [2025-26]

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.

SHUSD used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings are based on an analysis of input from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2- Beginning Development; 3- Initial Implementation; 4- Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward "Increase Academic growth for all students while addressing the Achievement Gap."

Action 1.1 Fully implement the foundations of the Professional Learning Community (PLC) framework - Initial Implementation. No substantive difference in planned action compared to the actual implementation.
The district continues to provide grade-level teams with dedicated professional collaboration time to look at student data and refine teaching practices. SHUSD also sent a team of teachers and administrators to the Response to Intervention (RTI) conference. The Instructional Leadership Teams (ILTs) from SHPS, SHES, and RLS participated in the CA Principal Support (CAPS) Network throughout the year. Brandon Eighmy, Solution Tree Consultant, supported SHHS with their PLC work throughout the year.

Action 1.2 Develop a TK-12 aligned Multi-Tiered Systems of Supports (MTSS) Initial Implementation. No substantive difference in planned action compared to the actual implementation
To support progress monitoring of students, SHUSD implemented the new Star Reading and Star Math Assessments. The Ellevation platform helped us to progress monitor our multilingual learners (ML/EL) as well as our RFEP students.

The teams from SHPS, SHES, and RLS who attended the RTI conference in December aligned their MTSS processes and focused on Tier 2 supports to support students needing behavioral and/or social-emotional support, as well as Tier 2 academic support. As a result of this learning, SHPS and SHES began the implementation of Behavior Academies.
The district funded TOSA positions at all sites, as well as math coaches, to improve student learning through small-group support. The collaboration and effort of all of this has resulted in fewer students needing Tier 2 support and/or exiting of students from intervention groups at SHPS and SHES, and RLS had students exit the Special Education class.
RLS made changes to their schedules to provide students with two Access periods to support them in more ways and across more content areas. SHHS also supports students during their Access period. In addition, SHHS has a mentorship program where teachers sign up to support individual students who need more targeted support.
To support the needs of our MLs/ELs, the district funds an EL Coordinator at each site. RLS and SHHS were given additional FTE hours to support newcomer students.
SHUSD also formed a District MTSS Task Force this school year to work on systematizing our processes and support district-wide. The team met regularly throughout the school year and will have a full work day to begin to draft a district plan.

Action 1.3 Provide professional development related to key district priorities - Full Implementation. No substantive difference in planned action compared to actual implementation.
The district dedicated 8 of the 10 Vertical Articulation (VA) days to professional development. Teachers received training on how to use the new Star Assessments for reading and Math, how to use Lalilo and/or Freckle to support students with reading and math skills; 4 VA days were dedicated to learning about the new Math Framework; the Math Piloting Team received an additional full-day of learning with the Math Framework to help with the winnowing process of the math programs to pilot. In addition, SHUSD sent teachers and/or administrators to the following conferences: RTI Conference, CA Principal Support (CAPS) Network, and CABE. Furthermore, the district invested in having Solution Tree Consultant, Brandon Eighmy, support our high school teachers and administrators with our PLC work.
To support our Multilingual Learner/English Learner (ML/EL) students and unduplicated students, six sessions of Thinking Maps training were provided and tailored to specific grade spans and/or content areas.
All SDC teachers were provided with three professional development sessions on TeachTown, the supplemental curriculum to support our students with the greatest needs.

Action 1.4 Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education students - Initial Implementation. No Substantive difference in planned action compared to the actual implementation.
The two math coaches provided support to teachers to build teacher capacity around research-based math instructional strategies aligned to the CA Math Framework. The ELD teachers provided language supports to provide greater access to the math instruction for English learners. Thinking Maps training was provided to all TK-5 teachers and offered to 6-12 ELA and ELD teachers as well as 6-12 Social Studies/History teachers to support all students with meaningful engagement with English language development and understanding of core content.

Overall Challenges in Implementing Goal 1:
One of the greatest challenges to implementing Goal One is time. More time is needed for collaboration and professional development. The district has very little district time for professional development, and with staff meetings only taking place once per month, it is challenging to fit it all in. In order to provide these learning opportunities to faculty, eight of the 10 VA days focused on professional development. In addition, teachers were given release days to build their capacity using Thinking Maps, to learn about the CA Math Framework, and to

deepen their implementation of the PLC process and RTI. This comes at a cost of teachers not being in their classrooms teaching their students, but ultimately, we believe that improved student learning will be the outcome of these days, which outweighs the need for teachers to be in the classroom without interruption.

Overall Success in Implementing Goal 1:
Goal one is our biggest and most impactful goal under the LCAP. We believe that all of the work around PLCs and professional development will pay off in student learning. Teachers are using the Star Reading and Math assessments to identify student needs and are making modifications to instruction and support as a result of this data. Since this is year one of implementing this tool, we will be offering more professional development to understand the students' reports and to make the data actionable. Teachers and students are using Lalilo and/or Freckle to support students with learning gaps in reading and math. This is also our first year using these platforms and teachers have requested additional training to customize these programs to student needs. Both teachers and students are using Thinking Maps in all content classes. Students use them to show their understanding, and teachers use them as scaffolds to support all students, especially ML/EL students and students with disabilities. This was also year one of implementing these tools and teachers have requested additional training to deepen their implementation of these. SDC teachers are using TeachTown, a supplemental curriculum to scaffold grade-level standards for students with needs for specialized instruction. In addition, the learning around the CA Math Framework will help us to make more informed decisions when selecting the math program we will adopt in 2027, and will help us to implement the mathematical practices. As a result of all of this work, we are exiting students from intervention groups and in some cases, from the need for special education services. As a result of new district leadership, many of these initiatives were implemented this school year and time will be needed to understand if these changes in practices and supports will yield the results we want to see in all content areas and grade levels.

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.

Action 1.1 Fully implement the foundations of the Professional Learning Community (PLC) framework - No substantive difference in planned action compared to the actual implementation.

Action 1.2 Develop a TK-12 aligned Multi-Tiered Systems of Supports (MTSS) - No substantive difference in planned action compared to the actual implementation

Action 1.3 Provide professional development related to key district priorities - No substantive difference in planned action compared to actual implementation.

Action 1.4 Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education Students - No Substantive difference in planned action compared to the actual implementation.

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

Action 1.1 Fully implement the foundations of the Professional Learning Community (PLC) framework - Effective
All grade levels and departments are working on the 4 guiding questions: 1) What do we want students to learn and do? 2) How will we know if they have learned it? 3) How will we respond if they don't learn it? 4) How will we extend learning for students who are already proficient?

All of the professional development this year has supported those 4 questions. We have seen evidence of improved student learning in the common formative assessments and local benchmark assessments in most grade levels.

Action 1.2 Develop a TK-12 aligned Multi-Tiered Systems of Supports (MTSS) - Effective
All sites use common assessments to analyze data. This helps determine which students are meeting learning targets, which need support, and which require additional challenges because they already know the material. At SHPS and SHES, fewer students require Tier 2 intervention and are exited from the support groups for academic support. RLS has exited students from SPED as a result of targeted support and improved learning outcomes. SHHS is also providing targeted support to students who need more guidance and supporting them with mentors. As a result, we expect to continue to see improved learning outcomes when results become available.

Action 1.3 Provide professional development related to key district priorities - Effective and
Action 1.4 Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education Students - Effective

Faculty received a great deal of professional development this school year. As a result, teachers are using the Star Reading and Math assessments to identify student needs and are making modifications to instruction and support as a result of this data. Teachers and students are using Lalilo and/or Freckle to support students with learning gaps in reading and math. Both teachers and students are using Thinking Maps in all content classes. Students use them to show their understanding, and teachers use them as scaffolds to support all students, especially ML/EL students and students with disabilities. SDC teachers are using TeachTown, a supplemental curriculum to scaffold grade-level standards for students with needs for specialized instruction. In addition, the learning around the CA Math Framework will help us to make more informed decisions when selecting the math program we will adopt in 2027, and will help us to implement the mathematical practices. As a result of all of this work, we saw exceptional growth in reading across K-5, as evidenced by our Star Reading scores. Kindergarten and 2nd grade also saw double-digit growth on the Star Math assessment. These results led to exiting students from intervention groups and, in some cases, from the need for special education services.

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.

CHANGES TO ACTIONS:
Based on this year's data, we will continue to focus on the same goal, "Increase Academic growth for all students while addressing the Achievement Gap." The data shows that equal emphasis needs to be placed on building teacher capacity in the area of integrated English language development and ensuring a strong RTI model (MTSS) to support all students who require more support. We will achieve this through multiple efforts. We will bring Solution Tree Consultant, William Ferriter, to the district in October for our one day of professional development. We will continue to refine our PLC work. To support our sites in deepening their knowledge and implementation, we are funding the participation of SHPS, SHES, and RLS' teams in the three days of CAPS Network professional development. The high school will do similar work with its ILT. All sites will send a small team to the RTI conference to help build a stronger support system for students at both the site level and district level. Teams may use release time to work collaboratively on addressing the 4 PLC questions, especially in the area of math, and we may send a small team to the Elevating Best Practices conference. (Action 1.1)

We also need to do more to meet the needs of our Hispanic, SED, and homeless students. To improve our progress monitoring of these students and specifically, our English Learners, including LTEL students, we will focus time and resources on deepening our understanding and use of the new Star assessments and the new Ellevation platform. We will provide professional development to all teachers on both of these new platforms in order to act on student performance needs through Tier 2 and/or Tier 3 supports. We will dedicate time to deepen our understanding and use of Thinking Maps in all content areas and all grade levels. We will invest in the Summit program to help our English learners achieve English language proficiency and Vista to help our newcomers with their English foundational skills. SHUSD will also investigate AVID's Advancing Multilingual Learner (AML) suite, designed for English Language Development and supporting multilingual learners. (Action 1.2)

We will commit to sending parents and staff to the California Association of Bilingual Education (CABE) Conference to build parent agency and staff capacity. (Action 1.3)

CHANGES TO METRIC:
SHUSD switched from using MAP to using Star assessments as our local benchmark this school year. As a result, Metric 1.11 changed to Star: Star Early Literacy Assessment, Star Reading, and Star Math. The target will remain the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully implement the foundations of the Professional Learning Community (PLC) framework.	3 ILT Release Days focused on RTI work - We will focus on deepening and systematizing our MTSS work 2 Release Days for Math teachers (reps from elementary) to calibrate data collection and reporting for whole group and sub-groups. Continue to provide Math Coaches to model lessons Continue to provide TOSAs Continue to provide EL Coordinators	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Develop a TK-12 aligned Multi Tiered Systems of Supports (MTSS)	Continue the District MTSS Task Force Continue with UpValley partnerships Continue to provide Advisory classes at RLS and SHHS Investigate options with UpValley for Tier 2 Support Implement the Summit program for EL Students and families (ELPAC prep) Implement the Vista program for Newcomers (foundational skills) Continue to participate in AVID and explore expanding to the elementary school(s) Explore an English language progress monitoring assessment	$1,541,000.00	Yes
1.3	Provide professional development related to key district priorities	CAPS - Three of the schools will participate in the three CAPS sessions to deepen our PLC work. (SHPS, SHES, and RLS) RTI Conference - SHPS, SHES, RLS, and SHHS may bring a small team to the RTI Conference: Principal and 3 teachers per site, plus a district administrator to deepen our RTI/MTSS work Solution Tree Presenter - William M. Ferriter will come to SHUSD in October to address the question of the PLCs. Thinking Maps Training (TM) - Continue to provide TM training to teachers and faculty not yet trained Support the implementation of TM - Deepen the understanding and use of Thinking Maps for faculty already trained AVID Conference - RLS and SHHS will continue to participate in AVID and will attend the conference to support their practices and program. Reading Best Practices and Intervention - Professional development will be offered to teachers to support students struggling with reading Math Adoption PD - SHPS and SHES plan to adopt a math program in 2027. They will be trained in how to use the new adoption Star Reports - PD will be offered to teachers needing support with how to run and use Star reports for communication and for intervention support for students Freckle and Lalilo - PD will be offered to teachers who want more guidance on how to use Freckle and Lalilo to support student learning EL Roadmap & ELD - Integrated ELD Strategies (TM and Other Strategies) -PD will be offered to teachers on how to make learning accessible in all content area classes for English Learners	$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ellevation - PD will be offered to teachers, EL Coordinators, and admin teams to understand how to use this platform for progress monitoring and communication to families Elevating Best Practices - A small number of teachers and administrators will participate in the Elevating Best Practices Conference Deepen the implementation of TeachTown - PD will be offered to SDC teachers to deepen their understanding and implementation of the supplemental curriculum, TeachTown Kelvin - PD will be offered to the admin team to create actionable surveys to address any culture and climate issues the school may be facing.		
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 the LTEL student demographic group in "red" status on the academic indicator for Mathematics and English Language Arts. RLS and SHHS had the following areas in red for the following student groups: RLS: • English Language Arts for English Learners • Math for English Learners, Hispanic, Socioeconomically Disadvantaged SHHS: • Suspension rate for English Learners, Students with Disabilities As mentioned in the actions above, we will continue to strengthen the implementation of Thinking Maps to support all content areas and will continue to engage in the following: • BTC math instructional practices to increase opportunities for ML/EL students to develop their listening and speaking skills in English	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Ensure that math vocabulary is provided to EL students in both English and their home language (when possible) • In ELD courses, EL students will have increased opportunities to practice academic vocabulary, including regularly used math vocabulary by speaking off of the Thinking Maps. • Math TOSA to support increased opportunities to engage all students in mathematics • Provide Tutoring, academic workshops, and study skills support to students		

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
This goal 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 are important for the continued growth and positive development of our youth. Additionally, school attendance continues to be a factor that impacts the success of 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 newcomer students, English Learners, and students with special needs.

According to the Spring 2026 CA Healthy Kids Survey, we still have work to do. See data below.

School Climate and Student Well-Being
Chronic Absenteeism: Rates vary across the district. Some schools, like St. Helena Primary (SHPS), showed very low absenteeism (1.2% for Hispanic students), while others, like Robert Louis Stevenson (RLS) Middle School, faced higher challenges with certain subgroups, such as ELs at 23.5%.
School Safety and Connectedness: According to the Spring 2026 California Healthy Kids Survey, the overall trend shows significant growth in elementary and middle school metrics, while high school results are more varied and frequently show slight declines.
The Elementary saw increases across every category, with the most notable jumps in Facilities Upkeep (+16%), Perceived School Safety (+14%), and Caring Adult Relationships (+13%).
Safety & Climate are Up: Perceived School Safety increased across all schools (+14%, +13%, and +4%). Anti-Bullying Climate also saw double-digit growth in Middle school (+13%).
The High School metrics declined in 7 out of 10 reported categories. The sharpest drops were in High Expectations (-8%) and Caring Adult Relationships (-7%).

St. Helena High School (SHHS) students increased from 51.4% of the students meeting A-G requirements in 2023 to 57% meeting A-G

requirements in 2024. At the high school, we will continue to address the A-G completion rate for any student needing credit recovery, with priority given to unduplicated students. As an example, a specific summer course will be offered to help students make up credits. In addition, we added a .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. At the high school, we are focused on ELA, since most of our students do not meet A-G requirements due to English.

The 2024 dashboard indicates we had the following RED areas:

DISTRICT:
- District level, English Language Arts for Long-Term English Learners
- District-level, math for Long-Term English Learners and Students with Disabilities
- District level, chronic absenteeism for the homeless
- District level, suspension rate for the homeless

SHPS:
No areas in red

SHES:
No areas in red

RLS:
- English Language Arts for English Learners
- Math for English Learners, Hispanic, Socioeconomically Disadvantaged

SHHS:
- Suspension rate for English Learners, Students with Disabilities

The 2025 district dashboard has no areas identified as red; however, when looking at the Equity Reports, we do have some student groups in the RED as noted in the section below:

DISTRICT
- District level, English language arts for Long-Term English Learners (LTELs)
- District level, math for LTELs
- District level, chronic absenteeism for homeless (McKinney-Vento) students
- District level, suspension rate for LTELs

St. Helena Primary School had no categories or student groups in red on the 2025 CA Dashboard.

St. Helena Elementary School had no categories or student groups in red on the 2025 CA Dashboard.

Robert Louis Stevenson Middle School had no categories in red. When looking at the Equity Reports, we do have some student groups in the RED as noted in the section below:

- English language arts for English Learners (ELs) and Students with Disabilities (SWDs)
- Math for ELs, Hispanic, Socioeconomically Disadvantaged (SED) students

St. Helena High School had no categories in red. When looking at the Equity Reports, we do have one student group in the RED as noted in the section below:

- Suspension rate for SWDs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	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	Spring 2023 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%	Spring 2024 Results School Connectedness Elem = 75% Middle = 65% High = 66% Academic Motivation Elem = 86% Middle = 61% High = 54% Caring Adult Relationships Elem = 74% Middle = 73% High = 63% High Expectations Elem = 86%	Spring 2025 Results School Connectedness Elem = 72% (-3%) Middle = 73% (+8) High = 67% (+1%) Academic Motivation Elem = 83% (-3%) Middle = 69% (+8%) High = 61% (+7%) Caring Adult Relationships Elem = 76% (+2%) Middle = 75% (+2%) High = 70% (+7%)	Increase all areas to 90% Spring 2026 Results School Connectedness Elem = 82% (+10%) Middle = 66% (-7%) High = 66% (-1%) Academic Motivation Elem = 83% (No Change) Middle = 66% (-3%) High = 55% (-6%)	School Connectedness Elem = Increased 10% Middle = Increased 4% High = Increased 5% Academic Motivation Elem = Declined 2% Middle = Increased 12% High = Declined 2% Caring Adult Relationships Elem = Increased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meaningful Participation Elem = 41% Middle = 28% High = 31% 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%	Middle = 81% High = 73% Meaningful Participation Elem = 43% Middle = 25% High = 26% Perceived School Safety Eleme = 87% Middle = 66% High = 77% Low Violence Victimization Elem = 58% Middle = 63% High = 78% Anti-Bullying Climate/No Harassment Elem 69% Middle = 60% High = 80% No Substance Use at School Middle = 95% High = 85% Facilities Upkeep Elem = 82% Middle = 51% High = 75%	High Expectations Elem = 85% (-1%) Middle = 86% (+5%) High = 80% (+7%) Meaningful Participation Elem = 41% (-2%) Middle = 30% (+5%) High = 29% (+3%) Perceived School Safety Eleme = 79% (-8%) Middle = 76% (+10%) High = 75% (-2%) Low Violence Victimization Elem = 59% (+1%) Middle = 68% (+5%) High = 77% (-1%) Anti-Bullying Climate/No Harassment Elem 69% (No Change) Middle = 61% (+1%) High = 73% (-7%)	Caring Adult Relationships Elem = 81% (+5%) Middle = 67% (-8%) High = 62% (-8%) High Expectations Elem = 90% (+5%) Middle = 80% (-6%) High = 71% (-9%) Meaningful Participation Elem = 47% (+6%) Middle = 30% (No Change) High = 27% (-2%) Perceived School Safety Elem = 88% (+9%) Middle = 77% (+1%) High = 77% (+2%) Low Violence Victimization Elem = 65% (+6%) Middle = 64% (-4%) High = 77% (No Change)	Middle = Increased 1% High = Declined 7% High Expectations Elem = Increased 2% Middle = Declined 1% High = Declined 8% Meaningful Participation Elem = Increased 6% Middle = Declined 3% High = Declined 4% Perceived School Safety Elem = Increased 14% Middle = Increased 13% High = Increased 4% Low Violence Victimization Elem = Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				No Substance Use at School Middle = 100% (+5%) High = 93% (+8%) Facilities Upkeep Elem = 73% (-21%) Middle = 62% (+11%) High = 75% (No Change)	Anti-Bullying Climate/No Harassment Elem 77% (+8%) Middle = 63% (+2%) High = 71% (-2%) No Substance Use at School Middle = 97% (-3%) High = 93% (No Change) Facilities Upkeep Elem = 88% (+15%) Middle = 61% (-1%) High = 77% (+2%)	Middle = Increased 10% High = Declined 1% Anti-Bullying Climate/No Harassment Elem = Increased 6% Middle = Increased 13% High = Declined 3% No Substance Use at School Middle = Increased 1% High = No Change Facilities Upkeep Elem = Increased 16% Middle = Increased 7% High = Declined 3%
2.2	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	2024 CA Dashboard Suspension Rate: 3.9% all students (1127 students) District Suspension Rates	2025 CA Dashboard Suspension Rate: 3.7% all students (-0.2%) (1127 students)	0% of suspension and Expulsion Rates. Achieve Blue Status This data is not yet available for the	Difference from Baseline Suspension Rate: All Students: -0.3% English Learners: -1.3% Hispanic: +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 5.1% 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: *%	English Learners: 4% - Green Hispanic: 4.2% - Orange SED: 4.6% - Orange SPED: 6.7% - Orange White: 3.7% - Green Homeless: 9.1% - Red SHPS English Learners: 0% - Blue Hispanic: 0% - Blue SED: 0% - Blue SPED: 0% - No Color White: 0% - Blue Homeless: 0% - No Color SHES English Learners: 0% - Blue Hispanic: 0% - Blue SED: 0% - Blue SPED: 0% - No Color White: 0% - Blue Homeless: No Performance Color	District Suspension Rates English Learners: 3.8% - Green (-0.3%) Hispanic: 4.3% - Yellow (+0.1%) SED: 4.7% - Orange (+0.1%) SPED: 7.4% - Orange (+0.6%) White: 3.3% - Green (-0.4%) Homeless: 7.7% - Yellow (-1.4%) SHPS English Learners: 0% - Blue Hispanic: 1.2% - Orange (+1.2%) SED: 1.6% - Orange (+1.6%) SPED: 0% - No Color White: 0% - Blue Homeless: 0% - No Color SHES English Learners: 0% - Blue Hispanic: 0% - Blue SED: 0% - Blue SPED: 0% - Blue White: 0% - Blue	2025-2026 school year.	SED: +0.7%.7% SPED: +3.6% White: -0.8% Homeless: +5.3% SHPS English Learners: 0% - No Change/Blue Hispanic: +1.2% - Orange SED: +1.6% - Orange SPED: 0% - No Change/No Color White: 0% - No Change/Blue Homeless: 0% - No Change/ No Color SHES English Learners: 0% - No Change/Blue Hispanic: 0% - No Change/Blue SED: 0% - No Change/Blue SPED: 0% -No Change/ Blue White: 0% - No Change/Blue Homeless: No Performance Color RLS

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	RLS English Learners: 3.1% -Green Hispanic 8.1% - Yellow SED: 10.4%% Orange SPED: 14.3% - No Color White: 7.9% - Green Homeless: *% - No Performance Color SHHS English Learners: 14.6% - Red Hispanic: 6% - Orange SED: 5.8% - Orange SPED: 10.8% - Red White: 5.4% - Yellow Homeless: No Performance Color 2023-24 Expulsion Rate: Middle = 0% High = 0.23% (1 Unduplicated Student) Source: Dataquest	Homeless: No Performance Color RLS English Learners: 3.1% -Green Hispanic 4.0% - Green (-4.1%) SED: 4.0%% Green (-6.3%) SPED: 6.1% - Green (-8.2%) White: 3.9% - Green (-4.0%) Homeless: *% - No Performance Color SHHS English Learners: 11.4% - Orange (-3.2%) Hispanic: 7.9% - Orange (+1.9%) SED: 8.7% - Orange (+2.9%) SPED: 19.5% - Red (+8.7%) White: 6.9% - Orange (+1.5%) Homeless: No Performance Color 2024-25 Expulsion Rate: Middle = 0% High = 0%		English Learners: -20.4% -Green Hispanic -6.3% - Green SED: -6.4%% Green SPED: -4.2% - Green White: -5.1% - Green Homeless: No Performance Color SHHS English Learners: +5.8% Orange Hispanic: +4.6% Orange SED: +4.7% - Orange SPED: +15.7% Red White: +1.3% Orange Homeless: No Performance Color 2024-25 Expulsion Rate: Middle = 0% No Change High = 0% No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source: Dataquest		
2.3	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% 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%	2024 CA Dashboard Chronic Absenteeism All Students: 8.5% - Green EL: 6.2% - Green Homeless: 21.7% - Red SED: 9.8% - Green SPED: 13% - Orange Hispanic: 7.8% - Green White: 7.7% - Green LTELS: 0% - Blue SHPS All Students: 7.5% - Green EL: 4.8% - Green Homeless: No Performance Color SED: 11.3% - Orange SPED: No Performance Color Hispanic: 10.3% Orange White: 3.3% - Green	2025 CA Dashboard Chronic Absenteeism All Students: 8.1% - Yellow (-0.3%) EL: 5.4% - Yellow (+0.6%) Homeless: 23.5% - Red (+1.8%) SED: 10.0% - Yellow (+0.2%) SPED: 16.7% - Orange (+3.6%) Hispanic: 8.2% - Yellow (+0.4%) White: 7.5% - Yellow (-0.3%) LTELS: 5.6% - Orange (+5.6%) SHPS All Students: 7.7% - Yellow (+0.2%) EL: 5.4% - Orange (+0.6%) Homeless: No Performance Color SED: 11.3% - Orange (No Change) SPED: No Performance Color	0% Chronic Absenteeism, Achieve Blue Status This data is not yet available for the 2025-2026 school year.	Difference from Baseline CA Dashboard Chronic Absenteeism All Students: -3.2% Yellow EL: -6.9% Yellow Homeless: +2.8% Red SED: -0.8% Yellow SPED: +3.9% Orange Hispanic: -2.0% Yellow White: -5.9% Yellow SHPS All Students: -2.0% Yellow EL:-4.4% Orange Homeless: No Performance Color SED: -0.1% Orange (No Change) SPED: No Performance Color Hispanic: -1.6% Green White: -3.4% - Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	SHES All Students: 9.3% - Green EL: 10.3% - Yellow Homeless: No Performance Color SED: 10.8% - Yellow SPED: 16.7% - No Performance Color Hispanic: 8.6% - Green White: 9.4% - Green RLS All Students: 8.2% - Yellow EL: 0% - Blue Homeless: No Performance Color SED: 7.8% - Orange SPED: 12.9% - No Performance Color Hispanic: 5.3% - Orange White: 9.9% - Green	Hispanic: 8.4% Green (-1.9%) White: 6.8% - Orange (+3.5%) SHES All Students: 9.0% - Yellow (-0.3%) EL: 6.7% - Green Homeless: No Performance Color SED: 13.4% - Orange (+2.6%) SPED: 14.7% - Yellow (-2.0%) Hispanic: 11.6% - Orange (+3.0%) White: 5.8% - Green (-3.7%) RLS All Students: 7.2% - Green (-1.0%) EL: 5.1% - Orange (+5.1%) Homeless: No Performance Color SED: 5.7% - Green (-2.0%) SPED: 18.2% - Orange (+5.3%) Hispanic: 4.7% - Green (-0.7%) White: 9.9% - Yellow (No Change)		SHES All Students: -7.0% Yellow EL: -8.9% Green Homeless: No Performance Color SED: -2.2% Orange SPED: -14.5% Yellow Hispanic: -4.3% Orange White: -11.0% Green RLS All Students: -0.6% Green EL: -4.0% Orange Homeless: No Performance Color SED: +0.3% Green SPED: +13.6% Orange Hispanic: +0.1% Green White: -2.5% Yellow (No Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Drop Out Rate for Middle and High School	High School Drop Out Rates in 2022-2023 4.2% (5 stu)	2023-2024 3.4% Drop Out Rate	2024-2025 CA Dashboard 6.1% Drop Out Rate	0% Drop Out Rate This data is not yet available for the 2025-2026 school year.	Difference from Baseline +1.9% drop out rate
2.5	Graduation Rate	2023 Combined Four and Five Year 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) No data 93.8% White (Very High) Source: CA Dashboard	2024 Combined Four and Five-Year Graduation Rate Report from CA Dashboard All Students: 96.6% - Blue EL: 90.5% - No Performance Color Hispanic: 95.4% - Blue SED: 95.5% - Blue SPED: 81.8% - No Performance Color White: 98.1% - Blue LTEL: 92.9% - No Performance Color	2025 Graduation Rate CA Dashboard All Students: 93.9% Yellow (-2.7%) EL: 75% No Performance Color Hispanic: 92.2% Yellow (-3.2%) SED: 90.0% Orange (-5.5%) SPED: No Performance Color White: 95.6% Blue (-2.5%) LTEL: 91.7% No Performance Color (-1.2%)	100% Graduation Rate This data is not yet available for the 2025-2026 school year.	Difference from Baseline Graduation Rate All Students: +2.6% English Learners: +1.7% Hispanic: +3.4% SED: -0.5% SPED: No Data White: +1.8%
2.6	# of workshops/trainings offered	Establish Baseline Baseline is established in the 2024-205 school year: We provided 6	Song for Charlie Latino Family Literacy A-G College Course Night	Song for Charlie Latino Family Literacy A-G College Course Night	Special Education Parent Support Group	Offered multiple learning opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parent workshops/trainings	Family Literacy Night Family Math Night Family Support Nights (SPED)	Family Literacy Night Family Math Night Family Support Nights (SPED)	Phone Free Childhood workshop Anxious Generation Book Club Teen Impact Presentation for Parents La Estrella Film Screening Hidden in Plain Sight QPR Workshop with Mentis	
2.7	Participation and attendance Rate of Students in Enrichment opportunities	Establish Baseline Baseline is established in the 2024-2025 school year: TK /K - took one field trip 1st - took 1 field trip 2nd - took 4 field trips 3rd - took 3 field trips 4th - took 3 field trips 5th - took 2 field trips 6th - took 1 field trip 7th - took 2 field trips 8th - took 3 field trips 9-12 - took multiple trips planned by the departments	Each grade level to attend 3 District funded fieldtrips per year.	2024-2025 TK /K - took one field trip 1st - took 1 field trip 2nd - took 4 field trips 3rd - took 3 field trips 4th - took 3 field trips 5th - took 2 field trips 6th - took 1 field trip 7th - took 2 field trips 8th - took 3 field trips	100% participation rate 2025-2026 TK /K - took 3 field trips 1st - took 3 field trips 2nd - took 3 field trips 3rd - took 3 field trips 4th - took 3 field trips 5th - took 3 field trips 6th - took 3 field trips 7th - took 5 field trips	All sites took at least 3 field trips per grade level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				9-12 - took multiple trips planned by the departments	8th - took 7 field trips (2 were AVID only) 9-12 - took multiple trips planned by the departments	
2.8	Fully Credentialed Full-Time Equivalent employees	100% full credentialled FTEs	100% full credentialed FTEs	2024-2025 93.8%	Maintain 100% full credentialled FTE's	Achieved
2.9	Implementation of Practice This Metric will be removed.	Establish Baseline - This metric will be removed	In Development - This metric will be removed	In Development - This metric will be removed	100% of Practice - This outcome will be removed	This Metric to be removed
2.10	% of students with access to standards aligned materials	100% of students have access to standards-aligned curriculum	100% of students have access to standards-aligned curriculum	100% of students have access to standards-aligned curriculum	100% of students will have access to standards	Achieved
2.11	Facilities Inspection Template (FIT) Report	100% of school facilities are in good repair	100% of school facilities are in good repair	100% of school facilities are in good repair	100% of school facilities will be in good repair	Multiple facility projects are happening over the summer to continue to keep our sites in good repair.
2.13						

Goal Analysis [2025-26]

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal of "Maintain a welcoming and nurturing district environment."

Action 2.1: Provide professional development and training opportunities to support a welcoming and nurturing school and district environment: Beginning Development: No Substantive difference in planned action compared to the actual implementation. The Student Experience Committee this year engaged in doing empathy interviews with a variety of students from different backgrounds and different academic performance levels. Some members of the team participated in Focus Groups, and others engaged in equity walks. All of this was done in an effort to have a greater understanding of our students' lived experiences here at SHUSD. This information is being organized to present it to sites. The goal is that each site would then create an action plan to address the areas of concern that are applicable to the grade level spans.

Action 2.2: Develop a TK-12 aligned Multi-Tiered Systems of Support (MTSS): Initial Implementation: No Substantive difference in planned action compared to the actual implementation. The District MTSS Task Force met 7 times throughout the school year to compare MTSS processes across the 4 schools and to begin to create coherent systems of support to address academic, behavioral, and social-emotional student needs. Each school also has MTSS teams that meet regularly to discuss students of concern in order to create support systems.

Action 2.3: Continue to implement the WEB (Where Everybody Belongs) Program; Initial Implementation: Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners: Beginning Implementation: No Substantive difference in planned action compared to the actual implementation. The 8th-grade leadership program guides incoming 6th graders throughout the school year, similar to a mentorship.

Action 2.4: Address the California Dashboard indicator of "red" status in the area of District chronic absenteeism for white students and homeless: Initial Implementation: No Substantive difference in planned action compared to the actual implementation. SHUSD has regular attendance meetings to support families who are struggling to get their students to school. The Family Engagement Director has also provided and/or coordinated support and counseling services to families in need.

Action 2.5: Provide enrichment and extra-curricular opportunities at each school site, such as field trips, co-curricular activities, and sports.
Initial Implementation: No substantive difference in the planned action compared to the actual implementation. SHUSD provides a plethora of enrichment and extracurricular opportunities such as music, band, theatre, etc.

Overall Challenges of Implementing Goal 2:
Like Goal 1, the major challenge to implementing Goal 2 was finding time to provide professional development and training opportunities to staff. The Student Experience Committee was able to collect valuable information about how our students are experiencing our system, but we have yet to have time to share those findings with the greater school community. This is in the plan for the 2026-2027 school year.

According to the Spring 2026 CA Healthy Kids Survey, the following areas need to be given attention:

School Connectedness
Middle = 66% (-7%)
High = 66% (-1%)

Academic Motivation
Middle = 66% (-3%)
High = 55% (-6%)

Caring Adult Relationships
Middle = 67% (-8%)
High = 62% (-8%)

High Expectations
High = 71% (-9%)

Meaningful Participation
Elem = 47% (+6%)
Middle = 30% (No Change)
High = 27% (-2%)

Low Violence Victimization
Elem = 65% (+6%)
Middle = 64% (-4%)
High = 77% (No Change)

Anti-Bullying Climate/No Harassment
Elem 77% (+8%)
Middle = 63% (+2%)

High = 71% (-2%)

Overall Success in Implementing Goal 2:
The following is evidence of success in the area of Goal 2:

According to the Spring 2026 CA Healthy Kids Survey, the overall trend shows significant growth in elementary and middle school metrics. The Elementary saw increases across every category, with the most notable jumps in Facilities Upkeep (+16%), Perceived School Safety (+14%), and Caring Adult Relationships (+13%).
Safety & Climate are Up: Perceived School Safety increased across all schools (+14%, +13%, and +4%). Anti-Bullying Climate also saw double-digit growth in Middle school (+13%).

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.

Action 2.1: Provide professional development and training opportunities to support a welcoming and nurturing school and district environment: No Substantive difference in planned action compared to the actual implementation.

Action 2.2: Develop a TK-12 aligned Multi-Tiered Systems of Support (MTSS): No Substantive difference in planned action compared to the actual implementation.

Action 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: No Substantive difference in planned action compared to the actual implementation.

Action 2.4: Address the California Dashboard indicator of "red" status in the area of District chronic absenteeism and suspension rates for homeless students: No Substantive difference in planned action compared to the actual implementation.

Action 2.5: Provide enrichment and extra-curricular opportunities at each school site, such as field trips, co-curricular activities, and sports: No substantive difference in the planned action compared to the actual implementation.

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

Action 2.1: Provide professional development and training opportunities to support a welcoming and nurturing school and district environment: Effective

All schools showed an increased percentage of students expressing school connectedness compared to our baseline data on the California Healthy Kids Survey (CHKS) and our chronic absenteeism on the CA Dashboard has improved each year, moving from 11.3% of chronic

absenteeism in 2023 to 8.1% chronic absenteeism in 2025. However, only 66% of our middle school and high school students who took the survey indicated the feeling of school connectedness. To address this, each school provides counseling services, and the high school has a fully staffed Wellness Center.

Action 2.2: Develop a TK-12 aligned Multi-Tiered Systems of Support (MTSS): Effective
All sites use common assessments to analyze data. This helps determine which students are meeting learning targets, which need support, and which require additional challenges because they already know the material.
At SHPS and SHES, fewer students require Tier 2 intervention and are exited from the Tier 2 groups for academic support. RLS and SHHS are also providing targeted support through Access Periods. As a result, we expect to continue to see improvements such as the following gains we saw in 2024-25 CAASPP scores:

ELA

- ELA CAASPP scores increased in 2024-205 for EL students (3.14%)
- ELA CAASPP scores increased for Hispanic students (5.26%)
- ELA CAASPP scores increased for SED students (3.82%)
- ELA CAASPP scores increased for SPED students (9.25%)

MATH

- Math CAASPP scores increased for SED (3.72%)

Action 2.3: Continue to support students with SEL and identify ways to make all sites more welcoming and nurturing: Effective

For example, all high school students with Individual Educational Plans (IEPs) that participated in the Empathy Interviews indicated that they have a trusted adult on campus that they can go to, and many of the other students interviewed valued "Access Period" and the small school size of the high school. For our younger students (TK-5) SEL curriculum has been developed and was implemented this year. In addition, Behavior Academies took place, and restorative circles are happening through our partnership with UPValley Family Centers at all sites. Students receive therapeutic services if necessary.

Action 2.4: Address the California Dashboard indicator of "red" status in the area of District chronic absenteeism for white students and homeless: Effective. Our white students are no longer in the category of "red," however, our Homeless students continue to be. Therefore, we need to do more outreach to understand how to improve the attendance of this subgroup. However, overall, we have seen improvements in this area. As mentioned above, our chronic absenteeism has gradually improved over the past three years, moving from 11.3% of chronically absent students in 2023 to our most current results on the 2025 Dashboard at 8.1%.

Action 2.5: Provide enrichment and extra-curricular opportunities at each school site, such as field trips, co-curricular activities, and sports: Effective. The district budgeted for 3 field trips per grade level; several grade levels took additional field trips that were cost-neutral.

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.

CHANGES TO ACTIONS:

Provide additional release time to engage in Empathy interviews and Equity walks to help us to identify how best to serve our homeless and EL students - red on the dashboard (Action 2.1)

Provide culturally responsive training to all staff (Action 2.1)

Investigate other partners to help provide the therapy sessions students need and are not receiving. (Action 2.2)

Develop a comprehensive MTSS model. (Action 2.2)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide professional development and training opportunities to support a welcoming and nurturing school and district environment.	The Kelvin - PD will be offered to the admin team to create actionable surveys to address any culture and climate issues the school may be facing. Investigate PD on Trauma-Informed teaching practices Empathy Interviews and Focus Groups - PD will be offered to the admin team on how to conduct empathy interviews and focus group interviews	$225,000.00	No
2.2	Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS)	Continue with the District MTSS Task Force to align practices, protocols, and interventions Continue with Behavior Academies to support students whose behavior interferes with learning Engage in targeted invitations to students to participate in clubs or school offerings they may enjoy	$355,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Continue to support students with SEL and identifying ways to make all sites more welcoming and nurturing. Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners.	Identify training and/or resources to support our efforts to make all sites welcoming and nurturing environments. Continue to provide students with counseling and therapy sessions with our community partners (UpValley Family Centers, Aldea)	$55,000.00	Yes
2.4	Address the California Dashboard indicator of "red" status in the area of District chronic absenteeism for white students and homeless.	District and site leaders closely monitor real-time attendance data, utilizing the SART and SARB processes 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 Make home visits - The family engagement director and school resource officer will make home visits to chronically absent students.	$20,000.00	No
2.5	Provide enrichment and extra-curricular opportunities at each school site such fieldtrips, co-curricular activities, and sports	Provide 3 District Funded Field Trips per grade level AVID college and continuum refinement-investigate K-12 alignment. Target specific students to receive personal invitations/assistance with registering for after-school VAPA classes.	$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 confer 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 to 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 a 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. Our 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 Breaking this data out by subgroup is a challenge. We will report our total percentage for participation moving forward.	No data available Baseline was established in the 2024-2025 school year: All TK-5th Grade Parents came to their parent conference in fall (100% Participation)	All TK-5th Grade Parents came to their parent conference in fall (100% Participation)	All TK-5th Grade Parents came to their parent conference in fall (100% Participation)	100% targeted parent attendance to parent conference	Target Met
3.2	% of parent interaction	21% parent interaction data from Parent Square Interaction report which captures one-ton-one messaging, group messaging and "action requested" communications covering RSVPs, forms, permission slips, sign ups, etc.	21% parent interaction data from Parent Square Interaction report which captures one-ton-one messaging, group messaging and "action requested" communications covering RSVPs, forms, permission slips, sign ups, etc.	39% parent interaction data from PSQ Interaction Report Usage Report: 22,830 Auto Notices 30,469 Direct Messages 2,228 Posts	41% parent interaction Typically there are 2 contacts per student. 41% parent interaction could mean that 82% of families are interacting! 14,776 Auto Notices 42.457 Direct Messages 2,190 Posts	Although parent interaction has improved, we are not yet at 50% for parent interaction However, because typically there are 2 contacts per student, 41% parent interaction could mean that 82% of families are interacting. SHUSD has used the platform successfully to communicate all district events, as evidenced by the following Usage Report:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						14,776 Auto Notices 42.457 Direct Messages 2,190 Posts
3.3	# of Mental Health Providers	Baseline established in the 2024-2025 school year Mental Heath Providers/Therapists: UVFC Claro/Clara OLE Heath Van Mobile Dental Clinic Statistics NEWS ALDEA Care Solace = 10 students = 8 providers (previous baseline included 11 providers, some of which we no longer use)	Mental Health Providers/ Therapists UVFC Claro/Clara OLE Heath Van Mobile Dental Clinic Statistics NEWS ALDEA Care Solace = 10 students = 8 providers (previous baseline included 11 providers, some of which we no longer use)	3 Mental Health Providers/ Therapists UVFC Claro/Clara OLE Heath Van Mobile Dental Clinic Statistics NEWS ALDEA = 9 providers (previous baseline included 11 providers, some of which we no longer use)	100% of providers are serving students UpValley Family Centers • 3 Contracted Licensed Therapists • 2 CLAO/CLARA coordinators • 3 Wellness Coaches • 1 Diversion / Restorative Circle Coordinator NEWS Domestic Violence & Sexual Abuse Services • 1 Bilingual Youth	All of our service providers' services are being used.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Services Advocate On The Move: LGBTQ Connection • 2 Youth Advocate Mobile Dental Clinic (Monthly) Aldea • Substance Use Treatment • Prevention Services	
3.4	# of students served through mental health providers	Baseline established in the 2024-2025 school year Students Served: UVFC Statistics: 157 students served Claro/Clara: 19 students OLE Health Van: 15 patients Mobile Dental Clinic Statistics: 22-25 students seen weekly	Students Served in the 2024-2025 School Year UVFC Statistics: 128 students served Claro/Clara: 65 students OLE Health Van: 8 patients Mobile Dental Clinic Statistics: No data yet	Still gathering this information: UVFC Statistics: students served Claro/Clara: 60 students OLE Health Van: Mobile Dental Clinic Statistics: NEWS: ALDEA:	Still gathering this information: UpValley Family Centers • Contracted Licenced Therapist: 70 Students • 2 CLAO/CLARA coordinators :	It has been challenging to get timely data from some of our service providers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NEWS: 24 students ALDEA: 13 students Removed Barnett and Stanford since we have no way of tracking who they serve. SAP was removed as they are part of Aldea's count	NEWS: 2 students referred ALDEA: No data yet		• 3 Wellness Coaches : • 1 Diversion / Restorative Circle Coordinator : NEWS Domestic Violence & Sexual Abuse Services : 5 Students (did not start until mid year) On The Move : LGBTQ Connection : Aldea Mobile Dental Clinic (Monthly) : serves all of St.Helena community	
3.5	Increase Parent workshops/Trainings offered # of Participants	Offered four districtwide parent nights this past year with limited participation	Offerings for the 2024-2025 • Loteria Night (Informative Prevention Night) - 15	August - December 2025: Special Education Parent Support Group Sept. 22, 2025 - 12 people District ELAC Sept. 24, 2025 - 13 people	August - December 2025: Special Education Parent Support Group: Sept. 22, 2025 - 12 participants	25 Parent Workshops/Trainings were provided to families in the 2025-26 school year. Most of these have been organized by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			participants • Senior College Night - 23 participants • Family Trivia Night (Social Media & Substances) - 15 participants • Songs for Charlie - 14 participants • Hidden in Plain Sight (Drug & Alcohol Prevention) - 28 participants • Triple P Positive Parenting Seminar (Eng) 12 • Triple P Positive	Phone Free Childhood workshop Oct. 6th English - 18 people Spanish - 9 people Anxious Generation Book Club English - 11 people Spanish -8 people Aldea Parent Night Oct. 20th - 11 people District ELAC Nov. 12, 2025 - 18 people Teen Impact Presentation for Parents Nov. 19, 2025 - 8 parents 3 students CLAR@ Mental Health workshop Dec. 10, 2025- 28 people SHUSD Clothing Exchange Dec. 15 - 18th - 50 people participated January - May 2026: Phone Free Childhood	District ELAC: Sept. 24, 2025 - 13 participants Phone Free Childhood workshop: October 6, 2025 English - 18 participants Spanish - 9 participants Anxious Generation Book Club: October 14, 2025 English - 11 participants Spanish - 8 participants Aldea Parent Night: October 20, 2025 - 11 participants District ELAC: November 12, 2025 - 18 participants Teen Impact Presentation for Parents: November 19, 2025 - 12 participants CLAR@ Mental Health workshop: December 10,	our Director of Family Engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parenting Seminar (Span) 12 • Senior Parent Night - 42 participants • Student Safety Prevention - 22 participants • Latino Family Literacy - 20 families • Start Smart - 40 participants • Incoming 9th Grader Parent Night - 45 part • Community Parent Night - participants TBD • CABE Conferen	Workshop Jan. 12 , 2026 - 22 people Anxious Generation Book Club Jan. 27, 2026 English - 2 people Spanish - 5 people Phone Free Childhood Workshop March 16 2026 Parent Support Group Feb. 9, 2026 La Estrella Film Screening (Fentanyl awareness) Feb 23rd CABE Conference March 4-6 Triple P Workshop Series: Spanish Series: March 5,12,19 (Thursdays from 5:30-7pm) English Series: April 14,21,28 (Tuesdays from 5:30-7pm) Start Smart Class with CHP March 10, 2026 Reclassification Celebration (NEED	2025- 28 participants SHUSD Clothing Exchange: December 15, 2025 - 18th - 50 participants January - May 2026: Phone Free Childhood Workshop #2: Jan. 12 , 2026 - 22 participants Anxious Generation Book Club: Jan. 27, 2026 English - 2 people Spanish - 5 people Phone Free Childhood Workshop #3: April 15th - 9 participants Parent Support Group: Feb. 9, 2026 - 12 participants La Estrella Film Screening (Fentanyl awareness): Feb 23rd - 45 participants	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ce - 3 parents • DELAC meetings - ~10-15 parents attend	MORE SUPPORT) April 23 QPR Workshop with Mentis Apr 29, 2026 Hidden in Plain Sight May 12, 2026	CABE Conference: March 4-6 - 4 parent leader participants Triple P Workshop Series: Spanish Series: March 5,12,19 (Thursdays from 5:30-7pm) 9 participants English Series: April 14,21,28 (Tuesdays from 5:30-7pm) - 12 participants Start Smart Class with CHP: March 10, 2026 - 32 participants Reclassification Celebration: April 30th - 82 participants QPR Workshop with Mentis: May 11th Hidden in Plain Sight: May 19th	
3.6	Parent Participation in the following committee • DELAC • LCAP • Superintendent Committee	Baseline established in the 2024-2025 school year DELAC - 4 EL parents represent 4 schools LCAP - 2 parents	DELAC - 4 EL parents represent 4 schools; however, regular attendance from the RLS representatives	DELAC - 4 EL parents represent 4 schools; LCAP - 2 parents Equity and Belonging - 1 parent	DELAC – 2 parent representatives for each school + President and Vice President ELAC - 11 parent representatives	Our DELAC participation has improved. Average attendance ranges from 10 to 15 parents monthly.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Equity and Belonging Discipline • CAC (Community Advisory Committee) • Special Education Parent Support Group • PTG (Parent Teacher Group)	Equity and Belonging - 1 parent Discipline -1 parent CAC - 0 SPED representation Special Education Parent Support Group PTG - establish baseline, no data collected this year	has not been consistent LCAP - 2 parents Equity and Belonging - 1 parent CAC - 0 SPED representation Special Education Parent Support Group 5-10 parents PTG was removed as this is monitored at the site level.	CAC - 0 SPED representation Special Education Parent Support Group 5-10 parents PTG was removed as this is monitored at the site level.	Local Control Accountability Plan (LCAP) Community Forum – 21 parents Business Operation Committee - 2 parents Superintendent Committee: Student Experience Committee– 1 parent Special Education Parent Support group - 12 parents	The Special Education Parent Support Group has 5-10 parents in attendance
3.7	Administer parent survey	A district parent engagement/communication survey was given to families in the fall of 2024 to establish a baseline Baseline for Fall 2024 was 78 parent responses: 52% identified as Hispanic/Latino 48% identified as White	A district parent engagement/communication survery was given to families in the fall of 2024 to establish a baseline Baseline for Fall 2024 was 78 parent responses: 52% identified as Hispanic/Latino 48% identified as White	A district parent engagement/communication survery was given to families in the fall of 2025. Fall 2025 was102 parent responses: 45.30% identified as Hispanic/Latino 54.7% identified as White Overall Positive Connection 84.8% of families	Increase the parent participation in the survey 10% every year Survey Participation Increased 30.77% 85% report a positive connection to school Top barrier: 85.6% cite work schedule Lack of childcare has been eliminated due to the district	The Hispanic/Latino participation in the survey dropped 6.7% White participation in the survey increased by 6.7% Total participation increased by 24 parents.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Top Barrier to Participation: 85.6% said their work schedule.	providing childcare for all events	
3.8						

Goal Analysis [2025-26]

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three support the progress toward meeting the goal of "Increase educational partner engagement."

3. 1 Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two-way communication: Full Implementation. No substantive difference in planned actions compared to the actual implementation.
The district modifies the school calendar for one week in the fall to provide for minimum days for teachers and families to meet to discuss grade-level goals/standards and student achievement towards those. These days are promoted through Parent Square and school calendars and newsletters. At the primary school we had 100% participation.

3.2 Train parents and promote Parent Square two-way communication: Beginning Development. No substantive difference in planned actions compared to the actual implementation.
The district provides parent training opportunities; however, formal training sessions should be provided annually to new families to fully maximize the use of this communication tool by all educational partners.

3.3 Coordinate services related to school success for family access: Full Implementation. No substantive difference in planned actions compared to the actual implementation.
The new position of Director of Community Engagement has made a strong positive impact on coordinating services related to school success for families and students. She regularly attends MTSS meetings to understand the needs of students and families at the site level

and removes barriers to access by creating referral for students and families with our district support providers. She also meets one-on-one with students and families of those qualifying for McKinney-Vento (homeless) and Newcomer students and families to immediately address their needs.

3.4 Develop parent workshops and training to support student achievement: Full Implementation and Sustainability. No substantive difference in planned actions compared to the actual implementation.
The new Director of Community Engagement has partnered with all schools to understand how best to support building parent capacity to support student achievement. As a result, we went from offering 4 parent workshops/trainings in the 2023-24 school year to offering 14 parent workshops/trainings in the 2024-25 school year, with good parent participation.

Overall Challenges Implementing Goal 3:
The overall challenge was limited participation. Meeting dates and times are alternated, and still attendance ise is not what we'd like to see. Families cite having to work, sometimes multiple jobs, as the greatest obstacle. Providing too many events can also overwhelm our families. Another challenge was the poor communication from some of our community partners. We need a better way of knowing how many of our students are being served.

Overall Success in Implementing Goal 3:
SHUSD's parent attendance at our school district events has improved. The new Director of Community Engagement did a fabulous job with outreach and making personal connections with families, which boosted attendance. Providing food, translation, and daycare at these events was also attributed to the successful attendance. Partnering with UpValley Family Center and other organizations was also extremely helpful as we strived to meet the diverse needs of students and families.

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.

3. 1 Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two-way communication: No substantive difference in planned actions compared to actual implementation.

3.2 Train parents and promote Parent Square two-way communication: No substantive difference in planned actions compared to actual implementation.

3.3 Coordinate services related to school success for family access: No substantive difference in planned actions compared to actual implementation.

3.4 Develop parent workshops and training to support student achievement: No substantive difference in planned actions compared to actual implementation.

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

3. 1 Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two-way communication: Effective
Both the SHPS and SHES had strong parent conference participation. SHPS had 100% parent participation.

3.2 Train parents and promote Parent Square two-way communication: Effective
Promoting the Parent Square platform was effective. However, more ongoing parent training on how to use Parent Square is necessary. This year, we had 41% parent interaction data from the Parent Square Interaction report, which captures one-to-one messaging, group messaging, and "action requested" communications covering RSVPs, forms, permission slips, sign-ups, etc. This has been our primary means of communication to families, however, at our LCAP Community Forum, some families voiced concern about the number of notifications they receive via ParentSquare. This is a tricky balancing act as some families value the communication, while others feel it is excessive.

3.3 Coordinate services related to school success for family access: Effective
The new Director of Community Engagement provided guidance to families on the available services to students and families and sent referrals on their behalf.

3.4 Develop parent workshops and trainings to support student achievement: Effective
The new Director of Community Engagement provided a plethora of parent workshops and trainings throughout the school year to promote awareness and partnerships with students and families. In addition, she supports families through student advocacy and navigation. Examples of this include interdistrict transfers, bullying support, and school system guidance. She also connects students and families to community partners to support with mental health services, housing support, and support for newly arrived families. Further, she provides families with donations of clothing, food, and bus passes for transportation.

Offerings for the 2025-2026 School Year are as follows:

August - December 2025:
Special Education Parent Support Group: Sept. 22, 2025 - 12 participants
District ELAC: Sept. 24, 2025 - 13 participants
Phone Free Childhood workshop: October 6, 2025
English - 18 participants
Spanish - 9 participants
Anxious Generation Book Club: October 14, 2025
English - 11 participants
Spanish - 8 participants
Aldea Parent Night: October 20, 2025 - 11 participants
District ELAC: November 12, 2025 - 18 participants
Teen Impact Presentation for Parents: November 19, 2025 - 12 participants
CLAR@ Mental Health workshop: December 10, 2025- 28 participants
SHUSD Clothing Exchange: December 15, 2025 - 18th - 50 participants

January - May 2026:
Phone Free Childhood Workshop #2: Jan. 12 , 2026 - 22 participants
Anxious Generation Book Club: Jan. 27, 2026
English - 2 people
Spanish - 5 people
Phone Free Childhood Workshop #3: April 15th - 9 participants
Parent Support Group: Feb. 9, 2026 - 12 participants
La Estrella Film Screening (Fentanyl awareness): Feb 23rd - 45 participants
CABE Conference: March 4-6 - 4 parent leader participants
Triple P Workshop Series:
Spanish Series: March 5,12,19 (Thursdays from 5:30-7pm) 9 participants
English Series: April 14,21,28 (Tuesdays from 5:30-7pm) - 12 participants
Start Smart Class with CHP: March 10, 2026 - 32 participants
Reclassification Celebration: April 30th - 82 participants
QPR Workshop with Mentis: May 11th
Hidden in Plain Sight: May 19th

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.

CHANGES TO ACTIONS:
Provide more training opportunities on how to use Parent Square for all families (Action 3.1)
The district hired a bilingual Director of Community Engagement (Action 3.2)
Create online resources -recording of all parent workshops provided (Action 3.3)
Budget for food and childcare for all parent events (Action 3.3)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote TK-5 Parent conferences in the fall and spring while	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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	initiating frequent direct two-way communication.	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.		
3.2	Train parents and Promote Parent Square two way communication.	Provide an Introduction to Parent Square training for new families Create a recording of how to access Parent Square for the website	$325,000.00	Yes
3.3	Community Events	Plan and provide the following events: Fiesta de octubre (Fall) Dia del Niño (Spring) Back-to-school community event with UpValley Family Center? Reclassification Celebration Other events based on parent interest	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Develop parent workshops and trainings to support student achievement.	Latino Family Literacy - RLS will provide this for SHUSD families CABE - DELAC Reps, EL Coordinators, District Family Engagement Director, and Director of Educational Services to attend Project 2 Inspire - Contract with Project 2 Inspire to provide parent workshops Crianza Positiva - Training to support positive parenting strategies Introduction to Thinking Maps for Families Parent Square Training for Staff and Families Continue District ELAC meetings & include alumni success stories, content-specific training to help parents support their students Investigate a Parent University (Saturday)	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$965,860.00	$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
7.526%	0.000%	$0.00	7.526%

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 standards. This process addresses the achievement gap that we are seeing among our Hispanic/Latino student group, English Learner	Benchmark Assessments will provide a baseline and growth for grade-level standard mastery (Star Assessments). 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 (2024-25 Results) EL: 9.26% Hispanic: 44.26% LTEL:* 0% SED: 43.82% SPED: 31.25% White: 76%.39 Met or Exceeded Math EL: 9.68% Hispanic: 27.79% LTEL:* 0% SED: 28.72% SPED: 21.87% White: 60.52% Benchmark Assessments (Star): Early Star Literacy - Percent of Students Who Need Monitoring and Intervention: Kindergarten: 9.4% 1st Grade: 14.1%	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. This scope of work, however, is LEA-wide because we will serve any student with an academic need, regardless of their demographic status.	pts. for an average distance from Level 3 results. CAASPP Scores will also measure Academic Progress by Identified Subgroups.

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
	Star Reading - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations 2nd: 32.7% 3rd: 20.8% 4th: 28.3% 5th: 28.0% 6th: 56.2% 7th: 52.0% 8th: 47.3% 9th: 54.4% 10th: 41.0% 11th: 43.0% 12th: 63.2% Star Math - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations Kindergarten (OnWatch/Intervention): 12.5% 1st: 46.4% 2nd: 40.0% 3rd: 30.2% 4th: 46.8% 5th: 55.0% 6th: 74.4% 7th: 81.8% 8th: 77.3% 9th: 81.3% 10th: 83.7% **Scope:** LEA-wide		
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 Assessments (Star) and

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 areas. It will also provide strategies on how to support the student. Achievement gap identified among subgroups English Language Arts Met or Exceeded (2024-25 Results) EL: 9.26% Hispanic: 44.26% LTEL:* 0% SED: 43.82% SPED: 31.25% White: 76%.39 Met or Exceeded Math EL: 9.68% Hispanic: 27.79% LTEL:* 0% SED: 28.72% SPED: 21.87% White: 60.52% Benchmark Assessments (Star): Early Star Literacy - Percent of Students Who Need Monitoring and Intervention: Kindergarten: 9.4% 1st Grade: 14.1% Star Reading - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations 2nd: 32.7%	support will be prioritized for services. The MTSS model will progress monitor students to ensure that student needs are being met. This scope of work, however, is LEA-wide because we will serve any student with an academic need, regardless of their demographic status.	summative assessments (CAASPP)

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
	3rd: 20.8% 4th: 28.3% 5th: 28.0% 6th: 56.2% 7th: 52.0% 8th: 47.3% 9th: 54.4% 10th: 41.0% 11th: 43.0% 12th: 63.2% Star Math - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations Kindergarten (OnWatch/Intervention): 12.5% 1st: 46.4% 2nd: 40.0% 3rd: 30.2% 4th: 46.8% 5th: 55.0% 6th: 74.4% 7th: 81.8% 8th: 77.3% 9th: 81.3% 10th: 83.7% **Scope:** LEA-wide		
1.3	**Action:** Provide professional development related to key district priorities **Need:**	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	Local Benchmark Assessments (Star) and summative assessments (CAASPP)

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
	Low academic achievement for English Learners English Language Arts Met or Exceeded EL: 9.26% Mathematics Met or Exceeded EL: 9.68% Benchmark Assessments (Star): Early Star Literacy - Percent of Students Who Need Monitoring and Intervention: Kindergarten: 9.4% 1st Grade: 14.1% Star Reading - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations 2nd: 32.7% 3rd: 20.8% 4th: 28.3% 5th: 28.0% 6th: 56.2% 7th: 52.0% 8th: 47.3% 9th: 54.4% 10th: 41.0% 11th: 43.0% 12th: 63.2% Star Math - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations Kindergarten (OnWatch/Intervention): 12.5% 1st: 46.4% 2nd: 40.0% 3rd: 30.2% 4th: 46.8%	these students and SHUSD is vested in ensuring all teachers are equipped to meet their needs. This scope of work, however, is LEA-wide because we will serve any student with an academic need, regardless of their demographic status.	

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
	5th: 55.0% 6th: 74.4% 7th: 81.8% 8th: 77.3% 9th: 81.3% 10th: 83.7% This action will provide strategies on how to support the students in accessing core content via both integrated and designated English Language Development (ELD) strategies. **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:** The 2024 dashboard indicates we had the following RED areas: DISTRICT: • District level, English Language Arts for Long-Term English Learners • District-level, math for Long-Term English Learners and Students with Disabilities • District level, chronic absenteeism for the homeless	These programs, including tutoring, academic workshops, and study skills development, are offered LEA/school-wide to ensure equitable access to resources that can significantly impact student success. While unduplicated students may have specific academic needs that are further addressed through targeted interventions, offering these foundational support services to all students creates a robust academic environment. This universal access allows for early identification of students who may benefit from additional support, regardless of their background, and fosters a culture of academic achievement for everyone. By making these services broadly available, the LEA/school proactively addresses potential learning gaps and promotes a higher standard of academic performance across the entire student population.	Local Benchmark Assessments (Star) and summative assessments (CAASPP)

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
	• District level, suspension rate for the homeless SHPS: No areas in red SHES: No areas in red RLS: • English Language Arts for English Learners • Math for English Learners, Hispanic, Socioeconomically Disadvantaged SHHS: • Suspension rate for English Learners, Students with Disabilities The 2025 district dashboard has no areas identified as red; however, when looking at the Equity Reports, we do have some student groups in the RED as noted in the section below: DISTRICT • District level, English language arts for Long-Term English Learners (LTELs) • District level, math for LTELs • District level, chronic absenteeism for homeless (McKinney-Vento) students • District level, suspension rate for LTELs		

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
	St. Helena Primary School had no categories or student groups in red on the 2025 CA Dashboard. St. Helena Elementary School had no categories or student groups in red on the 2025 CA Dashboard. Robert Louis Stevenson Middle School had no categories in red. When looking at the Equity Reports, we do have some student groups in the RED as noted in the section below: • English language arts for English Learners (ELs) and Students with Disabilities (SWDs) • Math for ELs, Hispanic, Socioeconomically Disadvantaged (SED) students St. Helena High School had no categories in red. When looking at the Equity Reports, we do have one student group in the RED as noted in the section below: • Suspension rate for SWDs Benchmark Assessments (Star): Early Star Literacy - Percent of Students Who Need Monitoring and Intervention: Kindergarten: 9.4% 1st Grade: 14.1% Star Reading - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations 2nd: 32.7%		

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
	3rd: 20.8% 4th: 28.3% 5th: 28.0% 6th: 56.2% 7th: 52.0% 8th: 47.3% 9th: 54.4% 10th: 41.0% 11th: 43.0% 12th: 63.2% Star Math - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations Kindergarten (OnWatch/Intervention): 12.5% 1st: 46.4% 2nd: 40.0% 3rd: 30.2% 4th: 46.8% 5th: 55.0% 6th: 74.4% 7th: 81.8% 8th: 77.3% 9th: 81.3% 10th: 83.7% **Scope:** LEA-wide		
2.2	**Action:** Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS) **Need:**	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	MTSS Data: Chronic Absenteeism Suspension 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
	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 (2024-25 CAASPP) EL: 9.26% Hispanic: 44.26% LTEL:* 0% SED: 43.82% SPED: 31.25% White: 76.39% Mathematics Met or Exceeded EL: 9.68% Hispanic: 27.79% LTEL:* 0% SED: 28.72% SPED: 21.87% White: 60.52% Benchmark Assessments (Star): Early Star Literacy - Percent of Students Who Need Monitoring and Intervention: Kindergarten: 9.4% 1st Grade: 14.1% Star Reading - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations 2nd: 32.7% 3rd: 20.8%	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.	

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
	4th: 28.3% 5th: 28.0% 6th: 56.2% 7th: 52.0% 8th: 47.3% 9th: 54.4% 10th: 41.0% 11th: 43.0% 12th: 63.2% Star Math - Percent of Students Who Did Not Meet or Exceed Grade Level Expectations Kindergarten (OnWatch/Intervention): 12.5% 1st: 46.4% 2nd: 40.0% 3rd: 30.2% 4th: 46.8% 5th: 55.0% 6th: 74.4% 7th: 81.8% 8th: 77.3% 9th: 81.3% 10th: 83.7% According to the Spring 2026 CA Healthy Kids Survey, the following areas need to be given attention: School Connectedness Middle = 66% (-7%) High = 66% (-1%) Academic Motivation Middle = 66% (-3%) High = 55% (-6%)		

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
	Caring Adult Relationships Middle = 67% (-8%) High = 62% (-8%) High Expectations High = 71% (-9%) Meaningful Participation Elem = 47% (+6%) Middle = 30% (No Change) High = 27% (-2%) Low Violence Victimization Elem = 65% (+6%) Middle = 64% (-4%) High = 77% (No Change) Anti-Bullying Climate/No Harassment Elem 77% (+8%) Middle = 63% (+2%) High = 71% (-2%) **Scope:** LEA-wide		
2.3	**Action:** Continue to support students with SEL and identifying ways to make all sites more welcoming and nurturing. Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners. **Need:**	This action is required. Although SHUSD had no areas in the red on the District Dashboard, our Equity Report showed that LTEL students are in the red for Suspension Rate. At SHHS, SWDs are in the red for Suspension Rate. The counseling staff and support staff regularly meet with targeted students, specifically English	Suspension Rate

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
	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:** LEA-wide	learners, to ensure they are getting daily check-ins and their progress is monitored. While unduplicated students may experience unique social-emotional challenges, this scope of work, however, is LEA-wide because we will serve any student with an academic or social-emotional need, regardless of their demographic status. A universal SEL approach creates a supportive and inclusive school climate for everyone. This ensures that all students develop essential life skills, learn healthy coping mechanisms, and build positive relationships. By integrating SEL into the broader school culture, the school establishes a foundation of emotional intelligence and resilience that benefits every student, reducing behavioral issues and promoting a more positive learning environment for all.	
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 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	This scope of work is LEA-wide because we will serve any student with an educational program need, regardless of their demographic status. 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. There is a common understanding that there is a strong correlation between extracurricular activities and academic success. By proactively addressing barriers of access for these opportunities through school-wide provision, especially for low-income,	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
	and academic success as well asa healthy mental health **Scope:** LEA-wide	English Learners, homeless, and special education students, the district is not simply offering a general benefit. It is strategically leveraging universal access to disproportionately benefit unduplicated students, leading to increased involvement, stronger school connection, and ultimately, improved academic outcomes for the very students these funds are intended to serve. The commitment to funding these excursions and supporting AVID demonstrates a tangible investment in making these opportunities accessible and impactful for unduplicated students.	
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:** LEA-wide	This scope of work is LEA-wide because we will serve any student with an academic need, regardless of their demographic status. 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
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. Even though this scope of work is LEA-wide because we will serve any student's family with an academic need, all parents will benefit from parent trainings. 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:** Community Events **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 accessing services available. Data indicates that not all services were accessed as in previous years. 11 providers have been contracted for next year.	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. The coordination of services will be provided district wide due to the small size of our district. However, though our MTSS process our	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 them. Through the MTSS process, school sites' MTSS teams can analyze the services offered, how

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
	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	unduplicated students groups will be closely monitored. Our unduplicated group of English Learners and low-income are our lowest performing students.	accessed they are, and if the service is having an impact on academics, behavior, or social emotional well-being.
3.4	**Action:** Develop parent workshops and trainings to support student achievement. **Need:**	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.	SHUSD will increase parent engagement opportunities and will measure attendance at these offerings using sign in sheets.

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
	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	All parents are welcome to attend, as these workshops could benefit all families regardless of demographic, 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.	

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	

2026-27 Total Planned 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	$12,833,129	$965,860.00	7.526%	0.000%	7.526%

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.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$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 support students with SEL and identifying ways to make all sites more welcoming and nurturing. Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners.	English Learners	Yes	LEA-wide	English Learners	All Schools		$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
2	2.4	Address the California Dashboard indicator of "red" status in the area of District chronic absenteeism for white students and homeless.	All Homeless.	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.	English Learners	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	Community Events	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	

2026-27 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
$12,833,129	$965,860.00	7.526%	0.000%	7.526%	$3,426,000.00	0.000%	26.697 %	**Total:**	$3,426,000.00
								LEA-wide Total:	$3,426,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	
1	**1.4**	Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education students.	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
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	

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 (%)
2	2.3	Continue to support students with SEL and identifying ways to make all sites more welcoming and nurturing. Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners.	Yes	LEA-wide	English Learners	All Schools	$55,000.00	
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	Community Events	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	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,686,000.00	$5,423,655.00

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**	Fully implement the foundations of the Professional Learning Community (PLC) framework.	Yes	$750,000.00	$556,441.00
1	**1.2**	Develop a TK-12 aligned Multi Tiered Systems of Supports (MTSS)	Yes	$1,541,000.00	$2,486,725.00
1	**1.3**	Provide professional development related to key district priorities	Yes	$575,000.00	$553,496.00
1	**1.4**	Address the California Dashboard indicator of "red" status in the area of mathematics for English Learners and Special Education students.	No	$0.00	$0.00
2	**2.1**	Provide professional development and training opportunities to support a welcoming and nurturing school and district environment.	No	$225,000.00	$115,000.00
2	**2.2**	Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS)	Yes	$355,000.00	$374,752.00
2	**2.3**	Continue to support students with SEL and identifying ways to make all sites more welcoming and nurturing. Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners.	Yes	$55,000.00	$40,000.00
2	**2.4**	Address the California Dashboard indicator of "red" status in the area	No	$20,000.00	$5,000.00

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)
		of District chronic absenteeism for white students and homeless.			
2	**2.5**	Provide enrichment and extra-curricular opportunities at each school site such fieldtrips, co-curricular activities, and sports	Yes	$790,000.00	$1,002,970.00
3	**3.1**	Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two-way communication.	Yes	$0.00	$0.00
3	**3.2**	Train parents and Promote Parent Square two way communication.	Yes	$325,000.00	$259,271.00
3	**3.3**	Coordinate services related to school success for family access	Yes	$25,000.00	$15,000.00
3	**3.4**	Develop parent workshops and trainings to support student achievement.	Yes	$25,000.00	$15,000.00

2025-26 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)
$953,277	$3,426,000.00	$4,559,748.00	($1,133,748.00)	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	Fully implement the foundations of the Professional Learning Community (PLC) framework.	Yes	$600,000.00	$481,066.00		
1	1.2	Develop a TK-12 aligned Multi Tiered Systems of Supports (MTSS)	Yes	$1,141,000.00	$2,090,617.00		
1	1.3	Provide professional development related to key district priorities	Yes	$300,000.00	$429,389.00		
2	2.2	Develop a TK-12 aligned Multi Tiered Systems of Support (MTSS)	Yes	$265,000.00	$289,651.00		
2	2.3	Continue to support students with SEL and identifying ways to make all sites more welcoming and nurturing. Address the California Dashboard indicator of "red" status in the area of Suspension rates for all students and English learners.	Yes	$55,000.00	$40,000.00		
2	2.5	Provide enrichment and extra-curricular opportunities at each school site such fieldtrips, co-curricular activities, and sports	Yes	$790,000.00	$1,002,969.00		

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)
3	**3.1**	Promote TK-5 Parent conferences in the fall and spring while initiating frequent direct two-way communication.	Yes	$0.00	$0.00		
3	**3.2**	Train parents and Promote Parent Square two way communication.	Yes	$225,000.00	$213,837.00		
3	**3.3**	Coordinate services related to school success for family access	Yes	$25,000.00	$12,219.00		
3	**3.4**	Develop parent workshops and trainings to support student achievement.	Yes	$25,000.00	$0.00		

2025-26 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)
$12,304,020	$953,277	0%	7.748%	$4,559,748.00	0.000%	37.059%	$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:

    - 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]).

    - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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.
    - 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,
    - 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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
    - 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.
    - 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.

- 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.
    - 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.
    - 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.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - 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.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - **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

For English Learners and Long-Term English Learners

- 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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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).
    - **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.
    - **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.
    - 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)**
    - 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - 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**
  - 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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 %)**
  - 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)**
  - 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)**

- 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)**

  - 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).

California Department of Education
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