

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Healdsburg Unified School District

CDS Code: 49-75390 0000000

School Year: 2024-25

LEA contact information:

Chris Vanden Heuvel

Superintendent

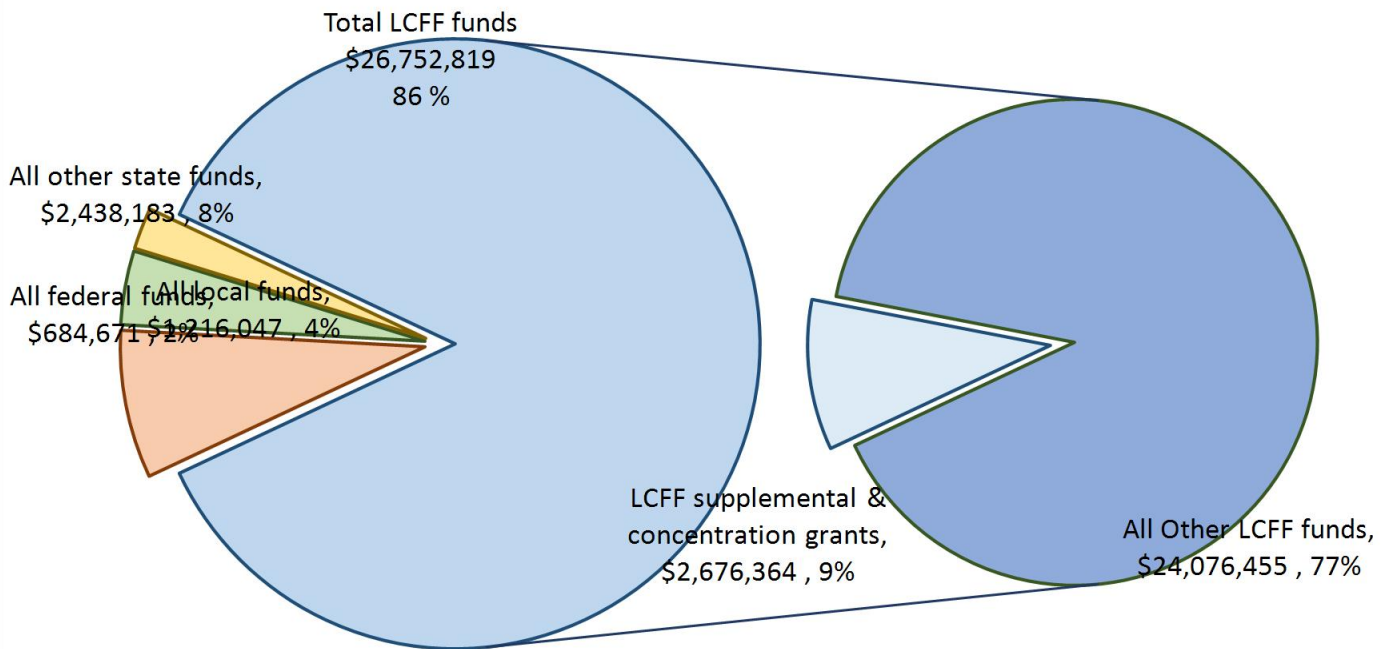
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

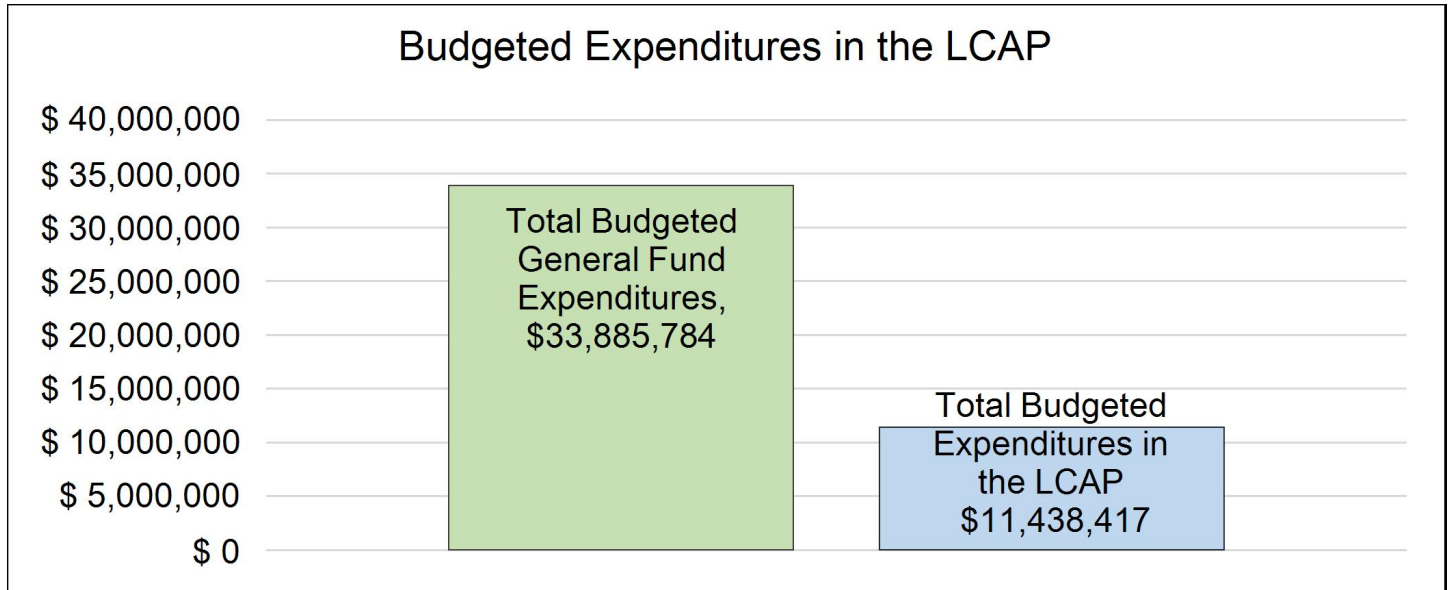


This chart shows the total general purpose revenue Healdsburg Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Healdsburg Unified School District is \$31,091,720, of which \$26,752,819 is Local Control Funding Formula (LCFF), \$2,438,183 is other state funds, \$1,216,047 is local funds, and \$684,671 is federal funds. Of the \$26,752,819 in LCFF Funds, \$2,676,364 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 Healdsburg Unified School District plans to spend for 2024-25. 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: Healdsburg Unified School District plans to spend \$33,885,784 for the 2024-25 school year. Of that amount, \$11,438,417 is tied to actions/services in the LCAP and \$22,447,367 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following General Fund Budget Expenditures for the school year are not included in the Local Control and Accountability Plan (LCAP).

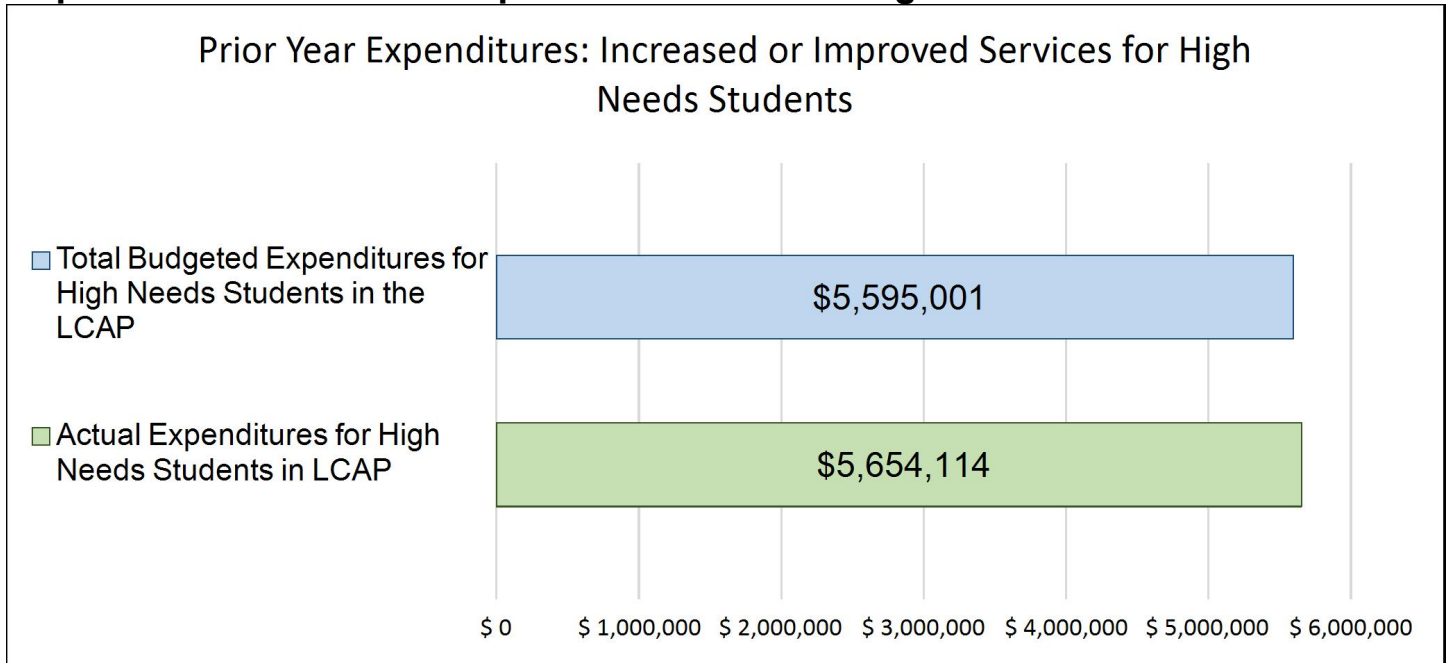
- Post-employment benefits for retirees
- Home to school transportation
- Utilities & Operations
- Facilities maintenance
- Administrative salaries and benefits
- Salaries and benefits for most classified employees (office staff, custodians, campus supervisors, student advisors, IT staff, etc.)

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Healdsburg Unified School District is projecting it will receive \$2,676,364 based on the enrollment of foster youth, English learner, and low-income students. Healdsburg Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Healdsburg Unified School District plans to spend \$5,690,400 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 2023-24



This chart compares what Healdsburg 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 Healdsburg 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 2023-24, Healdsburg Unified School District's LCAP budgeted \$5,595,001 for planned actions to increase or improve services for high needs students. Healdsburg Unified School District actually spent \$5,654,114 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Healdsburg Unified School District	Chris Vanden Heuvel Superintendent	cvandenheuvel@husd.com 707.431.3488

Goals and Actions

Goal

Goal #	Description
1	Rigor: Using the current content standards and frameworks to ensure that all students progress in their ability to communicate, collaborate and think critically while removing the traditional predictors of success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA ACADEMIC INDICATOR (STAR or CAASPP) % at/above benchmark</p> <p>11th Grade (EAP % ready or conditionally ready)</p>	<p>STAR 2021 (Feb/Mar 2021) 2nd: 31% 5th: 52% 8th: 56% 11th: Did not administer Star at HHS</p> <p>CAASPP 2019 11th: 37%</p> <p>CAASPP 2019 (3-8, 11) 48%</p> <p>2023 CA Dashboard: Status: 15 points below standard Change: Increased 5 Points Performance Color: Yellow</p>	<p>STAR 2022 (Feb/Mar 2022) 2nd: 68% 5th: 59% 8th: 31% 11th: 36%</p> <p>CAASPP: N/A 2020, 2021</p>	<p>STAR 2023 (End of 2023 SY) 2nd: 75% 5th: 71% 8th: 42% 11th: 38%</p> <p>CAASPP 2023 11th: 48% (EAP % ready or conditionally ready)</p> <p>CAASPP 2022 (3-8, 11) 43%</p> <p>2023 CA Dashboard: Status: 17 points below standard</p>	<p>STAR 2024 (End of 2024 SY) 2nd: 69% 5th: 60% 8th: 38% 11th: 56%</p> <p>CAASPP 2023 11th: 44% (EAP % ready or conditionally ready)</p> <p>CAASPP 2022 (3-8, 11) 45%</p> <p>2023 CA Dashboard: Status: 15 points below standard Change: Increased 2 points Performance Color: Orange</p>	<p>Increase 3-5% each year for each category</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>MATH ACADEMIC INDICATOR (STAR or CAASPP) % at/above benchmark</p> <p>11th Grade (EAP % ready or conditionally ready)</p>	<p>STAR 2021 (Feb/Mar 2021) 2nd: 71% 5th: 61% 8th: 37% 11th: Did not administer Star at HHS</p> <p>CAASPP 2019 11th: 20%</p> <p>CAASPP 2019 (3-8, 11) 35%</p> <p>2023 CA Dashboard: Status: 65 points below standard Change: Increased 8 Points Performance Color: Yellow</p>	<p>STAR 2022 (Feb/Mar 2022) 2nd: 73% 5th: 65% 8th: 38% 11th grade Star and CAASPP N/A 2020. 2021</p>	<p>STAR 2023 (Feb/Mar 2023) 2nd: 74% 5th: 80% 8th: 42% 11th: 66%</p> <p>CAASPP 2022 11th: 21%</p> <p>CAASPP 2022 (3-8, 11) 27%</p> <p>2023 CA Dashboard: Status: 67 points below standard</p>	<p>STAR 2024 (End of 2024 SY) 2nd: 71% 5th: 76% 8th: 52% 11th: 69%</p> <p>CAASPP 2023 11th: 22% (EAP % ready or conditionally ready)</p> <p>CAASPP 2022 (3-8, 11) 39%</p> <p>2023 CA Dashboard: Status: 47 points below standard Change: Increased 20 Points Performance Color: Yellow</p>	<p>Increase 3-5% each year for each category</p>
<p>IMPLEMENTATION OF THE STANDARDS (Local Indicator) Detailed data can be found in the Local Indicator Report</p>	"Met"	"Met"	"Met"	"Met" (2023 CA Dashboard)	"Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ENGLISH LEARNER PROGRESS (CA Dashboard) % making progress towards English language proficiency	38% (2019 Dashboard)	Available in December 2022	56% making progress towards English language proficiency	52% making progress towards English language proficiency	Increase minimum of 3% each year
INSTRUCTIONAL MATERIALS % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%	100%	100%	Maintain 100%
# of Williams Complaints	0	0	0	0	Maintain 0
Highly Qualified Teachers	100%	100%	100%	100%	Maintain 100%
Misassignment of teachers	0	0	0	0	Maintain 0
EL Access to CA Standards including ELD Standards	100% of ELs have access to CA Content Standards and ELD Standards	100% of ELs have access to CA Content Standards and ELD Standards	100% of ELs have access to CA Content Standards and ELD Standards	100% of ELs have access to CA Content Standards and ELD Standards	(Please note that the following outcome was not updated correctly when this metric was added to the 2023-2024 LCAP <ul style="list-style-type: none"> Maintain 20%+ Corrected Goal:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					100%
Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional needs	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access to legally required programs and services and have access to additional services based on our MTSS model.	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access to legally required programs and services and have access to additional services based on our MTSS model.	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access to legally required programs and services and have access to additional services based on our MTSS model.	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access to legally required programs and services and have access to additional services based on our MTSS model.	100%
Reclassification Rate	<p>42 students (15%) (2020-2021) 62 students (20%)(2019-2020) 94 students (24%) (2018-2019)</p> <p>(Note the state no longer provides this datapoint)</p> <p>RFEP % of total Population 31% (2020-2021) 30% (2019-2020) 30% (2018-2019) 26% (2017-2018)</p>	<p>74 students from August 2021-June 2022</p> <p>RFEP % of total Population 32% (2021-2022)</p>	<p>44 students so far from August 2022-May 8 2023</p> <p>RFEP % of total Population 32% (2022-2023)</p>	<p>18 students so far from August 2023-December 2024</p> <p>RFEP % of total Population 31% (2023-2024)</p>	Maintain 20%+

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions.

- 1.1 Implementation of the Standards/Frameworks. HUSD continues to update the curriculum, focusing on diversifying the authors and stories and keeping current, especially in quickly changing subjects such as science and history. Through the PLC model, all schools are revisiting Essential Standards.
- 1.2 Collect & Monitor Data to support Instruction, Differentiation, and Intervention Services to Accelerate Learning and Credits Earned. HUSD has developed an Early Warning System Data Dashboard as part of the efforts to implement Multi-Tiered Systems of Support.
- 1.3 Provide robust and high-quality Library and Media Services. HUSD continues to update the library collections, focusing on diversifying the authors and stories.
- 1.5 Provide differentiated Services, Programs & Instructional Practices that serve the needs of English Learners. HUSD continues to update its curriculum, strategies, and practices to support Multilingual/English Learners. A Multilingual/English Learner Master Plan has been updated over the last two years to be shared with families, staff, and administration.
- 1.6 Students with Disabilities. Implementing inclusive practices, new curriculum, and professional development for Special Educators and General Education teachers. Co-teaching model with a core teacher partnered with a Special Education Teacher in academic subject areas. Providing additional sections/courses of ELA and math to meet the specific needs of Students with Disabilities. Paraprofessionals. Adaptive software and specialized curriculum
- 1.7 Kindergarten Prep. Provide a Transitional Kindergarten program and Kinder Bridge program. Paraprofessionals for all TK/K classrooms

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district, we had to pivot many times and prioritize student health instead of prioritizing planned initiatives. Due to this some of the desired outcomes were not met over the three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- Decrease in the percentage making progress toward English language proficiency from 2022-2023; however, a significant improvement from 2019.
- Unfortunately, during the 2022-2023 school year there was large fight that resulted in a higher number of expulsions than normal. All expulsions were related to fighting, with a noted increase in targeted incidents between two groups on the High School campus. 75% of the 2022-23 SY expulsions resulted from one fight. The High School has worked with community agencies such as the Juvenile Diversion program, has offered counseling and other support to students, and has increased supervision in key areas around campus. The staff on campus are also actively communicating with families in these two groups so they can work together to intervene whenever possible.

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- 100% of English learners, low-income students, foster youth, and students with disabilities have access to legally required programs and services and to additional services based on our MTSS model.
- 100% Highly Qualified Teachers
- 0 of Williams Complaints
- 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home
- 2023 CA Dashboard Math: Increased 20 Points (English Learners increased 11 points, Hispanic increased 19 points, Socioeconomically Disadvantaged increased 22 points)
- 2023 CA Dashboard ELA: Increased 2 Points
- Percent making progress towards English language proficiency increased from 2019 to 2023

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

We underbudgeted salaries and benefits because we did not settle in negotiations until the 2023-24 SY began. We have a 10.5% raise, which caused all salaries and benefits to appear under budget in the LCAP.

- 1.1 Implementation of the Standards/Frameworks: We overbudget summer school and Kinder Bridge because we wanted to ensure that any student who needed credit recovery or acceleration would be served coming out of distance learning. We ran a robust summer program but had less need, so we hired fewer summer school teachers and staff this year.
- 1.2 Collect & Monitor Data to support Instruction, Differentiation and Intervention Services to Accelerate Learning and Credits Earned: We did not renew the Math180 software and went with a much less expensive software (IXL and ALEKS), which was a better fit for our needs.
- 1.3 Provide robust and high-quality Library and Media Services: We underbudgeted for salaries and benefits because we did not settle in negotiations until the 2023-24 SY began.
- 1.5 Provide differentiated Services, Programs & Instructional Practices that serve the needs of English Learners: No material difference
- 1.6 Students with Disabilities: no material differences other than salary and benefits.
- 1.7 Kindergarten Prep: Due to facility requirements/slowdowns, we did not spend much from the UPK grant this year but will do so this summer in July.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

Actions: 1.1 Implementation of the Standards/Frameworks and 1.3 Provide robust and high-quality Library and Media Services

Effectiveness of Actions: Effective

Metrics: Academic Indicators CA Dashboard ELA, Math; CAST, PFT; % Appropriately Credentialed; % instructional materials; # Williams complaints; Local Indicator (Implementation of the Standards); EL Access; Course of Study

HUSD continues to update the curriculum, focusing on diversifying the authors and stories and keeping current, especially in quickly changing subjects such as science and history. Through the PLC model, all schools are revisiting Essential Standards. Data to support the effectiveness of this action includes: "Met" status on Local Indicators (Implementation of the Standards and Course of Study); 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home; 0 Williams Complaints; 100% Highly Qualified Teachers; 0 Misassignment of teachers; Academic Indicators on the 2023 CA Dashboard increased: ELA: Increased 2 points; Math: Increased 20 Points. These actions grouped together are planned to be continued in the 2024-2025 LCAP as "Action 1.1 Implementation of Standards/Frameworks". In the next LCAP cycle, Professional Learning Communities (PLCs) will be listed within the action and provide the framework and structure to foster a culture of continuous improvement, allowing educators to identify student needs, implement effective teaching practices, and monitor progress. By focusing on shared goals and collective responsibility, PLCs ensure that all students receive the support they need to succeed academically and socially.

Actions: 1.2 Collect & Monitor Data to support Instruction, Differentiation and Intervention Services in order to Accelerate Learning and Credits Earned, 1.5 Provide differentiated Services, Programs & Instructional Practices that serve the needs of English Learners, and 1.6 Students with Disabilities

Effectiveness of Actions: Effective, however, area of continued need

Metrics: CA Dashboard Subgroup Data; English Learner Progress indicator (ELPI)

Differentiation, intervention, and evidence-based instructional practices are crucial in supporting students because they address diverse learning needs, provide timely assistance, and ensure effective teaching strategies. These approaches create an inclusive and responsive educational environment that promotes the success of every student. Data to support the effectiveness of these practices are that the following subgroups increased by over 10 points on the 2023 CA Dashboard Math Academic Indicator: English Learners, Hispanic, socioeconomically disadvantaged, and white; the English Learner Progress indicator (ELPI) increased 14% since 2019 (38% in 2019 to 54% in 2023). Although we saw progress in some areas, other areas of the CA Dashboard we saw some declines, for example, our students with disabilities did not improve. It is important that we continue to refine and improve areas related to academic support. The district has been utilizing the Multi-tiered System of Support to support students. For the 2024-2025 LCAP, Multi-tiered System of Support (MTSS) will provide the framework and structure needed to ensure early identification of needs, continuous monitoring of progress, and data-driven decision-making, creating a comprehensive support system that addresses academic, behavioral, and social-emotional development for all students.

Actions: 1.7 Kindergarten Prep: Effective

Effectiveness of Actions: Effective

Metrics: # served, READY Data

Kindergarten preparation through Preschool and Transitional Kindergarten is essential for children's early development. These programs provide foundational skills in literacy, numeracy, and social interaction, ensuring that children are ready for the academic and social demands of kindergarten. Early exposure to structured learning environments fosters cognitive development, emotional regulation, and positive attitudes towards education. Parents are happy with our programs. We successfully implemented a Preschool program and Transitional kindergarten during the 2024-2025 school year. There was a 12% increase in the percentage of Kindergarteners considered "Ready to Go" from 2022 to 2023 according to the READY report. This action will continue as 1.3 Kindergarten Prep (TK & Preschool) for the 2024-2025 LCAP.

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

For the 2024-2025 LCAP cycle we kept the overall goals, but simplified the actions based on reflections on prior practice and educational partner engagement:

Actions that remain in the LCAP, but possibly under a differently action number:

- 1.1 Implementation of the Standards/Frameworks remained the same
- 1.7 Kindergarten Prep became the NEW 1.3 Kindergarten Prep (TK & Preschool)

Actions that were combined into one action:

- 1.2 Collect & Monitor Data to support Instruction, Differentiation and Intervention Services in order to Accelerate Learning and Credits Earned; 1.3 Provide robust and high-quality Library and Media Services; 1.5 Provide differentiated Services, Programs & Instructional Practices that serve the needs of English Learners were combined into the NEW 1.2 Multi-tiered Systems of Support (MTSS)

The following action was moved from goal 3:

- 1.4 Learning Environment.

In the 2024-2025 LCAP only required metrics are included in the LCAP. Metrics are also associated with each action to assist in better analysis to determine effectiveness.

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.

Goals and Actions

Goal

Goal #	Description
2	RELEVANCE: Learning and instruction are active, student-centered, based in inquiry and connected to the world outside of school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study (Local Indicator)	100%	100%	100%	100%	maintain 100%
Attendance Rate	96% (2019-2020)	91% (2021-2022, August-May 27)	HES/FMC - 92.21%; HJH - 91.84%; HHS - 90.06%; MBA - 75.54%	Aug -Dec 2023 HES/FMC: 94.29% HJH: 93.93% HHS: 94.57% MBA: 72.16%	maintain 95%+
MS DROPOUT RATE	0 (2020-2021)	0 (2020-2021)	0 (2021-2022)	0 (2022-2023)	Maintain less than 1%
HS DROPOUT RATE	7.8% (Class of 2020)	2.9% (Class of 2021)	1.6% (Class of 2022)	2.5% (Class of 2023)	Decrease to achieve 5% or less
GRADUATION RATE (CA Dashboard) Does not include Certificate of Completion, CHSPE, GED.	94% (Class of 2018) 90% (Class of 2019) 86% (Class of 2020)	92% (Class of 2021)	97% (Class of 2022)	94% (Class of 2023)	90%+
COLLEGE AND CAREER	Class of 2019 HUSD: 44% HHS: 50%	College and Career Indicator is not available for Class of 2021	College and Career Indicator not available for the 2022 CA Dashboard due to lack	Class of 2023 HUSD: 52% HHS: 60%	45%+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% considered "prepared for college and career"	Class of 2018 HUSD: 43% HHS: 47%		of data during the COVID-19 pandemic		
CTE % of students completing "advanced" courses	20% (2018-2019)	22% (2019-2020) 17% (2020-2021) Class of 2021 (CCI) 34% (47 students) of the class of 2021 completed at least one CTE pathway	49% (Class of 2022) Class of 2022 (CCI) 29% (35 students) of the class of 2022 completed at least one CTE pathway	55% (Class of 2023) Class of 2023 (CCI) 18% (28 students) of the class of 2023 completed at least one CTE pathway	Maintain 20%+
A-G % of the class who met a-g requirements. (Dataquest)	52% (Class of 2020)	62% (Class of 2021, All HUSD) 71% (Class of 2021, HHS only, MBA not included)	57% (Class of 2022, All HUSD) 64% (Class of 2022, HHS only, MBA not include)	57% (Class of 2023, All HUSD) 65% (Class of 2023, HHS only, MBA not include)	Increase 2% each year to reach 58% in 3 years
ADVANCED PLACEMENT % students scoring 3 or higher on AP Exams	2019-2020 Of the 154 students tested, 253 exams were completed and 151 (60%) were at a 3 or higher.	2020-2021 Of the 141 students tested, 254 exams were completed and 101(40%) were at a 3 or higher. Class of 2021 (CCI) 25% (30 students) scored 3 or higher on at least TWO AP Exams	2021-2022 120 students took a total of 217 exams and 64.52% were a 3 or higher. Class of 2022 (CCI) 19% (23 students) scored 3 or higher on at least TWO AP Exams	2022-2023 AP: 168 students took a total of 292 exams and 62% (181 exams) were a 3 or higher. Class of 2023 (CCI) 22% (34 students) scored 3 or higher on at least TWO AP Exams	Increase the number students taking AP exams and students scoring 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completed at Least One CTE Pathway AND a-g Requirements	2020 N/A	2021 25% (35 students)	2022 15% (19 students)	2023: 15% (23 students)	Increase 2% each year

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions.

- 2.1 Provide and improve the use of Instructional Technology & PD. All HUSD students have a district-provided Chromebook and use instructional technology daily to enhance teaching and learning.
- 2.2 College and Career Readiness. HUSD is in the top 1-3 in the County for a-g completion and a-g + CTE completion. All 11th graders complete an extended internship. All TK-5 students complete at least 3 Project-Based Learning units each year.
- 2.3 Exploration of Interests and Active Learning. HUSD has robust AP, CTE, and elective offerings for all students. Field trips and off-campus learning are a regular part of the school system.
- 2.4 Promote Bilingualism for all students. TK-5 students have year-long Spanish instruction, HJH Spanish courses are articulated with the HS courses. AP and Spanish 4 are offered at HHS. HUSD is 1-3 in the county of percentage of students who earn the State Seal of Biliteracy.
- 2.5 Big Picture Learning @ Marce Becerra Academy (MBA). Prioritizing real-world learning, internships, and mentorships to foster students' passions, skills, and academic achievement within a supportive community.

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district, we had to pivot many times and prioritize student health instead of prioritizing planned initiatives. Due to this, some of the desired outcomes were not met over a three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- Attendance rate was not above 95% (due to COVID)

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- Dropout rate decreased to 2.5% from 7.9% at the beginning of this LCAP cycle.
- Graduation rate is above 90% (and was at 97% during the year 2 outcome!)
- College and Career Indicator. Increased from 44% to 52% during this three-year LCAP cycle. HUSD has one of the highest and, in some years, the highest CCI in Sonoma County.

- Students completing a CTE Pathway. The completion rate has decreased; however, we believe there are errors in the pathway data, which we are working to rectify.
- Students who met a-g requirements. Increased to 65% at HHS during this three-year LCAP cycle. HHS has one of the highest a-g completion rates of all public HSs in Sonoma County.
- AP Exams. Increase in the number of students taking AP exams from a low of 141 to a high of 168 in 2023. Also an increase in the percentage of students who earned a 3 or higher from a low of 40% to a high of 62%.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

We underbudgeted salaries and benefits because we did not settle in negotiations until the 2023-24 SY began. We have a 10.5% raise, which caused all salaries and benefits to appear under budget in the LCAP.

- 2.1 Provide and improve the use of Instructional Technology and PD: We purchased EdPuzzle and Turnitin.com that were not originally budgeted.
- 2.2 College and Career Readiness: No material difference
- 2.3 Exploration of Interests and Active Learning; We collaborated with the City of Healdsburg Community Services department to provide summer learning experiences for our TK-grade 6 students with ELO-P funds but more students took advantage of this opportunity than we had ELO-P funds and didn't want to turn any child away so we had additional expenses not originally budgeted for this summer learning program.
- 2.4 Promote Bilingualism for all students: We purchased a new AP Spanish textbook that was not in the original budget.
- 2.5 Big Picture Learning @ Marce Becerra Academy (MBA): We sent a teacher to a conference that was not originally budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

Action: 2.1 Provide and improve the use of Instructional Technology & PD

Effectiveness of Action: Effective

Metrics: Device Ratio

Technology enhances learning by providing access to a vast array of resources and interactive tools. It supports personalized learning, fosters collaboration, and develops critical digital skills necessary for the modern world. By integrating technology into the classroom, educators create engaging, relevant, and dynamic learning experiences that prepare students for future academic and career success. All

HUSD students have a district-provided Chromebook and use instructional technology daily to enhance teaching and learning. Since technology is now embedded in all that we do, this action has merged with new action 1.1 Implementation of the Standards.

Action: 2.2 College and Career Readiness

Effectiveness of Action: Effective

Metrics: College and Career Indicator; a-g completion; CTE Pathway Completion; A-g +CTE; AP Exams; Graduation Rate

College and career readiness is crucial for equipping students with the skills and knowledge needed to succeed in post-secondary education and the workforce. HUSD has been in the top 1-3 in the County for a-g completion and a-g + CTE completion, demonstrating the success of our focused efforts to improve these areas. This action will continue as 2.1 College and Career Readiness in the 2024-2025 LCAP. The following data points demonstrate the effectiveness of our programs and the continued need of college and career supports:

- 65% of the HHS class of 2023 who met a-g requirements
- 94% Graduation Rate (Class of 2023)
- 18% (28 students) of the class of 2023 completed at least one CTE pathway
- 120 students took a total of 217 exams and 64.52% were a 3 or higher.
- 19% (23 students) scored 3 or higher on at least TWO AP Exams
- 33% of Class of 2022 earned a Golden State Seal Merit Diploma
- 71% average one-year college persistence rate for HUSD alumni
- 2% increase from 2023 to 2024 at HHS on the Youth Truth Student Survey question "The projects that we do in school help prepare me for careers that interest me."
- 7% increase from 2023 to 2024 at HHS on the Youth Truth Student Survey question "The projects that we do in school help prepare me for college."

Action: 2.3 Exploration of Interests and Active Learning

Effectiveness of Action: Effective

Metrics: Attendance; Chronic Absenteeism; Dropout Rates; Youth Truth

Active learning is essential because it engages students directly in the learning process, making them active participants rather than passive listeners. This approach promotes critical thinking, improves retention and understanding, and fosters a deeper connection to the material. All educational partners appreciate and are excited by project-based learning, CTE Courses, and AP Courses. Data to demonstrate effectiveness includes: 6.9% decline in Chronic Absenteeism for all students; all subgroups declined as well with exception to the White subgroup; English learners declined by 13.5%. This action will be continued under 2.2 Active Learning.

- 100% project-based learning (K-5)
- 16 CTE Courses and 5 CTE Pathways
- 18 Advanced Placement (AP) Courses
- Ethnic Studies Institutes for teachers at every school site
- Approximately 50% of HJH students are actively involved in at least one club
- 100% of students have access to a broad course of study.
- 3% increase from 2023 to 2024 at HJH on the Youth Truth Student Survey question "Doing projects makes me a better student (for example: I get better grades, I understand the subject better)."

- 10% increase from 2023 to 2024 at HJH on the Youth Truth Student Survey question "I have learned how to work well with other students by participating in group projects."
- 6% increase from 2023 to 2024 at HES on the Youth Truth Student Survey question "Think about other ways to solve a problem."

Actions: 2.4 Promote Bilingualism for all students

Effectiveness of Action: Effective

Metrics: Seal of Biliteracy; English Learner Progress Indicator (ELPI)

Bilingualism in schools enhances cognitive abilities, cultural awareness, and communication skills. It prepares students for a globalized world, offering competitive advantages in the job market and fostering inclusivity. By promoting bilingual opportunities, schools help students develop a deeper understanding and appreciation of diverse cultures, leading to more well-rounded individuals. HUSD has two full-time Spanish language teachers at the elementary schools and Spanish teachers at the secondary level. Data to demonstrate effectiveness of this action includes: 20% (or 1 in 5 graduates) of class of 2022 earned the Seal of Biliteracy (HHS). In 2023, this percentage went slightly down due to the impacts of COVID, however, we continue to prioritize this area.

Actions: 2.5 Big Picture Learning @ Marce Becerra Academy (MBA): Effective, although an area of continued need.

Effectiveness of Action: Effective, however, area of continued need to decrease suspension rate

Metrics: Graduation Rate of MBA

Big Picture Learning is important because it personalizes education to fit each student's interests, needs, and real-world experiences. By emphasizing hands-on learning, internships, and individualized projects, it engages students in meaningful and relevant ways. This approach fosters deep understanding, critical thinking, and a love of learning, while also preparing students for success in both college and their future careers. Ultimately, Big Picture Learning cultivates motivated, self-directed learners who are equipped to navigate and thrive in an ever-changing world. Although we have seen a significant increase in graduation rates, we did see a significant increase in suspension rate which resulted in MBA being placed in CSI. The school also qualified for Equity Multiplier Funds, which means a separate goal area had to be developed for it. For the 2024-2025 LCAP, this action can be found under Goal 4: Marce Becerra Academy: Equity Multiplier Focus Goal.

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

For the 2024-2025 LCAP cycle we kept the overall goals, but simplified the actions based on reflections on prior practice and educational partner engagement:

Actions that remain in the LCAP, but under a differently action number:

- 2.3 Exploration of Interests and Active Learning is the NEW 2.2 Active Learning
- 2.4 Promote Bilingualism for all students is the NEW 2.3 Multilingualism for All
- 2.2 College and Career Readiness and 2.5 Big Picture Learning @ Marce Becerra Academy (MBA) were combined to form the NEW 2.1 College and Career Readiness

Actions that are no longer needed or applicable is the following

- 2.1 Provide and improve the use of Instructional Technology & PD. After the pandemic technology has become an embedded part of our practices throughout education and no longer needs to be explicitly stated as its own action.

In the 2024-2025 LCAP only required metrics are included in the LCAP. Metrics are also associated with each action to assist in better analysis to determine effectiveness.

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.

Goals and Actions

Goal

Goal #	Description
3	RELATIONSHIPS: All Students and families are well supported, their voice is valued and our learning environments foster equity, empathy and engagement through listening, trust and respect.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Engagement (Local Indicator) See local indicator report for more details.	"Met"	"Met"	"Met"	"Met" (2023 CA Dashboard)	"Met"
LOCAL CLIMATE SURVEY - (Local Indicator). See Local indicator report and quantitative data below for more details. YouthTruth data from Parents and Students taken into consideration. Data points include: engagement, representation, informed, shared decision-making, communication, treated with respect, empowered, feelings	"Met"	"Met"	"Met"	"Met" (2023 CA Dashboard)	"Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of safety, connectedness, etc.)					
FIT REPORT (Local Indicator) instances where facilities do not meet the "good repair" standard	0	0	0	0	Maintain 0
FIT REPORT (Local Indicator) % schools meet the overall "good" or "exemplary" rating.	100%	100%	100%	100%	Maintain 100%
SAFETY (Youth Truth-Synthesis Report) Family	Elementary: 59% Junior High: 50% High: 51%	Elementary: 67% Junior High: 60% High: 46%	January 2023 Elementary: 60% Junior High: 45% High: 38%	January 2024 Elementary: 65% Junior High: 44% High: 48%	Elementary: 65% Junior High: 56% High: 57%
SAFETY (Youth Truth) Students **Changed to Youth Truth from CHKS** Question: "I feel safe during school."	January 2021 FMC: 76% HJH: 67% HHS: 71% MBA: 53%	January 2022 FMC: 70% HJH: 53% HHS: 65% MBA: 67%	January 2023 FMC: 68% HJH: 53% HHS: 60% MBA: 65%	January 2024 FMC: 67% HJH: 52% HHS: 66% MBA: 69%	FMC: 85% HJH: 75% HHS: 80% MBA: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SCHOOL CONNECTEDNESS (Youth Truth-Synthesis Report) Engagement-Students	2020-2021 Elementary: 93% Junior High: 48% High: 45% (does not include 12th grade)	January 2022 Elementary: 89% Junior High: 44% High: 47%	January 2023 Elementary: 92% Junior High: 35% High: 54%	January 2024 Elementary: 86% Junior High: 38% High: 53%	Elementary: 90%+ Junior High: 54% High: 51%
SCHOOL CONNECTEDNESS (Youth Truth-Synthesis Report) Relationships-Students	2020-2021 Elementary: 85% Junior High: 59% High: 37% (does not include 12th grade)	January 2022 Elementary: 83% Junior High: 41% High: 31%	January 2023 Elementary: 80% Junior High: 41% High: 30%	January 2024 Elementary: 80% Junior High: 37% High: 35%	Elementary: 90%+ Junior High: 65% High: 43%
SUSPENSION RATE(CA Dashboard) % suspended at least one day	2019 CA Dashboard Status: 6.8% Change: Declined 0.3% Performance Color: Yellow	Dataquest 3.0% (2019-2020, Distance learning for one quarter) 0.2% (2020-2021, Distance learning for 3/4 of year Local Data ~6.5% (2021-2022, Aug-May 27, 86 students; official data from the state will be made available in the fall)	2022 CA Dashboard Status: 6.8%	2023 CA Dashboard: Status: 4.8% Change: Declined 2% Performance Color: Yellow	Decrease to obtain 5% or below
CHRONIC ABSENTEEISM RATE (CA Dashboard)	2019 CA Dashboard: Status: 9.3% Change: Declined 1.4%	Dataquest Not valid (2019-2020, due to school closures)	2022 CA Dashboard Status: 32.4%	2023 CA Dashboard: Status: 26% Change: Declined 7% Performance Color: Yellow	Maintain 10% or below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Performance Color: Green	14% (2020-2021, Distance Learning for 3/4 of year) Local Data 27% (2021-2022, Aug-May 27) High percentage due to the impact of COVID			
EXPULSION RATE	0.3% (2019-2020)	0% (2020-2021) 0% (2021-2022, Aug-May 27)	2021-2022 0%	2022-2023 0.5%	Maintain 1% or below
Efforts to seek parent input in decision-making	Jan 2021 # and % parents/guardians responded to 2023 YouthTruth Family Survey HS: 361 (64%) MS: 229 (84%) ES: 61 (84%) HUSD: 616 (64%)	Jan 2022 # and % parents/guardians responded to 2023 YouthTruth Family Survey HS: 214 (39%) MS: 250 (89%) ES: 159 (37%) HUSD: 623 (49%)	Jan 2023 # and % parents/guardians responded to 2023 YouthTruth Family Survey HS: 115 (25%) MS: 135 (50%) ES: 86 (24%) HUSD: 336 (31%)	January 2024 # and % parents/guardians responded to 2024 YouthTruth Family Survey HS: 446 (89%) MS: 282 (100%) ES: 193 (98%) HUSD: 921 (94%)	25%+
Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs	N/A	N/A	Jan 2023 • HHS: 70% (36% English-speaking and 52% Sonoma County)	Jan 2024 • HHS: 70% Spanish-speaking (49% English-speaking and 54% Sonoma County)	60%+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Spanish-speaking parents/guardians feel engaged in their students school (compared to % of English-speaking parents/guardians and compared to % for all families of Sonoma County).			<ul style="list-style-type: none"> HJH: 66% (38% English-speaking and 55% Sonoma County) HES: 60% (56% English-speaking and 71% Sonoma County) FMC: 58% (58% English-speaking and 71% Sonoma County) 	<ul style="list-style-type: none"> HJH: 71% Spanish-speaking (46% English-speaking and 57% Sonoma County) HES: 84% Spanish-speaking (62% English-speaking and 73% Sonoma County) FMC: 86% Spanish-speaking (76% English-speaking and 68% Sonoma County) 	

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions. However, the COVID-19 pandemic, distance learning, and political and social turmoil have affected our students, families, and staff, which shows in the data.

- 3.1 Family Engagement through expanded training, support and outreach for families. Increased Bilingual Parent/Family Outreach and Education staff, increased the number and variety of events to be more culturally responsive.
- 3.2 Student Engagement - Create more opportunities to hear and respond to student voices. Continue to increase the avenues and amount of time spent collecting student input to inform decision-making.

- 3.3 Equity - Prioritize and strengthen relationships between staff and families and staff and students while recognizing and combating issues of inequity and bias. Providing professional development on ethnic studies and unconscious bias. Increased the number and variety of events to be more culturally responsive.
- 3.4 Comprehensive program of Social-Emotional Learning throughout the District. Developed a District SEL report card, regularly screened all students, and implemented SEL curriculum. Opening a Wellness Center at the high school.
- 3.5 Provide modernized and well-maintained learning environments.
- 3.6 Improving School Safety and Climate

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district, we had to pivot many times and prioritize student health instead of prioritizing planned initiatives. Due to this, some of the desired outcomes were not met over a three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- Chronic Absenteeism was not at the 10% or below as desired

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- # and % parents/guardians responded to YouthTruth Family Survey significantly improved
- Chronic Absenteeism declined 7% from 2022 to 2023
- 0 instances where facilities do not meet the "good repair" standard
- Local Indicators were "met"
- Suspension rate decreased to 4.8% from 6.8% during this three-year LCAP cycle.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

We underbudgeted salaries and benefits because we did not settle in negotiations until the 2023-24 SY began. We have a 10.5% raise, which caused all salaries and benefits to appear under budget in the LCAP.

- 3.1 Family Engagement through expanded training, support and outreach for families: We overbudgeted for bilingual childcare at our events. Bilingual childcare was provided but rather than paid staff we had bilingual high school students who earned community service hours do it.
- 3.2 Student Engagement - Create more opportunities to hear and respond to student voice: other than salary/benefits increase no material differences
- 3.3 Equity - Prioritize and strengthen relationships between staff and families and staff and students while recognizing and combating issues of inequity and bias: Underbudgeted services from an outside provider for support to implement Ethnic Studies across the curriculum.
- 3.4 Comprehensive program of Social-Emotional Learning throughout the District: other than salary/benefits increase no material differences

- 3.5 Provide modernized and well-maintained learning environments: Underbudgeted for modernization projects.
- 3.6 Improving School Safety and Climate: No Material Difference

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

3.1 Family Engagement through expanded training, support and outreach for families

Effectiveness of Action: Effective

Metrics: Local Indicator (Parent Engagement); Youth Truth Survey Question

Family engagement creates a collaborative partnership between educators and families, leading to improved student outcomes. When families are involved in their child's education, students are more likely to excel academically, have better attendance, and exhibit positive behavior. Family engagement also strengthens the home-school connection, fostering a supportive environment for learning and promoting a sense of community. Ultimately, by working together, schools and families can ensure the success and well-being of every student. Data to support the effectiveness of this action includes: "Met" on Family Engagement (Local Indicator); 2 Bilingual Parent Outreach Coordinators; 18 Educational Partner Engagement Sessions; increases in the Youth Truth Family Survey questions: "My school creates a friendly environment" from 2023 to 2024: HES: Increased 4%; HJH: Increased 5% HHS: Increased 10%; "I feel engaged with my school" from 2023 to 2024: HES: Increased 14%; HJH: Increased 7% HHS: Increased 12% (Youth Truth Family Survey); "I feel informed about important decisions regarding my school." from 2023 to 2024: HES: Increased 10%; HJH: Increased 1% HHS: Increased 7%. Family members have described their appreciation for the Bilingual Parent/Family Outreach and Education staff. This action will be merged with other engagement actions within 3.1 Student, Family, and Community Engagement.

3.2 Student Engagement - Create more opportunities to hear and respond to student voice

Effectiveness of Action: Effective

Metrics: Local Indicator (School Climate); Administration of Youth Truth Survey

Creating more opportunities to hear and respond to student voice fosters a student-centered learning environment where students feel valued, empowered, and engaged in their education. By actively listening to students' perspectives, interests, and feedback, educators can better understand their needs, tailor instruction to individual preferences, and promote a sense of ownership over learning. Data to support the effectiveness of this action includes: "Met" on Local Climate Survey Local Indicator; Youth Truth Student Survey Submissions, and Student Engagement Sessions. This action is now located in the Engaging Educational Partners section of the LCAP and within 3.1 Student, Family, and Community Engagement.

3.3 Equity - Prioritize and strengthen relationships between staff and families and staff and students while recognizing and combating issues of inequity and bias

Effectiveness of Action: Effective

Metrics: Youth Truth Survey Question

This is an area of continued need for our school, our community and the nation at large. As a district we have prioritized equity by emphasizing in our district mission, vision, values; providing professional development on ethnic studies and unconscious bias and increasing the number and variety of events to be more culturally responsive. We also provide ELAC Meetings, Townhalls, and educational partner engagement sessions to solicit feedback. Data to support effectiveness of this action includes: increases in the Youth Truth Family Survey question "My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders.)" from 2020 to 2024: FMC: improved by 5%; HES: 1% better than Sonoma County; HJH: improved by 12%; HHS: improved by 4% (Youth Truth Family Survey) [Note this question was different during 2022 and 2023]. This action is embedded in all that we do and emphasized in action 3.1 Student, Family, and Community Engagement.

3.4 Comprehensive program of Social-Emotional Learning throughout the District

Effectiveness of Action: Effective

Metrics: Suspension Rate; Local Indicator (School Climate)

Social-emotional learning (SEL) equips students with essential skills for success in school, work, and life. By fostering self-awareness, social awareness, relationship skills, and responsible decision-making, SEL supports positive mental health, reduces behavioral issues, and improves academic performance. Data to demonstrate effectiveness includes: decrease in suspension rate for all subgroups; # and % of parents/guardians who responded to YouthTruth Family Survey significantly improved, monitoring data through the SEL Report Card, and increases in the Youth Truth Student Survey questions: "When I'm feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it." from 2023 to 2024: HES: Increased 3%; HJH: Maintained HHS: Increased 7%; "When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me." from 2023 to 2024: HHS: Increased 2%. This action will be continued under 3.2 School Climate for the 2024-2025 LCAP.

3.5 Provide modernized and well-maintained learning environments:

Effectiveness of Action: Effective

Metrics: FIT report

Quality facilities are essential in providing an optimal learning environment for students. They contribute to physical safety, comfort, and overall well-being, allowing students to focus on their studies without distraction. Well-maintained facilities also support various educational activities, including hands-on learning, athletics, and extracurricular programs, enriching the overall educational experience. Data to support the effectiveness of this action includes: 0 instances where facilities do not meet the "good repair" standard, and 100% schools meet the overall "good" or "exemplary" rating on the Facilities Inspection Tool (FIT) Report. Educational partners have discussed their appreciation for the community for approving a Bond that helped improve the facilities of our school.

3.6 Improving School Safety and Climate

Effectiveness of Action: Effective

Metrics: Suspension Rate

School climate is crucial as it directly impacts students' academic achievement, social development, and emotional well-being. A positive school climate fosters a safe, supportive, and inclusive environment, enabling students to thrive, build healthy relationships, and develop a lifelong love for learning. Data to support the effectiveness of this action includes: 2% decrease in suspension rate for the district.

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

For the 2024-2025 LCAP cycle we kept the overall goals, but simplified the actions based on reflections on prior practice and educational partner engagement:

Actions that remain in the LCAP, but under a differently action number:

- 3.1 Family Engagement through expanded training, support and outreach for families; 3.2 Student Engagement - Create more opportunities to hear and respond to student voice; 3.3 Equity - Prioritize and strengthen relationships between staff and families and staff and students while recognizing and combating issues of inequity and bias merged to form the NEW 3.1 Student, Family, and Community Engagement.
- 3.4 Comprehensive program of Social-Emotional Learning throughout the District became the NEW 3.2 School Climate
- 3.5 Provide modernized and well maintained learning environments moved to Goal 1 to 1.4 Learning Environment
- 3.6 Improving School Safety and Climate moved to NEW 3.2 School Climate

In the 2024-2025 LCAP only required metrics are included in the LCAP. Metrics are also associated with each action to assist in better analysis to determine effectiveness.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Healdsburg Unified School District	Chris Vanden Heuvel Superintendent	cvandenheuvel@husd.com 707.431.3488

Plan Summary [2024-25]

General Information

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

Healdsburg Unified School District Vision Statement: Each school is an inspiring and challenging environment where all staff and students value and celebrate diversity. Every student and family is unconditionally respected. All students are thriving, collaborative, critical thinkers, developing a love of learning, and demonstrating kindness and compassion to all.

Healdsburg Unified School District Value Statements:

- Every student is supported, respected, and understood.
- Student voice and opinions are consistently valued and encouraged
- Students are empowered, self advocates
- All students graduate and are ready for college, career and citizenship
- Historical and biased indicators for student success no longer exist
- Common high expectations, high standards, and valid measurements for student achievement
- Open, transparent and clear communication among all
- Families and community are valued and involved in collaborative relationship with the schools
- A culture of shared leadership among parents, staff and community
- Staff are fully supported, highly skilled, and constantly working to improve their practice
- Curriculum, instructional practices, policies and institutional practices are culturally responsive

Our district has 1,240 students in TK-12 61% are socioeconomically disadvantaged, 19% English Language Learners, and 0.9% foster youth. There are four schools within the district: Healdsburg Elementary (Fitch Mountain Campus and Healdsburg Elementary Campus), Healdsburg Junior High School, Healdsburg High School, and Marce Becerra Academy. HUSD continues to strive to better meet the needs of all students, particularly English Learners, students who are Socially-Economically Disadvantaged (SED), and Students with Disabilities (SWD) by engaging in a continuous cycle of improvement to evaluate data, programs and services and then make needed changes to increase equitable outcomes. HUSD continues to make significant strides to improve the academic and socio-economic outcomes of all of our students through high expectations for all students, providing relevant learning experiences, integrating technology into instruction,

developing a strong connection between students' K-12 experience and life after graduation, and updating our facilities to prepare students who are actively invested in their learning and their community.

The past 7 years have been a challenging time for our community as we have been impacted by:

- Natural disasters (2017 Tubbs Fire, 2018 Camp Fire, PG&E Power Shut Off Days, 2019 Russian River Flooding, 2019 Kincade Fire, 2020 Walbridge Fire, 2020 Glass Fire, 2023 Localized Flooding) which resulted in additional social-emotional support needed and learning loss due to school closures, loss of homes, fear of losing home, family members losing home, air quality school closure
- Global pandemic, COVID-19, resulting in significant learning loss and constant instructional changes (distance learning and health protocols).

Marce Becerra Academy (MBA) is a school in the district 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.

Successes based on CA Dashboard and Local Data

State indicators where the LEA/School received "green" or "blue" performance level on the 2023 Dashboard for "all students"

- HES: English Language Arts (Green), Mathematics (Blue)
- HJH: Suspension Rate (Green)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2023 Dashboard:

- HUSD White Subgroup: Suspension Rate (Green), Graduation Rate (Blue), English Language Arts (Green), Mathematics (Green), College and Career (Very high)
- HHS White Subgroup: Suspension Rate (Green), Graduation Rate (Blue), English Language Arts (Green), College and Career (Very high)
- HES English Learners: Mathematics (Green)
- HES Socioeconomically Disadvantage: Suspension Rate (Green), Mathematics (Green)
- HES Students with Disabilities: Suspension Rate (Green)
- HES Hispanic: Suspension Rate (Green), Mathematics (Green)
- HES White: English Language Arts (Blue), Mathematics (Blue)
- HJH: English Learners: Suspension Rate (Green)
- HJH: Socioeconomically Disadvantaged: Suspension Rate (Green)
- HJH: Hispanic: Suspension Rate (Green)
- HJH: White: Suspension Rate (Green), English Language Arts (Blue), Mathematics (Blue)

HJH Distinguished school based on

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

Challenges based on CA Dashboard and Local Data:

Overall indicators where the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2023 Dashboard for "all students"

- MBA: Suspension Rate (Red)
- HJH: Chronic Absenteeism (Red)

Student groups within the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2023 Dashboard:

- HUSD: Students with Disabilities: English Language Arts (Red), Mathematics (Red)
- HUSD: White: Chronic Absenteeism
- HJH: English Learners: English Language Arts (Red)
- HJH: Socioeconomically Disadvantaged: Chronic Absenteeism (Red)
- HJH: Students with Disabilities: English Language Arts (Red), Mathematics (Red)
- HJH: White: Chronic Absenteeism (Red)

Reference

- HUSD: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=4975390&scode=&reporttype=schools>
- MBA: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=4930251&reporttype=sgroups>
- HES: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=6051791&reporttype=sgroups>
- HJH: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=6060222&reporttype=sgroups>
- HHS: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=4932554&reporttype=sgroups>

Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

- 1.2 Multi-tiered Systems of Support (MTSS)
- 3.2 School Climate

REQUIRED ACTIONS

The State of California requires the following actions to be included in a district LCAP:
-Students with Disabilities Required Action is found under action 1.2 Multi-tiered Systems of Support (MTSS)
-English Learners and Long-Term English Learners Required Action is found under action 1.2 Multi-tiered Systems of Support (MTSS)
-Technical Assistant Required Actions is not applicable for our district.
-2023 CA Dashboard Required Actions are found under: 1.2 Multi-tiered Systems of Support (MTSS); 3.2 School Climate (see details above)

Reflections: Technical Assistance

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

Not Applicable

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.

Marce Becerra Academy (MBA) is eligible for comprehensive support and improvement (CSI) in the area of suspension rate.

Support for Identified Schools

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

On the 2023 CA Dashboard, the suspension rate for Marce Becerra Academy was 18.6% for all students (please note that there were not enough students in a subgroup to determine a performance level for any given student group). The lowest performance level is considered 10.1% or above.

Our continuation school, Marce Becerra Academy, has been identified for CSI due to a high suspension rate. Two incidents during the 2022-23 school year required suspension. The root cause of the incidents that led to suspension is attributed to trauma, gang affiliation, and mental health issues. We will continue our assessment of needs but know we need to do more to support a school-based approach to student wellness, behavioral health, and gang prevention. We anticipate using the funds to provide increased mental health and social-emotional counseling, ideally from an LCSW who is bilingual and bicultural, to help us increase our students' sense of belonging and safety. We also want to get training for our staff to better understand and address gang affiliation, support students to make positive social connections to proactively address youth violence, strengthen the connection between school and families, and manage disruptive students.

The SPSA is used as the comprehensive support and improvement plan. MBA SPSA Goal 2 "Relevance: Increase Individual Student Engagement " and the following LCAP actions 2.1 School Connectedness, 2.2 Communication, and 2.3 Coordinated services and support are intended to improve the suspension rate.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating will be completed through the SPSA continuous improvement process. To monitor suspensions throughout the year we are using our "Early Warning System."

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
Teachers	<p>Meetings: Staff meetings</p> <ul style="list-style-type: none"> • 4/16/24 HES • 4/2/24 FMC • 3/27/24 HJH • 4/17/24HHS <p>Survey:</p> <ul style="list-style-type: none"> • Youth Truth Survey (Jan 2024) <p>Governing Council Meeting Dates</p> <ul style="list-style-type: none"> • 03/12/24 HES/FMC • 3/25/24 HJH • 4/25/24 HHS <p>Process for engagement: notes were collected from meetings, all comments were compiled into one document for qualitative analysis, Youth Truth Survey comments were compiled and reviewed, and quantitative analysis of Youth Truth Survey results was conducted.</p>
Principals	<p>Meetings/Discussions:</p> <ul style="list-style-type: none"> • Ongoing Feedback during District Leadership Team meetings (Mar-May 2024) <p>Process for engagement: notes were taken, meetings and</p>

Educational Partner(s)	Process for Engagement
	discussions informed changes to LCAP.
Administrators	<p>Meetings/Discussions:</p> <ul style="list-style-type: none"> • Ongoing Feedback during District Leadership Team meetings (Mar-May 2024) <p>Process for engagement: meeting discussions and debriefs assisted in informing the changes and modifications to the LCAP.</p>
Other school personnel	<p>Classified: Survey:</p> <ul style="list-style-type: none"> • Youth Truth Survey (Jan 2024) <p>Staff meetings</p> <ul style="list-style-type: none"> • 4/16/24 HES • 4/2/24 FMC • 3/27/24 HJH • 4/17/24HHS <p>Process for engagement: notes were collected from meetings, all comments were compiled into one document for qualitative analysis, Youth Truth Survey comments were compiled and reviewed, and quantitative analysis of Youth Truth Survey results was conducted.</p>
Local bargaining units of the LEA	<p>A draft of the LCAP was provided to local bargaining unit representatives for review and feedback. HATA: 3/27/24, 4/15/24 CSEA: 5/2024</p> <p>Process for engagement: notes were collected from meetings.</p>
Parents	<p>Meetings:</p> <ul style="list-style-type: none"> • ELAC/DELAC 3/12/2024 HES/FMC; 3/25/2024HJH; 4/25/2024 HHS • Governance (Site) Council: 3/7/24 HES/FMC; 3/28/24 HJH; 3/14/24 HHS • PTO: HES 4/30/2024 <p>Surveys:</p>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Youth Truth Survey (Jan 2024) <p>Process for engagement: notes were collected from meetings, all comments were compiled into one document for qualitative analysis, Youth Truth Survey comments were compiled and reviewed, and quantitative analysis of Youth Truth Survey results was conducted.</p>
Students	<p>Survey</p> <ul style="list-style-type: none"> • Youth Truth Survey (Jan 2024), • CoVitality (MS/HS) • SELweb <p>Meetings</p> <ul style="list-style-type: none"> • HHS Governance Council meeting 4/25/24 <p>Classroom Visits/Feedback Gathering</p> <ul style="list-style-type: none"> • Visits to classes of English Learners, Students with Disabilities and Leadership/ASB at middle and high school (November 2023-May 2024) <p>Process for engagement: notes were collected from meetings, all comments were compiled into one document for qualitative analysis, Youth Truth Survey comments were compiled and reviewed, and quantitative analysis of Youth Truth Survey results was conducted.</p>
SELPA (Special Education Local Plan Area Administrator)	<p>The Director of Curriculum & Instruction and the Director of Student Support Services consulted with the special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities). (May 2, 2024)</p> <p>Process for engagement: Email was sent and an email response was provided</p>

Educational Partner(s)	Process for Engagement
Schoolsite Councils / School Plans	<p>The school's site council (known as the Governance Council in Healdsburg) reviewed and provided feedback on the LCAP. The school plans were reviewed to ensure that specific actions included in the LCAP were consistent with strategies included in the school plans (May 2024)</p> <p>Governing Council Meeting Dates</p> <ul style="list-style-type: none"> • 03/12/24 HES/FMC • 3/25/24 HJH • 4/25/24 HHS <p>Process for engagement: notes were collected from meetings and all comments were compiled into one document for qualitative analysis.</p>
English Learner Advisory Councils	<p>April 2024, the superintendent presented the LCAP to the English Learner Parent Advisory Committees for review and comment.</p> <p>Meetings</p> <p>DELAC: 2/22/24</p> <p>ELAC:</p> <ul style="list-style-type: none"> • 3/7/24 HES/FMC • 3/28/24 HJH • 3/14/24 HHS <p>Process for engagement: notes were collected from meetings and all comments were compiled into one document for qualitative analysis.</p>
Student Advisory Groups	<p>Students are on the HHS ELAC (3/14/24) and HHS Governance Councils (4/25/24) where LCAP input was collected.</p> <p>Leadership HJH: 4/3/24.</p> <p>Process for engagement: notes were collected from meetings and all comments were compiled into one document for qualitative analysis.</p>
Parent Advisory Committee	<p>Governing Council serves as our "Parent Advisory Committee.</p> <p>3/7/24 HES/FMC</p> <p>3/28/24 HJH</p>

Educational Partner(s)	Process for Engagement
	<p>3/14/24 HHS</p> <p>Process for engagement: notes were collected from meetings and all comments were compiled into one document for qualitative analysis.</p>
Community (Public Notification)	<p>The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed) (June 2024)</p>
Governing Board/Community (Public Hearing)	<p>The Governing Board reviewed the mid-year update in February 2024. In April 2024 the Governing Board discussed the LCAP and provided input during the regularly scheduled meeting. The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) (June 12, 2024)</p>
Governing Board (Adoption: Public Meeting)	<p>The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. (June 20, 2024)</p>
Equity Multiplier Goal Development and Addressing CSI (MBA)	<p>3/5/24-5/28/24</p> <p>Bi-monthly Marce Becerra Academy (MBA) team meetings</p> <p>Attendees include: 100% of teachers, counselor, mental health specialist, principal, Big Picture Learning Coach (monthly), either Director of Curriculum and Instruction or Director of Student Services. Teachers seek input from students during class time and share this input during the meeting.</p>

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

LCAP engagement supported comprehensive strategic planning to address and reduce disparities in opportunities and outcomes between student groups, as indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities. Based on educational partner feedback, we plan to continue our goals of 1) Rigor, 2) Relevance, and 3) Relationships; however, the actions were combined and modified to simplify the LCAP to the extent possible and make it more readable and understandable for educational partners.

Over the course of 17 LCAP engagement meetings, each group discussed things they liked about the school and things they would like to see changed. Notes were taken, and a total of 1086 comments were collected. These comments were used to adjust the 2024-2025 LCAP or other programmatic or operation changes at the school site. A summary of each educational partner group is listed below:

ELAC: During ELAC meetings, parents expressed the desire to enhance the following areas: healthier and less packaged food, increased number of field trips, support for parents to monitor student progress, discipline techniques, bilingual teaching staff, additional counseling support for elementary students, and different ideas for parent workshops.

PTO: During PTO meetings, parents expressed the desire to enhance the following areas: healthier and less packaged food, additional support for struggling students, additional time/longer school days to provide more PE and the Arts, Spanish; public relations to market the great things of the district; sports, after-school programs, enrichment, no phones, and security.

Classified: Classified staff expressed the desire to enhance the following areas: healthier food, additional support (academic, behavior, supervision, speech, counselors, new student), professional development for paraprofessionals, additional volunteers, and umbrellas for the kinder area.

Governance Council: Governance Council expressed the desire for enhancement of the following areas: public relations to market the great things of the district, after school programs, recycling, technology, discipline, high achieving students, sports/coaches, late getting out of school, tutoring, employee retention, college and career readiness (life skills, internships, job training, scholarships earlier), rigor, dress code, bilingualism, safety, additional support, service learning, field trips, wellness center.

Students: Students expressed the desire to enhance the following areas: more field trips, changes to the bell schedule so they get done earlier in the day, vending machines, hands-on activities, sports (request for girls' soccer at the Junior HS), brain breaks/ more recess, outdoor classrooms, translation of all instructional materials into Spanish, additional lunch activities, course offerings in the medical field, open campus at the high school, eco-friendly practices, relationships with staff, and activities.

Staff: Staff expressed the desire to enhance of the following areas: healthier and less packaged food, additional support (academic, counseling, speech, SEL), enrichment, reading incentives, training, family outreach, after-school activities, field trips, college and career readiness skills (life skills).

Based on the feedback from LCAP engagement sessions and meetings throughout the year the following adjustments were made:

- Added additional behavior support (PBIS, 5 Star, Behaviorist)
- Newcomer support

- Professional Learning Communities
- Expanding the Spanish program at HJH to include Heritage speakers
- Added social media, celebrating our successes to 3.1 Student, Family, and Community Engagement
- Early Warning System
- Include items relate to Compliance Indicator Monitoring (CIM)
- After School Education and Safety (ASES) program and partnership with Boys & Girls Club
- Cybersecurity
- Social-emotional support
- Athletics
- Added additional English Learner support details

Actions from previous LCAPs that remain in the LCAP but under a different action number:

- 1.1 Implementation of the Standards/Frameworks remained the same
- 1.7 Kindergarten Prep became the NEW 1.3 Kindergarten Prep (TK & Preschool)
- 2.3 Exploration of Interests and Active Learning is the NEW 2.2 Active Learning
- 2.4 Promote Bilingualism for all students is the NEW 2.3 Multilingualism for All
- 2.2 College and Career Readiness and 2.5 Big Picture Learning @ Marce Becerra Academy (MBA) were combined to form the NEW 2.1 College and Career Readiness
- 3.1 Family Engagement through expanded training, support and outreach for families; 3.2 Student Engagement - Create more opportunities to hear and respond to student voice; 3.3 Equity - Prioritize and strengthen relationships between staff and families and staff and students while recognizing and combating issues of inequity and bias merged to form the NEW 3.1 Student, Family, and Community Engagement.
- 3.4 Comprehensive program of Social-Emotional Learning throughout the District became the NEW 3.2 School Climate
- 3.5 Provide modernized and well-maintained learning environments moved to Goal 1 to 1.4 Learning Environment

Actions that were combined into one action:

- 1.2 Collect & Monitor Data to support Instruction, Differentiation and Intervention Services in order to Accelerate Learning and Credits Earned; 1.3 Provide robust and high-quality Library and Media Services; 1.5 Provide differentiated Services, Programs & Instructional Practices that serve the needs of English Learners were combined into the NEW 1.2 Multi-tiered Systems of Support (MTSS)

Actions from the previous LCAP that are no longer needed or applicable:

- 2.1 Provide and improve the use of Instructional Technology & PD. After the pandemic, technology has become an embedded part of our practices throughout education and no longer needs to be explicitly stated as its own action.

Sub actions that were added

- 1.2 Multi-tiered Systems of Support (MTSS): Added "Healdsburg USD was identified for Targeted support in the Compliance Indicator Monitoring (CIM) process. The following actions support work to address those issues." based on SELPA review.

New Goal that was added

- Since our district is obtaining "Equity Multiplier funds" for MBA we are required to add an "Equity Multiplier Focus Goal" for that school. This has been added as goal 4 for the 2024-2025 LCAP. Educational partners met in May 2024 to discuss the additional needs for the school based on available data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Rigor Use the current content standards and frameworks to ensure that all students progress in their ability to communicate, collaborate and think critically while removing the traditional predictors of success.	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 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a student to be successful academically. The actions and metrics grouped together demonstrate all the components necessary to help students learn and understand the academic standards and frameworks and provide support, when needed, to help reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CREDENTIAL (Local Indicator) % authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)	2021-2022 91% Clear (Above State Average) 2023-2024 91.7% fully credentialed			90%+ Clear (Above State Average) 92% fully credentialed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(comparison to statewide average) % fully Credentialed					
1.2	INSTRUCTIONAL MATERIALS (Local Indicator) % of students **without** access to their own copies of standards-aligned instructional materials for use at school and at home # of Williams Complaints	2023-2024 0% / 0			0% / 0	
1.3	IMPLEMENTATION OF THE STANDARDS (Local Indicator- CA Dashboard) See local Indicator report for detailed version. https://www.caschooldashboard.org/reports/49753900000000/2023 For each content area, list implementation status for: -PL: Professional Learning -IM: Instructional Materials	2023 CA Dashboard: "Standard Met" Implementation Status: ELA: PL: 4 IM:4 DL:4 ELD: PL: 4 IM:4 DL:4 Math: PL: 4 IM:4 DL:4 NGSS: PL:4 IM:4 DL:4 History/SS: PL: 4 IM:4 DL:4			CA Dashboard: "Standard Met" Implementation Status: ELA: PL: 5 IM:5 DL:5 ELD: PL: 4 IM:4 DL:4 Math: PL: 5 IM:5 DL:5 NGSS: PL:4 IM:4 DL:4 History/SS: PL: 4 IM:4 DL:4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-DI: Delivering Instruction 1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability					
1.4	ENGLISH LEARNER ACCESS (Local Data) % with access to CA Standards, including ELD Standards	2023-2024 100%			100%	
1.5	COURSE OF STUDY (Local Indicator) % of students who have access to a broad course of study (see local indicator report for more details)	2023-2024 100%			100%	
1.6	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard	2023 All: 15 below SWD: 100 below EL: 63 below LTEL: N/A HIS: 39 below SED:35 below White: 33 Above			Increase by 3 points each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	MATH ACADEMIC INDICATOR (CA Dashboard)	2023 All: 47 below SWD: 135 below EL: 82 below LTEL: N/A HIS: 69 below SED:62 below White: 3 below			Increase by 3 points each year	
1.8	SCIENCE (CAST) % met or exceed	2023 28%			Increase by 3% each year	
1.9	PHYSICAL FITNESS TEST (PFT) (SARC) Participation Rate-average of all areas	2023-2024 HES (5th): HJH (7th): HHS: (9th)			95%+	
1.10	ENGLISH LEARNER PROGRESS (ELPI) (CA Dashboard) % of English learners making progress towards English Language Proficiency	2023 52%			Increase 3% each year	
1.11	LONG TERM ENGLISH LEARNERS (Dataquest) # of LTEL	2022-2023 51			Less than 15	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	RECLASSIFICATION RATE (Local Data) # reclassified # AR/LTEL students moving from FMC to HJH.	2023-2024 18 6 AR/LTEL students moving from FMC to HJH.			Fewer than 5 AR/LTEL students moving from FMC to HJH.	
1.13	UNDUPLICATED PROGRAMS AND SERVICES (Local Data) % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2023-2024 100%			100%	
1.14	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES (Local Data) % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model.	2023-2024 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	CA DASHBOARD-SUBGROUPS # of Subgroups at the "red performance level" on one or more state indicators.	2023 HUSD: 2 HES: 0 HJH: 4 HHS: 0			0	
1.16	FACILITIES (Local Indicator-FIT Report) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 0			0	
1.17	FACILITIES (Local Indicator-FIT Report) % schools meet the overall "good" or "exemplary" rating on FIT Report.	2023-2024 100%			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Standards/Frameworks	<p>Through the Professional Learning Community (PLC) process improve the implementation of Standards and Frameworks</p> <ul style="list-style-type: none"> • Highly Qualified Teachers: HUSD hires, retains, and supports highly qualified teachers. As part of our efforts to provide highly qualified teachers for all students, HUSD honors all years of previous teaching experience for placement on the salary schedule. HUSD has prioritized salary increases of over 34% in the last four years and will continue to do so with the intention of being the highest-paid district in the county. HUSD encourages teachers to engage in personalized professional development focused on the needs of our multilingual learners and socio-economically disadvantaged, by attending workshops/conferences at the full expense of the district. • Professional Development: Provide 5 professional development days, support for staff/teachers to attend conferences/workshops • Professional Learning Communities (PLCs): Time and resources for Professional Learning Communities (PLCs) to receive training, identify Essential Standards and Common Formative Assessments. • Instructional Materials: Provide high quality updated curriculum aligned with the Standards and Frameworks. • Library and Media Services: District Library Media Teacher and Library Techs at every school, digital subscriptions, update print collections. Implement specialized software, provide hotspots, 1:1 Chromebook program, Hapara to monitor student computers, Clever for SSO, etc. 	\$571,428.70	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Multi-tiered Systems of Support (MTSS)	<p>Through the Multi-Tiered System of Supports (MTSS) framework collect and use data to provide differentiated instruction and intervention services that meet the needs of all students with a focus on multilingual learners and socio-economically disadvantaged students.</p> <ul style="list-style-type: none"> • COST Team: Coordination of Services Team Meetings at each site • Tier 1 Instruction: Focus on Tier 1 instruction through PLCs developing Essential Standards and Common Formative Assessments • Monitoring Systems: Monitoring of all students using the Early Warning System to support instruction, differentiation and intervention services in order to accelerate learning and credits earned: Star Assessments for Reading and math, adaptive software, staff time to develop, refine and use data from local benchmarks in all subjects.; Accelerated Reader; SEL web,Covitality, and Youth Truth Survey <p>Academic Support:</p> <ul style="list-style-type: none"> • Academic Workshop at HHS, Additional Intervention sections at HJH • Differentiation: Provide differentiated Services, programs and instructional practices that serve the needs of all students <p>Additional instructional day per bargaining unit contract to support differentiation/acceleration.</p> <ul style="list-style-type: none"> • After school tutoring and enrichment programs, summer learning programs, credit recovery programs, specialized curriculum/software (eg. PLATO, Math180). <p>English Learner Support</p> <ul style="list-style-type: none"> • Provide integrated and designated English Language Development (ELD) to all students (base funded) • Provide differentiated services, programs & instructional practices that serve the needs of English Learners, especially for At Risk or Long Term English Learners (LTEL) 	\$1,475,300.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Monitor and Support RFEP students four years after they have been reclassified. • Provide intervention teachers, support courses and/or instructional professionals to students who are in need of extra support. • Continuous improvement of the English Language Development (ELD) program - curriculum, professional development with a focus on Newcomers, software, interim assessments, Bilingual Instructional Assistants <p>Social-Emotional Support:</p> <ul style="list-style-type: none"> • Covitality and SEL web screeners • Wellness Center at HHS • See also 3.2: School Climate (Counselors) • RULER for K-5, • Bilingual Student and Family Services Coordinator <p>Behavior Support:</p> <ul style="list-style-type: none"> • Restorative Practices • PBIS • 5 Star Student • Attendance raffles, No tardy party, • See also 3.2: School Climate (Behavior Specialists) 		
1.3	Kindergarten Prep (TK & Preschool)	Provide a Transitional Kindergarten program and Kinder Bridge program. Paraprofessionals for all TK/K classrooms	\$321,573.57	Yes
1.4	Learning Environment	Provide modernized and well maintained learning environments	\$4,427,871.29	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Relevance Learning and instruction are active, student-centered, based in inquiry and connected to the world outside of school	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The goal was developed based on educational partner input and ensuring state priorities are met. All of our educational partners believe that providing an educational program that provide a relevant learning environment. The state of California has set eight priority related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the educational partner value of improving and supporting student learning. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing a relevant learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G (CA Dashboard- Additional Reports, Dataquest) % meeting a-g requirements	Class of 2023-CA Dashboard HUSD: 53% HHS: 62% Class of 2023- Dataquest HUSD: 57% HHS: 65%			Increase 2% each year or obtain 70%+	
2.2	CTE (CA Dashboard- Additional Reports)	Class of 2023 HUSD: 18% (28 students)			Increase 2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% who successfully completed CTE Pathway requirements	HHS: 20% (28 students)				
2.3	CTE and A-G (CA Dashboard- Additional Reports) % of students who have completed a-g AND CTE Pathway requirements	Class of 2023 HUSD: 15% (23 students) HHS: 18% (24 students)			Increase 2% each year	
2.4	COLLEGE AND CAREER INDICATOR (CA Dashboard) % "prepared" EAP % of pupils demonstrating college preparedness as measured by the EAP	Class of 2023 HUSD: 52% HHS: 60% 2023 11th Grade Math: 44% ELA: 22%			CCI: Increase 2% each year or obtain 70%+ EAP: Increase 2% each year	
2.5	AP EXAMS (3 or higher) (Local Data) Enrollment and % of students who passed the AP Exam with a score of 3 or higher	2022-2023 168 students took a total of 292 exams and 62% (181 exams) were a 3 or higher.			60%+ 3 or higher	
2.6	GRADUATION RATE (CA Dashboard) Does not include Certificate of Completion, CHSPE, GED.	Class of 2023 HUSD: 94% HHS: 95%			95%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	SEAL OF BILITERACY (Dataquest) % of most recent class who was awarded the Seal of Biliteracy	Class of 2023 HUSD: 12% (18 students) HHS: 14% (18 students)			Increase 2% each year	
2.8	MS DROPOUT RATE (Local Data)	2022-2023 0			Less than 1%	
2.9	HS DROPOUT RATE (Dataquest)	Class of 2023 2.5%			Less than 5%	
2.10	ATTENDANCE RATE (Local Data) August-March	2023-2024 HES/FMC: 94.29% HJH: 93.93% HHS: 94.57% MBA: 72.16%			93%+	
2.11	CHRONIC ABSENTEEISM RATE (CA Dashboard) Status	2023 All: 26% SWD: 38% EL: 21% HIS: 25% SED:28% White: 29%			Decrease 3% each year	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and Career Readiness	<p>Ensure students are college and career ready when they graduate: Graduation: Annually monitor graduation rates and students' progress towards graduation through the early warning system and 4-year plans (counselor 1:1 meetings). All 9th graders have to take a semester-long Freshman Compass course to support their understanding of graduation requirements, a-g, goal setting, etc.</p> <ul style="list-style-type: none"> • 7-period course schedule as the standard for all students in grades 9-11 • Free after school tutoring • A-G Completion: Provide online coursework to support students who need to re-take the course , additional sections of a-g courses, summer school, fee waivers for AP course exams) • CTE: Continue to provide CTE courses and pathways. Implement CTEIG Grant and StrongWorkforce Grant components. • Curriculum: Support for Advanced Placement (AP) and Career Technical Education(CTE) Courses (eg. curriculum, training, materials, facilities, field trips). • College Visits for all 6th-11th grade students • Events: Events/experiences to explore College and Career Interests. • Data Management: Naviance software • Work-Based Learning Coordinator: Coordinate Internship program, support MBA internship and “Leaving to Learn” 	\$974,074.13	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>program, push into Freshman Compass to begin their college and career plan, support CTE teachers for guest speakers and field trips.</p> <ul style="list-style-type: none"> • College & Career Seminar Course: Ensure students successfully complete all requirements for college and career preparation through their seminar class or in AVID. • Big Picture Learning: Implement Big Picture Learning (BPL) at MBA • College Credit: Early College Credit (dual/enrollment) support • AVID: Refine and expand AVID 		
2.2	Active Learning	<p>Continue to provide opportunities for students to explore their interests and engage in active learning</p> <ul style="list-style-type: none"> • Interdisciplinary Inquiry based projects • K-5 Enrichment • Study/Field Trips • 7 period day at HJH and HHS • Interest-based electives at HJH 	\$990,422.00	Yes
2.3	Multilingualism for All	<p>Continue to improve the Spanish Language Program and support a high quality English Development Program.</p> <ul style="list-style-type: none"> • English Language Development: update curriculum and material as needed • Spanish Enrichment (Two full-time elementary Spanish teachers) • Expanding Spanish program at HJH to include Heritage speakers • Seal of Biliteracy 	\$289,082.67	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Relationships All Students and families are well supported, their voice is valued and our learning environments foster equity, empathy and engagement through listening, trust and respect	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a positive school culture that is welcoming and safe. The actions and metrics grouped together demonstrate all the components necessary for developing a positive, safe school culture and climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	FAMILY INPUT (Efforts to seek parent input in decision making) (Youth Truth) # parents/guardians responded to YouthTruth Survey	January 2024 HS: 446 (89%) MS:282 (100%) ES: 193 (98%) HUSD: 921 (94%)			Maintain participation rate above 75%	
3.2	FAMILY ENGAGEMENT (Local Indicator- CA Dashboard) See local Indicator report	2023 CA Dashboard "Standard Met"			Dashboard: "Standard Met"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>for detailed version.</p> <p>https://www.caschooldashboard.org/reports/49753900000000/2023</p> <p>Implementation Status: 1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability</p>	<p>Implementation Ratings: Building Relationships Relationships: 4 Welcoming:3 Professional Development: 3 Communication: 4</p> <p>Developing Partnerships Professional Learning: 3 Information and Resources:3 Supporting Students: 3 Supporting Families: 4</p> <p>Seeking Input Engaging Families: 4 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 3</p>			<p>Implementation Ratings: Building Relationships Relationships: 4 Welcoming:4 Professional Development: 4 Communication: 4</p> <p>Developing Partnerships Professional Learning: 4 Information and Resources: 4 Supporting Students: 4 Supporting Families: 4</p> <p>Seeking Input Engaging Families: 4 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 4</p>	
3.3	<p>FAMILY SURVEY (Youth Truth) "My school creates a friendly environment"</p>	<p>January 2024 HES: 84% FMC: 85% HJH: 69% HHS: 71%</p>			<p>Increase 1-2% each year</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Youth Truth) "I feel engaged with my school."	January 2024 HES: 68% FMC: 75% HJH: 54% HHS: 55%			Increase 1-2% each year	
3.5	SUSPENSION RATE (CA Dashboard)	2023 CA Dashboard: All: 4.8% SWD: 9.1% EL: 6.7% HIS: 5.2% SED:5.2% White: 3.8%			Decline by at least 0.3% each year	
3.6	EXPULSION RATE (Dataquest)	2022-2023 0.5%			1% or less	
3.7	SAFE AT SCHOOL (Youth Truth Survey-Students) "Do you feel safe during school" or "I feel safe during school"	January 2024 FMC: 67% HJH:52% HHS: 66% MBA: 69%			Increase 1-2% each year	
3.8	SAFE AT SCHOOL (Youth Truth Survey-Family) "My child's learning environment is safe"	January 2024 HES: 83% FMC: 84% HJH: 61% HHS: 61%			Increase 1-2% each year	
3.9	SAFE AT SCHOOL	January 2024 HES: 94%			Increase 1-2% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Youth Truth Survey-Staff) "I feel safe from harm while at my school."	FMC: 90% HJH: 85% HHS: 73%				
3.10	SCHOOL CONNECTEDNESS (Youth Truth-Students) Students: "I enjoy school most of the time" or "Do you like going to school" Staff: Overall "Relationships" Category of the Youth Truth Survey	January 2024 Students FMC: 34% HJH: 35% HHS: 39% Staff Elementary: 88% Middle: 92% High: 79%			Increase 1-2% each year	
3.11	SCHOOL CONNECTEDNESS (Youth Truth-Students) Relationships Overall Category	January 2024 FMC: 80% HJH: 37% HHS: 35%			Increase 1-2% each year	
3.12	SCHOOL CONNECTEDNESS (Youth Truth-Students) Belonging Overall Category	January 2024 FMC: 31% HJH: 45% HHS: 52%			Increase 1-2% each year	
3.13	LOCAL CLIMATE SURVEY (Local Indicator- CA Dashboard) See local Indicator for detailed version.	2023 CA Dashboard "Standard Met"			"Standard Met"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://www.caschooldas.hboard.org/reports/49753900000000/2023					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student, Family, and Community Engagement	<p>Prioritize and strengthen relationships between staff, families, staff and students while recognizing and combating issues of inequity and bias.</p> <ul style="list-style-type: none"> • Site-based team building activities for staff and students. • Professional Development on Ethnic Studies, Unconscious Bias and social justice. • Strengthen and increase attendance at ELAC meetings. • Cultural celebrations. 	\$1,399,138.84	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Family Engagement through expanded training, support and outreach for families</p> <ul style="list-style-type: none"> • Outreach Coordinators: Two Parent & Community Outreach Coordinators, and Two Bilingual Student and Family Services Coordinators . • Workshops/Events: Informational workshops/events for parents Input: Regular input from parents and sharing of input received (i.e. results from surveys). Interpreters, translation and child care. • Communication: Increase communication (eg. Parent Square for text, phone, email). Bilingual office assistants, social media, celebrating our successes <p>Student Engagement</p> <ul style="list-style-type: none"> • Surveys: YouthTruth surveys (Grades 3-12), including data walks or other means of sharing and interacting with survey results. • Student Representation: Student governance, or student representation (as appropriate) TK-12 that is reflective of the student body demographics. <p>Community Engagement</p> <ul style="list-style-type: none"> • ELAC/DELAC • Service Projects • Career Days • Internship program 		
3.2	School Climate	<p>Ensure students feel safe and connected at school.</p> <p>Comprehensive program of Social-Emotional Learning throughout the District</p> <ul style="list-style-type: none"> • Evaluation: Continue to refine and use the SEL Report Card. • Curriculum: Support and training for staff including Professional Development in adopted SEL curriculum (RULER for K-5 and Why Try for 6-12). 	\$801,062.25	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Support Staff: Staff to respond to social-emotional needs include: School Psychologists, Behavior Specialist, Counseling Interns, - School Counselors, and outside providers as necessary. • Trauma-Informed Restorative Practices: all staff utilize trauma informed practices to support students • 5 Star • PBIS (Positive Behavior Intervention and Supports): Provide professional development and support to reinvigorate all staff in utilizing PBIS strategies to foster a positive school environment. <p>School Safety</p> <ul style="list-style-type: none"> • Trainings: AVERT, CPR & First Aid • Supervision: Campus Supervisors & Yard Duty • Restorative Practices and other alternatives rather than punitive, exclusionary discipline that detaches students from school and from needed supports. 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Marce Becerra Academy Equity Multiplier Goal</p> <p>All students will engage in student-directed, real-world learning supported by caring mentors and equitable opportunities to achieve their greatest potential.</p> <p>On the 2025 CA Dashboard, which reflects the work of the 2024-2025 school year, the suspension rate for Marce Becerra Academy will be less than 10%.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Marce Becerra Academy is receiving Equity Multiplier Funds which mean HUSD is required to have an "Equity Multiplier Focus Goal".

EC Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance. MBA is doing this through Big Picture Learning.

Focus goals for Equity Multiplier school sites must address the following:

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

- On the 2023 CA Dashboard, the suspension rate for Marce Becerra Academy was 12.2% for all students (please note that there were not enough students in a subgroup to determine a performance level for any given student group). The lowest performance level is considered 10.1% or above. The root cause of the incidents that led to suspension is attributed to trauma, gang affiliation, and mental health issues. We will continue our assessment of needs but know we need to do more to support a school-based approach to student wellness, behavioral health, and gang prevention. We anticipate using the funds to provide increased mental health and social-emotional counseling, ideally from an LCSW who is bilingual and bicultural, to help us increase our students' sense of belonging and safety. We also want to get training for our staff to better understand and address gang affiliation, support students to make positive social connections to proactively address youth violence, strengthen the connection between school and families, and manage disruptive students.

Focus goals for Equity Multiplier school sites must address the following:

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

- On the 2023 CA Dashboard (which reports 2021-2022 school year credential information), of the 2.0 FTE 39% of MBA teachers were considered “Clear” and “62%” were considered “Out of Field” this is due to the nature of a small continuous school model where the teachers are supporting students in all subject areas.

Educational partners met in Mar-May 2024 to discuss the additional needs for the school based on available data. Actions of this goal reflect the interests of all educational partners to provide additional support for students in various ways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate (CA Dashboard)	2023 18.6% (8 of 43 students)			8% or less	
4.2	# FTE, % Clear, and % Out of Field (Dataquest)	2021-2022 2.0 FTE 39% Clear 62% Out of Field			Maintain 2.0 FTE	
4.3	Attendance Rate (Local Data) Aug-April	2023-2024 71%			Increase by 5% each year	
4.4	Graduation Rate (CA Dashboard)	2023 91%			95%+	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Big Picture Learning	<p>Big Picture Learning is evidence-based practice that emphasizes personalized learning experiences tailored to individual student interests and needs. It prioritizes real-world learning, internships, and mentorships, aiming to foster students' passions, skills, and academic achievement within a supportive community.</p> <ul style="list-style-type: none"> Bilingual Instructional Assistant: A bilingual instructional assistant will assist with the evidence-based efforts of Big Picture Learning by providing language support tailored to the diverse needs of students and enhancing accessibility to curriculum. Their linguistic proficiency ensures that all students, including those from linguistically diverse backgrounds, can fully engage with Big Picture Learning's innovative approach, maximizing academic achievement and personal growth for every student. 	\$117,264.73	No

Action #	Title	Description	Total Funds	Contributing
4.2	Mental Health and Social-Emotional Counseling	<p>Improve school safety and climate through increased parent outreach, and implementation of restorative and positive behavior practices</p> <ul style="list-style-type: none"> • Hire a full-time Student and Family Services Coordinator to support a school-based approach to student wellness, behavioral health, and gang prevention by increasing students' sense of belonging and safety. • Provide training for staff to better understand and address gang affiliation, support students to make positive social connections to proactively address youth violence, strengthen the connection between school and families, and manage disruptive students. 	\$71,198.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,676,364	\$215,822

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
18.741%	0.000%	\$0.00	18.741%

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	<p>Action: Implementation of Standards/Frameworks</p> <p>Need: "Gaining new instructional techniques or an enhanced understanding of content is an important step in ensuring that students learn and thrive." In order to create effective change for our students, especially socioeconomically disadvantaged students, English Learners and Foster Youth educators must engage in</p>	<p>This action addresses the need by providing:</p> <ul style="list-style-type: none"> Focusing on the Professional Learning Community (PLC) process to identify Essential Standards, develop Common Formative Assessments and <p>Professional development and Coaching from English Language Development experts and supplemental curriculum materials for Designated ELD</p>	<ul style="list-style-type: none"> English Learner Progress Indicator (ELPI) CA Dashboard Data for ELA and Math for Low-income Students

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
	<p>effective professional learning.</p> <p>Priority area for professional development is working on English Learner Progress 2023: 52%, 2022:56% 2019: 38%</p> <p>CA Dashboard indicates that our low-income students are performing lower than "all students"</p> <ul style="list-style-type: none"> • ELA: All Students:15 points below Low-income:35 points below • Math: All Students:47points below Low-income:61 points below <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> • Additional Instructional Day beyond state requirements in order to provide additional time for learning • A full-time District Library Media Teacher and Library Technicians at each school to support access to technology and other library services such as research and homework help during after school school hours <p>Professional Learning Communities (PLCs) are the most effective use of funds for unduplicated students because research indicates PLCs foster collaboration among educators, facilitate data-driven decision-making, and enable the development and implementation of targeted strategies to address diverse needs, promote equity, and ensure sustained student success.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is specifically designed to address these student groups' identified needs through evidence-based practices.</p>	
1.2	<p>Action: Multi-tiered Systems of Support (MTSS)</p> <p>Need: "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive</p>	<p>This action addresses the need by providing:</p> <ul style="list-style-type: none"> • Adaptive software to better meet the specific needs of English Learners and Socioeconomically Disadvantaged Students • AVID program for grades 7-12 students who will likely be the first in their family to attend college due to SES 	# of Subgroups at the "red performance level" on one or more state indicators.

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
	<p>framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students."</p> <p>Red indicators for low-income and English Learners are the following:</p> <ul style="list-style-type: none"> • HJH: English Learners: English Language Arts (Red) • HJH: Socioeconomically Disadvantaged: Chronic Absenteeism (Red) <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> • Two full-time Reading intervention teachers for TK-5 to provided • Supplementary math curriculum to better meet the specific needs of English Learners and Socioeconomically Disadvantaged Students • Additional paraprofessionals for elementary classrooms to provide support and differentiation through small group instruction • After school tutoring, primarily focused on mathematics and ELA/ELD • Math support courses at the high school and junior high school <p>A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it is a research-based approach that provides a comprehensive framework for identifying and addressing diverse needs through tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the MTSS Framework is specifically designed to address these student groups' identified needs.</p>	
1.3	<p>Action: Kindergarten Prep (TK & Preschool)</p>	<p>This action addresses the need by providing:</p>	

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
	<p>Need: Access to high-quality preschool and kindergarten for all students is vital in laying the foundation for a child's future academic success, social development, and overall well-being. Early childhood education is particularly beneficial for children from disadvantaged backgrounds. It helps to level the playing field by providing children with the early learning experiences they need to succeed in school and beyond, thus narrowing the achievement gap between socio-economic groups. Preschool can also be an early intervention tool for identifying and addressing developmental delays or learning disabilities. Early detection and intervention are key to ensuring that children receive the support they need to thrive academically and socially.</p> <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> • Small class sizes of less than 20 students in all K and TK classrooms. A paraprofessional in all Kinder and TK classrooms. • A 3-day Summer Kinder Bridge program to support a successful launch of the school year with balanced heterogeneous classes, parent training, and data to support instruction on Day 1 <p>Transitional kindergarten (TK) is one of the most effective use of funds to meet the needs of unduplicated students by providing them with a crucial evidence-based head start in their educational journey. Offering a bridge between preschool and kindergarten, TK equips students, especially those from underrepresented backgrounds, with foundational skills and support, setting them on a trajectory for long-term academic success and reducing achievement gaps.</p> <p>This action is provided on a school-wide basis at Healdsburg Elementary for Transitional Kindergarten to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the Transitional Kindergarten and Kinder prep activities is specifically designed to address these student groups' identified needs.</p>	<ul style="list-style-type: none"> • K-2 Early Literacy Data • Improvement in 3rd Grade CAASPP scores for low-income students, compared to when TK was not provided.
2.1	<p>Action: College and Career Readiness</p>	<p>This action addresses the need by providing:</p> <ul style="list-style-type: none"> • College and Career Seminar course for 11th graders 	<p>We will monitor the following data for low-income students:</p>

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
	<p>Need: College and Career preparation is important for all our graduates and for our entire community. HUSD low-income students are scoring lower than all students in the following areas on the CA Dashboard:</p> <ul style="list-style-type: none"> • Graduation Rate: All Students: 94% Low-income: 93% • College and Career Indicator: All Students: 52% Low-income: 43% • a-g completion: All Students: 53% Low-income: 43% <p>In addition, the graduation rate of MBA has been an important focus area for the district due to the unique population:</p> <ul style="list-style-type: none"> • 2023: 91% 2022: 100% 2021: 88% 2020:59% <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> • Freshman Compass for all 9th graders • Free afterschool tutoring in ELA and Math • 7-period day as the standard for all 9-11th graders • Full-service College & Career Center • Coaching and support services from the Big Picture Learning network to promote successful implementation of BPL at Marce Becerra Academy <p>College and career advising is the most effective use of funds to meet the needs of unduplicated students because it provides evidence-based (as demonstrated by the increase in our college and career data) personalized guidance, resources, and support to ensure equitable access to post-secondary opportunities, empowering students to achieve their educational and career aspirations despite socio-economic challenges.</p> <p>This action is provided on a schoolwide basis to maximize impact in improving college and career data for all secondary students. This action will create the opportunity to improve college and career indicator data for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices.</p>	<ul style="list-style-type: none"> • Graduation Rate • College and Career Indicator • a-g completion <p>We will also monitor the following data for MBA</p> <ul style="list-style-type: none"> • Graduation Rate
2.2	<p>Action: Active Learning</p> <p>Need: As part of California's Whole Child Model, student engagement is a key component, and</p>	<p>This action addresses the need by providing:</p> <ul style="list-style-type: none"> • 7-period day at both the Junior HS and HS that allows for increased opportunities for electives, intervention courses and to meet the a-g course requirements. 	<p>We will monitor the following data for low-income students and English Learners:</p>

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
	<p>the desire is that "Students are actively engaged in learning and are connected to the school and broader community."</p> <p>Educational partners have consistently described the need for active learning opportunities. HUSD low-income students have a higher Chronic Absenteeism rate than "All Students" (All Students: 26%, Low-Income: 28%)</p> <p>Scope: LEA-wide</p>	<p>Increased learning opportunities are the most effective use of funds to meet the needs of unduplicated students as they provide equitable access to resources, support personalized learning, and foster academic success, empowering students to reach their full potential regardless of socio-economic background.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students, specifically Chronic Absenteeism. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because actions are designed to address these student groups' identified needs.</p>	<ul style="list-style-type: none"> Chronic Absenteeism Rate
<p>2.3</p>	<p>Action: Multilingualism for All</p> <p>Need: 51% of our student population have Spanish speaking families. Educational partners have demonstrated an interest in an asset-based approach for multilingualism.</p> <p>With 51% of students having the potential to demonstrate biliteracy, we would like to see the Seal of Biliteracy percentages to increase.</p> <p>Class of 2023-Seal of Biliteracy HUSD: 12% (18 students) HHS: 14% (18 students)</p>	<p>This action addresses the need by providing opportunities to enhance, improve, and master Spanish skills throughout the grades as well as opportunities to enhance English Language proficiency for multilingual learners.</p> <p>Multilingualism opportunities is the most effective use of funds to meet the needs of unduplicated students as it promotes cultural inclusivity, enhances cognitive development, and facilitates academic success by providing language support tailored to diverse backgrounds, empowering students to excel academically and thrive in a global society.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving Seal of Biliteracy data. This action will create the opportunity to</p>	<p>-Seal of Biliteracy</p>

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
	<p>Scope: LEA-wide</p>	<p>improve CA dashboard data for low-income students and English Learners because actions are designed to address these student groups' identified needs.</p>	
<p>3.1</p>	<p>Action: Student, Family, and Community Engagement</p> <p>Need: "Research has shown that strong family-school partnerships lead to improved student outcomes." It is important for all families to feel respected, welcome, and engaged in our school. Youth Truth Surveys indicate that we have some work to do in order to improve family engagement.</p> <p>"My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders." HES: FMC: 88% HJH: 79% HHS: 71%</p> <p>"My school creates a friendly environment" HES: 84% FMC: 85% HJH: 69% HHS: 71%</p> <p>"I feel engaged with my school." HES: 68% FMC: 75% HJH: 54% HHS: 55%</p>	<p>This action addresses the need by providing:</p> <ul style="list-style-type: none"> • 3 Parent Outreach and Education Coordinators (one for elementary, one for HJH and one for HHS) • Childcare at evening events/meetings • Bilingual office staff at all the school's front offices and the District office • Free bus transportation to and from school, to after school care facilities and for the athletic program • Ethnic Studies Institutes • Provide Parent Institutes for Quality Education (PIQE) for Spanish-speaking families <p>Investing in parent engagement initiatives is the most effective use of funds to meet the needs of unduplicated students because fostering strong partnerships between schools and families creates a supportive environment where parents are empowered to actively participate in their children's education. This involvement enhances student motivation, academic achievement, and overall well-being, ultimately closing achievement gaps and promoting equitable outcomes for all students.</p> <p>This action is provided on an LEA-wide basis in order to maximize impact in improving family engagement data throughout the district. This action will create the opportunity to improve family</p>	<p>Youth Truth Survey Questions</p> <ul style="list-style-type: none"> • "My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders." • "My school creates a friendly environment" • "I feel engaged with my school."

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
	<p>Scope: LEA-wide</p>	<p>engagement for low income, English Learners and Foster Youth families because the action is designed to address these families' identified needs.</p>	
<p>3.2</p>	<p>Action: School Climate</p> <p>Need: "A growing body of research shows that school climate strongly influences students' motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically."</p> <p>HUSD low-income students and English Learners have a higher suspension rate than "All Students" (All Students: 4.8%, Low-Income: 5.2%, English Learners: 6.7%)</p> <p>Youth Truth Survey Question demonstrates students are still in need of learning ways to cope or feel better "When I'm feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it." FMC: 55% HJH: 59% HHS: 72%</p>	<p>This action addresses the need by providing:</p> <ul style="list-style-type: none"> • An additional school psychologist focused on supporting positive behavior social/emotional issues and counseling • An additional full-time counselor at the high school and a full-time counselor at the junior high school <p>School climate initiatives such as counseling and psychologists is the most effective use of funds to meet the needs of unduplicated students because providing crucial mental health support and resources within the school environment addresses the diverse socio-emotional needs of students, ensuring they have access to the necessary resources to thrive academically and personally. This investment not only promotes a positive school climate but also fosters equitable opportunities for all students to succeed.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving suspension rates and selected Youth Truth Questions for all students. This action will create the opportunity to improve suspension rate for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs.</p>	<p>We will monitor the following data for low-income students and English Learners:</p> <ul style="list-style-type: none"> • Suspension Rate <p>We will also monitor the following Youth Truth Student Survey Questions</p> <ul style="list-style-type: none"> • "When I'm feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it." • "Do you feel safe during school" or "I feel safe during school"

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
	<p>Youth Truth Survey Question demonstrates students are still in need of ways to feel safe at school” FMC: 67% HJH:52% HHS: 66% MBA: 69%o you feel safe during school” or “I feel safe during school”</p> <p>Scope: LEA-wide</p>		

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
N/A			

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.

N/A

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.

The \$188,081.00 will be used to increase the number of staff providing direct services to low-income students and English Learners. HUSD has only one elementary school, one middle school and one high school thus the inclusion of naming schools with a student concentration of 55 percent or less is not applicable. Our decision to increase staffing aligns with current best practices and research to serve unduplicated students. HUSD uses concentration grant funding for the following staff, who provide direct services to students: bilingual staff at all front offices, teachers of math support courses at the junior high school and the high school, teachers for credit make up courses at the high school, additional counseling staff time at the junior high school and at the high school, an additional school psychologist, teachers of 11th grade College & Career Seminar, paraprofessionals for elementary classrooms to provide support and differentiation through small group instruction, reading intervention teachers, after school tutors, transitional kindergarten teacher and paraprofessional, summer Kinder Bridge teachers, Parent Outreach and Education Coordinators, and library technicians. HUSD is a community funded school district which means that the majority of the District revenue comes directly from the property taxes of the Healdsburg community and not through the "basic aid" that most districts get from the State through Average Daily Attendance (ADA). During the development of the LCAP, all Districts must include information on how a percentage of funds will be used to "increase or improve services for foster youth, English Learners, and low-income students." However, HUSD does have to increase the proportion of the community funds to "increase or improve services for foster youth, English Learners, and low-income students." In the approved 2021-24 LCAP HUSD stated \$1,339,331 will be spent on services for the unduplicated student population, primarily socioeconomically disadvantaged students and English Language Learners. HUSD has very few foster youth. In 2022-23 HUSD had a rolling unduplicated student percent of 61.09% up from 59.70% in 2021-22. In 2023-24 HUSD anticipates a rolling unduplicated students percent of 64.06%. Due to the changes in Ed Code over the last 6 months the amount HUSD must spend on unduplicated students has risen to \$2,588,135 (up by \$412,479).

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	N/A	1 Classified Staff: 24 Students (49.08 Classified Staff:1,181 Students)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 Certificated Staff: 15 Students (76.8 Certificated Staff :1,181 Students)

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	14,280,618	2,676,364	18.741%	0.000%	18.741%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,289,734.28	\$825,625.56	\$4,000,000.00	\$323,057.09	\$11,438,416.93	\$6,416,797.03	\$5,021,619.90

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	Implementation of Standards/Frameworks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$312,859.71	\$258,568.99	\$410,948.54	\$32,113.16		\$128,367.00	\$571,428.70	
1	1.2	Multi-tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,298,632.89	\$176,667.86	\$1,109,283.25	\$296,305.88		\$69,711.62	\$1,475,300.75	
1	1.3	Kindergarten Prep (TK & Preschool)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Healdsburg Elementary	Ongoing	\$259,573.57	\$62,000.00	\$264,573.57	\$57,000.00			\$321,573.57	
1	1.4	Learning Environment	All	No			All Schools	Ongoing	\$422,871.29	\$4,005,000.00	\$427,871.29		\$4,000,000.00		\$4,427,871.29	
2	2.1	College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: HJH, HHS, MBA	Ongoing	\$865,593.13	\$108,481.00	\$911,829.13	\$60,000.00		\$2,245.00	\$974,074.13	
2	2.2	Active Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$953,366.00	\$37,056.00	\$987,366.00	\$3,056.00			\$990,422.00	
2	2.3	Multilingualism for All	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$279,282.67	\$9,800.00	\$287,882.67			\$1,200.00	\$289,082.67	
3	3.1	Student, Family, and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$1,170,571.84	\$228,567.00	\$1,344,138.84	\$55,000.00			\$1,399,138.84	

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
						Low Income										
3	3.2	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$693,333.20	\$107,729.05	\$374,378.26	\$322,150.52		\$104,533.47	\$801,062.25	
4	4.1	Big Picture Learning	All	No			Specific Schools: MBA	Ongoing	\$89,514.73	\$27,750.00	\$100,264.73			\$17,000.00	\$117,264.73	
4	4.2	Mental Health and Social-Emotional Counseling	All	No			Specific Schools: MBA	Ongoing	\$71,198.00	\$0.00	\$71,198.00				\$71,198.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
14,280,618	2,676,364	18.741%	0.000%	18.741%	\$5,690,400.26	0.000%	39.847 %	Total:	\$5,690,400.26
								LEA-wide Total:	\$4,513,997.56
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,176,402.70

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	Implementation of Standards/Frameworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$410,948.54	
1	1.2	Multi-tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,109,283.25	
1	1.3	Kindergarten Prep (TK & Preschool)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Healdsburg Elementary	\$264,573.57	
2	2.1	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: HJH, HHS, MBA	\$911,829.13	
2	2.2	Active Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$987,366.00	
2	2.3	Multilingualism for All	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$287,882.67	
3	3.1	Student, Family, and Community Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,344,138.84	

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 (%)
					Low Income			
3	3.2	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$374,378.26	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,700,094.00	\$14,266,859.00

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	Implementation of the Standards/Frameworks	Yes	\$94,985.00	\$79,436.00
1	1.2	Collect & Monitor Data to support Instruction, Differentiation and Intervention Services in order to Accelerate Learning and Credits Earned	Yes	\$312,236.00	\$234,147.00
1	1.3	Provide robust and high-quality Library and Media Services	Yes	\$293,610.00	\$324,325.00
1	1.4	Consolidated with 1.2 for LCAP 2022-2024	Yes	\$0.00	\$0.00
1	1.5	Provide differentiated Services, Programs & Instructional Practices that serve the needs of all students	Yes	\$1,023,014.00	\$1,091,807.00
1	1.6	Students with Disabilities	No	\$968,004.00	\$1,124,483.00
1	1.7	Kindergarten Prep	Yes	\$300,476.00	\$294,704.00
2	2.1	Provide and improve the use of Instructional Technology & PD	Yes	\$15,915.00	\$20,188.00
2	2.2	College and Career Readiness	Yes	\$837,002.00	\$885,697.00
2	2.3	Exploration of Interests and Active Learning	Yes	\$934,309.00	\$981,801.00

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)
2	2.4	Promote Bilingualism for all students	Yes	\$264,798.00	\$295,578.00
2	2.5	Big Picture Learning @ Marce Becerra Academy (MBA)	Yes	\$104,069.00	\$120,892.00
3	3.1	Family Engagement through expanded training, support and outreach for families	Yes	\$698,978.00	\$695,284.00
3	3.2	Student Engagement - Create more opportunities to hear and respond to student voice	Yes	\$329,181.00	\$396,407.00
3	3.3	Equity - Prioritize and strengthen relationships between staff and families and staff and students while recognizing and combating issues of inequity and bias	Yes	\$175,465.00	\$185,586.00
3	3.4	Comprehensive program of Social-Emotional Learning throughout the District	Yes	\$1,007,221.00	\$1,096,361.00
3	3.5	Provide modernized and well maintained learning environments	No	\$4,000,000.00	\$6,044,246.00
3	3.6	Improve School Safety & Climate	No	\$340,831.00	\$395,917.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,845,752.00	\$5,595,001.00	\$5,654,114.00	(\$59,113.00)	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	Implementation of the Standards/Frameworks	Yes	\$54,450.00	\$22,733.00		
1	1.2	Collect & Monitor Data to support Instruction, Differentiation and Intervention Services in order to Accelerate Learning and Credits Earned	Yes	\$76,508.00	\$73,753.00		
1	1.3	Provide robust and high-quality Library and Media Services	Yes	\$293,610.00	\$310,814.00		
1	1.4	Consolidated with 1.2 for LCAP 2022-2024	Yes	\$0.00	\$0.00		
1	1.5	Provide differentiated Services, Programs & Instructional Practices that serve the needs of all students	Yes	\$922,954.00	\$938,943.00		
1	1.7	Kindergarten Prep	Yes	\$243,476.00	\$240,704.00		
2	2.1	Provide and improve the use of Instructional Technology & PD	Yes	\$15,915.00	\$12,449.00		
2	2.2	College and Career Readiness	Yes	\$834,757.00	\$870,697.00		
2	2.3	Exploration of Interests and Active Learning	Yes	\$931,253.00	\$946,249.00		
2	2.4	Promote Bilingualism for all students	Yes	\$264,798.00	\$283,799.00		

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)
2	2.5	Big Picture Learning @ Marce Becerra Academy (MBA)	Yes	\$10,750.00	\$9,050.00		
3	3.1	Family Engagement through expanded training, support and outreach for families	Yes	\$698,978.00	\$694,534.00		
3	3.2	Student Engagement - Create more opportunities to hear and respond to student voice	Yes	\$329,181.00	\$385,208.00		
3	3.3	Equity - Prioritize and strengthen relationships between staff and families and staff and students while recognizing and combating issues of inequity and bias	Yes	\$175,465.00	\$184,868.00		
3	3.4	Comprehensive program of Social-Emotional Learning throughout the District	Yes	\$742,906.00	\$680,313.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$14,895,739.00	\$2,845,752.00	0.00	19.104%	\$5,654,114.00	0.000%	37.958%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

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

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 of 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
November 2023

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Healdsburg Unified School District	Chris Vanden Heuvel Superintendent	cvandenheuvel@husd.com 707.431.3488

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	78	91.7%	3.6%	3%	3.75%	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Current strengths and progress include the following: HUSD has 2 full-time bilingual parent outreach and education coordinators, one for elementary school students with a student population of about 400 and one for high school students with a student population of about 500. HUSD also has a full-time Bilingual Student & Family Services Coordinator at the Junior High School that serves a student population of about 280. HUSD provides workshops from our School Psychologists and mental health professionals on trauma-informed practices and how to implement culturally responsive practices. HUSD has improved interpretation and translation services. Improved text, email, and phone communications. HUSD has increased the number and variety of parent events, all are hosted in English and Spanish: Back to School Night, College & Career Nights, Financial Aid Night, TK/K Orientation for Parents, and Kinder Bridge Summer program for students. Use of Google Classroom to improve home-to-school communication/understanding assignments/expectations for learning. Updated student Handbooks and Annual Notifications. An improved process for parent-teacher conferences, SSTs, IEP and 504 Meetings. The focus area for improvement is implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. HUSD is also working to implement Ethnic Studies across the TK-12 curriculum as part of our efforts to be a more equitable and socially just school district.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, our focus area will be "creating welcoming environments for all families in the community." HUSD has made good strides in creating welcoming environments for families, particularly in grades TK-8. We continue to listen to families needs and ideas for improvement, particularly at the high school.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

HUSD will improve the engagement of underrepresented families through the two Parent Outreach and Education Coordinators, one serving families with children in Transitional Kindergarten through 5th grade and the other focused on families with children in 6th - 12th grade. HUSD will also improve in this area by increasing the amount of and more focused professional development on topics such as unconscious bias, trauma and Ethnic Studies.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Current strengths and progress include the following: HUSD has 2 full-time bilingual parent outreach and education coordinators, one for elementary school students with a student population of about 400 and one for high school students with a student population of about 500. HUSD also has a full-time Bilingual Student & Family Services Coordinator at the Junior High School that serves a student population of about 280. HUSD provides workshops from our School Psychologists and mental health professionals on trauma-informed practices and how to implement culturally responsive practices. HUSD has improved interpretation and translation services. Improved text, email, and phone communications. HUSD has increased the number and variety of parent events, all are hosted in English and Spanish: Back to School Night, College & Career Nights, Financial Aid Night, TK/K Orientation for Parents, and Kinder Bridge Summer program for students. Use of Google Classroom to improve home-to-school communication/understanding assignments/expectations for learning. Updated student Handbooks and Annual Notifications. An improved process for parent-teacher conferences, SSTs, IEP and 504 Meetings. The focus area for improvement is implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. HUSD is also working to implement Ethnic Studies across the TK-12 curriculum as part of our efforts to be a more equitable and socially just school district.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, our focus area will be "providing professional learning and support to teachers and principals to improve a school's capacity to partner with families."

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

HUSD will improved the engagement of underrepresented families through the two Parent Outreach and Education Coordinators, one serving families with children in Transitional Kindergarten through 5th grade and the other focused on families with children in 6th - 12th grade. HUSD will also improve in this area by increasing the amount of and more focused professional development on topics such as unconscious bias and trauma.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Current strengths and progress include the following: HUSD has 2 full-time bilingual parent outreach and education coordinators, one for elementary school students with a student population of about 400 and one for high school students with a student population of about 500. HUSD also has a full-time Bilingual Student & Family Services Coordinator at the Junior High School that serves a student population of about 280. HUSD provides workshops from our School Psychologists and mental health professionals on trauma-informed practices and how to implement culturally responsive practices. HUSD has improved interpretation and translation services. Improved text, email, and phone communications. HUSD has increased the number and variety of parent events, all are hosted in English and Spanish: Back to School Night, College & Career Nights, Financial Aid Night, TK/K Orientation for Parents, and Kinder Bridge Summer program for students. Use of Google Classroom to improve home-to-school communication/understanding assignments/expectations for learning. Updated student Handbooks and Annual Notifications. An improved process for parent-teacher conferences, SSTs, IEP and 504 Meetings. The focus area for improvement is implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. HUSD is also working to implement Ethnic Studies across the TK-12 curriculum as part of our efforts to be a more equitable and socially just school district.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

HUSD will improve in this area by increasing the amount of and more focused professional development on how to engage families to plan design, implement and evaluate family engagement activities at school and district levels.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will improve the engagement of underrepresented families by working to get diverse parent representation on our Governing Councils (Site Councils), ELAC, and other working groups. HUSD provides all families with opportunities to provide input on policies and programs and seeks input from underrepresented groups in the school community through bilingual surveys, our increasingly robust English Language Advisory Committees, Coffee with the Principal events. etc.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Youth Truth Survey (<https://youthtruthsurvey.org/>) was administered January 2024 as part of a countywide pilot program. Students in grades 3rd-12th were surveyed.

School connectedness related student survey data:

Belonging Summary Data:

- 3rd-5th: 31% (a decrease of 4% from January 2023 and 2% below the county average).
- 6th-8th: 45% (an increase of 1% from January 2023 and the same as the county average).
- 9th-12th: 52% (an increase of 7% from January 2023 and 8% higher than the county average for Jan 2024).

Relationships Summary Data:

- 3rd-5th: 80% (same as January 2023 and 5% higher than the county average).
- 6th-8th: 37% (a decrease of 4% from January 2023 and 3% below the county average).
- 9th-12th: 35% (an increase of 7% from January 2023 and 11% higher than the county average for Jan 2024).

"I enjoy school most of the time"

- 3rd-5th: 34% (a decrease of 6% from January 2023 and the same as the county average).
- 6th-8th: 35% (a decrease of 4% from January 2023 and 4 % below the county average);
- 9th-12th: 39% (an increase 1% from January 2023 and 5% higher than the county average for Jan 2024);

"Are students friendly to you"

- 3rd-5th: 43% (a decrease of 3% from January 2023 and 4% below the county average).
- 6th-8th: 62% (an increase of 8% from January 2023 and 3% higher than the county average).
- 9th-12th: 66% (a decrease of 1% from January 2023 and 3% higher than county average for Jan 2024).

School Safety related student survey data was the question "Do you feel safe during school?"

- 3rd-5th: 67% (a decrease of 1% from January 2023 and 7% higher than the county average).
- 6th-8th: 52% (a decrease of 1% from January 2023 and 3% lower than the county average for Jan 2024).
- 9th-12th: 66% (an increase of 6% from January 2023 and 4% higher than the county average for Jan 2024).

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

"A growing body of research shows that school climate strongly influences students' motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically." <https://www.cde.ca.gov/ls/ss/se/schoolclimate.asp>. School Climate is an area of continued need. Our data indicates that some grade levels improved and some grade levels did not improve:

Identified Needs

- Belonging 3rd-5th
- Relationships 6th-8th
- "I enjoy school most of the time" 3rd-5th, 6th-8th
- "Are students friendly to you" 3rd-5th, 9th-12th
- "Do you feel safe during school?" 3rd-5th, 6th-8th

Areas of Strength

- Belonging 6th-8th, 9th-12th
- Relationships 3rd-5th, 9th-12th
- "I enjoy school most of the time" 9th-12th
- "Are students friendly to you" 6th-8th
- "Do you feel safe during school?" 9th-12th

Youth Truth Questions that showed improvement:

- HES
- "Do the things that you learn in one subject help you in other subjects?" (Increased 1%)
 - "When I'm feeling upset, I know some ways to make myself feel better." (Increased 3%)
 - "Can you be yourself with other students?" (Increased 1%)

HJH

- "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." (Increased 3%)
- "If there is an emergency at my school, I know what to do to keep myself safe." (Increased 6%)
- "Most students are friendly to me." (Increased 6%)
- Overall culture category increased by 1%

HHS

- "When I'm feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it." (Increased 7%)
- "I really feel like a part of my school's community." (Increased by 7%)
- "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." (Increased 3%)
- Overall culture category increased by 9%

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will continue our LCAP goal 3: Relationships. We have enhanced and added additional items related to our actions related to school safety and school climate based on this data and educational partner engagement:

3.1 Student, Family, and Community Engagement

Prioritize and strengthen relationships between staff, families, staff and students while recognizing and combating issues of inequity and bias.

- Site-based team building activities for staff and students.
- Professional Development on Ethnic Studies, Unconscious Bias and social justice.
- Strengthen and increase attendance at ELAC meetings.
- Cultural celebrations.

Student Engagement

- Surveys: YouthTruth surveys (Grades 3-12), including data walks or other means of sharing and interacting with survey results.
- Student Representation: Student governance, or student representation (as appropriate) TK-12 that is reflective of the student body demographics.

3.2 School Climate

Comprehensive program of Social-Emotional Learning throughout the District

- Evaluation: Continue to refine and use the SEL Report Card. (by utilizing Youth Truth Survey, SELWeb, Covitality, or other measures)
- Curriculum: Support and training for staff including Professional Development in adopted SEL curriculum (RULER for K-5 and Why Try for 6-12).
- Support Staff: Staff to respond to social-emotional needs include: School Psychologists, Behavior Specialist, Counseling Interns, School Counselors, and outside providers as necessary.
- Trauma-Informed Restorative Practices: all staff utilize trauma informed practices to support students
- 5-Star
- PBIS (Positive Behavior Intervention and Supports): Provide professional development and support to reinvigorate all staff in utilizing PBIS strategies to foster a positive school environment.

School Safety

- Trainings: AVERT, CPR & First Aid
- Cybersecurity: Software for cybersecurity and to monitor student Chromebooks (Securly and Hapara)
- Supervision: Campus Supervisors & Yard Duty
- Restorative Practices and other alternatives rather than punitive, exclusionary discipline that detaches students from school and from needed supports.
- Social-Emotional Support: Covitality and SEL web screeners; Wellness Center at HHS; See also 3.2: School Climate (Counselors); RULER for K-5, Bilingual Student and Family Services Coordinator

Behavior Support:

- Restorative Practices
- PBIS
- 5-Star Student
- Attendance raffles, No tardy party,

Extracurricular Activities

- Athletics
- After School Education and Safety (ASES) program and partnership with Boys & Girls Club

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Healdsburg Unified School District tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports from the UC Office of the President Transcript Evaluation Service (TES) identifies access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of Healdsburg Unified School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). All HUSD students in grades TK – 6 are enrolled in a broad course of studies. All elementary schools offer access and enrollment in the seven areas identified as a broad course of studies for grades 1-6. All HUSD secondary students have access to a broad course of studies within their school offerings. Significant progress has been made over the past 5 years as a 7-period day at both Healdsburg Junior High School and Healdsburg High School has been implemented thus increasing the number of courses students can take each year. Additionally, HUSD has increased the graduation requirements for all students including 3-years of both math and science, at two years of a Language Other Than English, at least once Career Technical Education course and at least one Visual and Performing Arts Course.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers preventing HUSD from providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

HUSD will continue to monitor and ensure access to a broad course of study for all students.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024-2025

Date of Board Approval

June 19, 2024

LEA Name

Healdsburg Unified School District

CDS Code:

49-75390 0000000

Link to the LCAP:

(optional)

https://www.husd.com/apps/pages/index.jsp?uREC_ID=3782369&type=d&pREC_ID=2448091

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our strategy is to use federal funds to supplement and enhance local priority or initiatives found in the LCAP funded with state funds by increasing or improving existing actions to support students in meeting the challenging state academic standards. Our rationale/evidence for the selected uses of federal funds is to use the funds to assist in the successful completion of actions and goals described in our Local Control Accountability Plan (LCAP), which serves as our strategic plan, to ensure the academic achievement of all students, especially our low-income students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our district aligns its use of federal funds with activities funded by state and local fund and across different federal grant programs. Our LCAP is a strategic plan for our school and provides us with a plan for success, complete with metrics, educational partner engagement, goals, actions, and analysis for all areas of our programming. Needed improvements usually fall under one of our goals and can be supported with state, local or federal funds: Rigor, Relevance, Relationships. As a result, when our priorities were applicable to Title I – IV, we supplemented our actions with these federal funds. This is reflected in the LCAP.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used for Title 1, Part A School Allocations is the percent of students who qualify for Free & Reduced Price Meals (FRPM).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- HUSD has only one school per grade span: K-2, 3-5, 6-8, and 9-12 (MBA is considered a continuation high school, however it is located on the HHS campus).

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations, Title 5, Section 80005[b]</i>)</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The LEA aligns the parent involvement required in Section 1116 with the LCAP educational partner engagement process and is documented under the section "Educational Partner Engagement". In addition, Parent/Family Engagement efforts are documents and reported through the Local Indicator Process using a self-reflection tool: Priority 3 Parent Engagement.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The action related to Parent and Family Engagement is found in our LCAP under action 3.1 Student, Family, and Community Engagement.

HUSD promotes parent, family, and community engagement in the following ways: the district has bilingual front office staff at all school sites and the District Office, TK – grade 5 Parent Outreach and Education Coordinator, a Parent Outreach and Education Coordinator for grades 9-12, a Student and Family Services Coordinator for grades 6-8 and for another Student and Family Services Coordinator for the Continuation School, Marce Becerra Academy. These positions help parents understand the educational system better and become strong partners in their children's education. They also help parents connect to community resources, hold parent workshops, and gather information about community needs. Interpretation services are provided at all evening events.

We have an adopted parent involvement policy described in BP 6020 and AR 6020. The Policy and Administrative Regulations provide details on how parents and families are engaged in the school community. It is updated annually based on recommended changes from the California Association of School Business Officials (CASBO) and through feedback from parent advisory groups such as the ELAC, DELAC and school Governance Councils. These policies are provided to families in the Annual Notification Packet, which is provided to all families at the beginning of the year. For schools that receive Title 1 funds, the School Parent Compact is reviewed by the Governance Council at a regularly scheduled meeting and then by parents at a Title I School meeting. The School Parent Compact is available on the school's website, with hard copies available in the school office. (ESSA Section 1116(a)).

We provide assistance to parents in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. (ESSA Section 1116(e)(1))

We provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement by providing parents with varying opportunities to engage in multiple areas of their students' education and ensuring parents are invited to: parent conferences and Family/Community Events. Families receive information related to how well their students are doing through report cards, state testing, parent-teacher conferences, SSTs, and phone calls, emails and texts through the District's messaging system that keeps parents up to date with current events at each school site. Parents can find information on the District and schools' websites to stay informed. Parents can also utilize the Aeries Parent Portal to check on their child's grades and to email teachers. Teachers and

staff are also encouraged to reach out to parents. This may be done through phone calls, emails, conferences, and letters. Parents are welcome and encouraged to drop by any time to speak with administrators or to come see what is happening in their child's education. (ESSA Section 1116(e)(2))

During our Early Release Time with teachers and professional development days at the beginning of the year, teachers, specialized instructional support personnel, principals and other school leaders are educated on the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (ESSA Section 1116(e)(3))

We coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in their children's education. Our schools prioritize encouraging staff to build ties with parents and the community. Parents participate in the Governance Councils, the Schools and District English Language Advisory Committees, the Parent Teacher Organization, and the Healdsburg Education Foundation. The first two groups are responsible for providing input for their school's School Plan for Student Achievement, which contains programs and expenses related to federal funding. Overall, all listed committees play a role in reviewing, participating, and providing meaningful consultation as educational partners to the District's LCAP. (ESSA Section 1116(e)(4))

We ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. All notifications and information are sent home in English and Spanish. (ESSA Section 1116(e)(5))

We provide other reasonable support for parental involvement activities as parents may request. As a small school community, parents frequently communicate their needs at social events, to the office, at meetings, via emails or with teachers and staff members. Throughout the year, many events happen at each school that allow the parents to be involved and participate in activities that will help improve their child's achievement. These activities include Parent Education Nights, at which parents meet teachers, learn more about the curriculum, learn how to stay connected to their child's school, health and safety information, college fairs, etc. (ESSA Section 1116(e)(14)).

We provide opportunities for the informed participation of parents and family members, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand. As a small school community, our LEA provides opportunities for the informed participation of parents with disabilities and parents and family members of migratory children in the following ways: parent meetings. HUSD communicates with parents and families through multiple methods to address concerns, needs, and interests and update parents on school events and activities. In addition, all notifications and information are sent home in English and Spanish and translation services are available in Spanish. (ESSA Section 1116(f)).

We align the parent involvement items required in Section 1116 with the LCAP educational partner engagement process and is described in the Parent Engagement section of the CA Dashboard local indicator report

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Our school district operates as a schoolwide program. As a Schoolwide Program we: conduct an annual comprehensive needs assessment of the entire school through the LCAP process; provide opportunities for all children to meet the State's proficient or higher levels of student academic achievement; use effective methods and instructional strategies that are based on scientifically based research strengthen the core academic program in the school; provide the educational strategies for meeting the educational needs of historically underserved populations; provide strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include: counseling, pupil services, and mentoring services, college and career awareness and preparation; evaluate and adjust action plans as needed; provide instruction by highly qualified teachers; provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards; develop and implement strategies to attract high-

quality highly qualified teachers to high-need schools; develop and implement strategies to increase parental involvement; assist preschool children in the transition from early childhood programs; include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program; ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and Coordinate and integrate Federal, State, and local services and programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A we are a schoolwide program

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The HUSD Director of Student Services works with the Sonoma County Office Homeless children and youth services personnel to support enrollment, attendance and success of homeless children and youth in order to inform and provide homeless families with access to support services and resources. We ensure that homeless status is confidential and homeless children are provided additional resources to assist with food insecurity, school and health supplies and other assistance on a case-by-case basis. Thankfully the number of homeless children in the District is very low and so very targeted and focused support can be provided by school and community resources.

Highlights of these services include:

- Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies
- Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools
- Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
- Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

We use our homeless education funds for the following:

- School supplies, backpacks, clothing is provided to allow students to participate in school activities academically, socially and emotionally.
- Transportation to school of origin if child resides outside the school boundaries and cannot access the established bus route

These services support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

HUSD receives a grant from the CA Department of Education to provide full and half-day preschool for low-income students and on a sliding scale for any other family. The preschool is located on one of the HUSD elementary campuses providing for easy articulation for school personnel and access for families. HUSD provides a full-day transitional kindergarten program.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD implements numerous strategies to facilitate effective transitions for student's from middle grades to high school and from high school to postsecondary education, including: HHS graduation requirement of 9th grade Compass and Ethnic Studies course, the 11th grade College and Career Seminar Courses, all 8th graders visit the Santa Rosa Junior College, all 9-11th graders visit at least two colleges, all 11th graders complete a 6-day Internship, HHS students are encouraged to take dual and concurrent enrollment courses through the SRJC, AVID Program for 7-12th graders, pre-visits to the high school by 8th-grade students, transition meetings between HHS and HJH for high need students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD does not provide a specific program for gifted and talented students but rather provides opportunities for advancement and acceleration within regular education classrooms.

HUSD has a robust library program. HUSD employs a full-time District Library Media Teacher who is housed at the high school. Every school also has a Library Tech who provides library services including access to research databases, continually updated books for students to check out and bring home, leads reading programs, and at the Jr. HS and HS provides support and training for the 1:1 Chromebook program. HUSD provides many software programs (e.g. learning.com) that support students in developing digital literacy skills.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Principals:

Professional growth and improvement are provided to the principal through the following process: at the beginning of their career as a principal, they are mentored and coached as needed by both in-house mentors and external coaches. As principals progress, they are supported based on their individual needs. Principals utilize services from the Sonoma County Office of Education, fellow principals in the county, and additional professional development.

Teachers:

Professional growth and improvement is provided to teachers during professional development days throughout the year, ongoing early release days, County Office Workshops, and specialists in the field. The District partners with Sonoma County Office of Education's North Coast School of Education's Teacher Induction Program to provide new teachers with a formalized induction program. On-going professional development of staff is an important part of improving the outcomes for all students, particularly low-income students and English Learners. Teachers have at least 3 paid non-pupil professional development days throughout the school year. They are encouraged to attend workshops and conferences both during the school year and during the summer months, paid for by HUSD. Teachers have weekly common collaboration/planning time with each other. Our staff development program focuses on the needs of our staff and the District goals as identified in the LCAP. For teachers and paraprofessionals, we emphasize instructional strategies for diverse learners with a wide range of abilities. We bring presenters and coaches into the District and also allocate funding so staff members can attend workshops or visit other school sites that have achieved notable success regarding a particular need. HUSD is involved in the California North Coast Beginning Teachers Program. Our District also has a Peer Assistance and Review program that supports any tenured teacher who has received an overall unsatisfactory evaluation or any teacher who wishes to work on specific teaching aspects.

School Leaders:

We have site-based Leadership Teams who facilitate and implement school initiatives and operations. Building teacher capacity and offering more meaningful opportunities for leadership is intended to build teachers' capacity and consequently, improve student learning and positive social/emotional experience at school.

The systems in place promote professional growth and ensure improvement. We measure the success of our program by utilizing the Goal Analysis section in the LCAP and Dashboard data. We review our LCAP student outcome data with all educational partners (parents, students, teachers, staff, leadership, community members) as part of the LCAP process. This provides an effective way in discussing our successes and growth areas as a school community and determining any necessary actions to be added for the following year. As part of the Local Indicator: Implementation of the Standards Dashboard requirement we report annually on progress in 1) providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks 2) making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks, 3) implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walk throughs, teacher pairing) for the following content areas: English Language Arts, Mathematics, History-Social Studies,

English Language Development, Next Generation Science Standards. In addition, we report on implementing each of the following academic standards adopted by the State Board of Education for all students (Career Technical Education, Physical Education Model Content Standards, World Language, Health Education Content Standards, Visual and Performing Arts) and we report on success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year): Identifying the professional learning needs of groups of teachers or staff as a whole, Identifying the professional learning needs of individual teachers, providing support for teachers on the standards they have not yet mastered. The LCAP and Local Indicator process focuses on continuous improvement within these systems and are focused on professional growth and improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Only one school was recently designated a CSI school

Our continuation school, Marce Becerra Academy, has been identified for CSI due to a high suspension rate. Two incidents during the 2022-23 school year required suspension. The root cause of the incidents that led to suspension is attributed to trauma, gang affiliation, and mental health issues. We will continue our assessment of needs but know we need to do more to support a school-based approach to student wellness, behavioral health, and gang prevention. We anticipate using the funds to provide increased mental health and social-emotional counseling, ideally from an LCSW who is bilingual and bicultural, to help us increase our students' sense of belonging and safety. We also want to get training for our staff to better understand and address gang affiliation, support students to make positive social connections to proactively address youth violence, strengthen the connection between school and families, and manage disruptive students.

Again, since we only have one school designated just this year as CSI, prioritizing Title II funds is not challenging. Our Continuation High School, MBA, serves 25-40 students and has two teachers. These teachers and the school principal are provided year-round coaching support through the Big Picture Learning network. They participate in many professional development opportunities through Big Picture Learning including visiting other schools, attending workshops, conferences, etc.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.

3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The sources of data our district uses to monitor and evaluate Title II, Part A activities is: California School Dashboard data (including Local Indicator reports), survey results from professional development opportunities, student achievement data (benchmark), Local Indicator Self-Reflection Tool, Teacher Survey data, ELPAC data, Star Data, and student survey results. This data is analyzed annually as part of the planning process for the following year. Benchmark data and Star data is analyzed throughout the year to inform instruction.

HUSD meaningfully consults with all education partners (teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, organizations) to update and improve Title II, Part-A funded activities. This is completed through annual survey data, monthly staff meetings, monthly leadership meetings and annual parent meetings. After compiling information from all education partners groups we determine what are common needs expressed throughout education partners and then needs based on each education partners group.

HUSD meaningfully consults with these educational partners in the following frequency: teachers-monthly, principals and other school leaders-monthly, paraprofessionals-quarterly, specialized instructional support personnel-quarterly, parents-surveys are annually and family events are held at least 5-8 times per year at each school, community partners-annually, organizations-as needed/at least yearly).

Our local community partners provide valuable resources to help coordinate other related strategies, program and activities within the community. Our Sonoma County Office of Education also provides valuable resources, support and training to our school districts in the county. By utilizing Sonoma County Office of Education resources we are able to quickly understand what various schools in the county are doing and use those ideas and success to improve our school community.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development opportunities are designed to improve the instruction and assessment of Multilingual Learners; enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for Multilingual Learners. They are also effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers and are of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. Teachers have at least 3 paid non-pupil professional development days throughout the school year and are encouraged to attend workshops and conferences both during the school year and during the summer months, paid for by HUSD. Teachers have weekly common collaboration/planning time with each other.

Our staff development program focuses on the needs of our staff and the District goals as identified in the LCAP. For teachers and paraprofessionals, we emphasize instructional strategies for diverse learners with a wide range of abilities. We bring presenters and coaches into the District and allocate funding so staff members can attend workshops or visit other school sites that have achieved notable success regarding a particular need. HUSD is involved in the California North Coast Beginning Teachers Program.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD does not receive funds for immigrant children and youth

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All teachers use strategies in their classrooms to address the needs of all students. Our district develops, implements, and administers effective programs and activities, including language instruction educational programs, to help English learners increase English language proficiency and meet the challenging state academic standards by providing additional staff, working with SCOE, tutorial, supplemental curricular materials. We determine effectiveness by evaluating ELPAC data, CA Dashboard data specific to EL students, and RFEP data. Title III activities are focused on English learners and consistent with the purposes of Title III; enhance the core program; and are supplemental to all other funding sources for which the LEA is eligible

HUSD has a highly effective English Language Development program. When HUSD students RFEP before 5th grade, which is now the norm, the majority of our RFEP students outperform their English Only counterparts. HUSD utilizes the Title III subgrant to develop, administer and glean information from formative assessments, provides adaptive technology to assist students language acquisition such as Rosetta Stone, Achieve3000 and Reading Plus. These programs enhance the explicit and systematic instruction of the English language. Title III funds are also utilized to send administrators and teachers to conferences such as the EL Leadership Conference at the Sonoma County Office of Education and training to better understand and prepare students to succeed on the new English Language Proficiency Assessment for California (ELPAC).

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In addition, to adopted core curriculum at all grades for English Language Arts and integrated English Language Development teachers utilize Key Language Acceleration Principles such as ensuring that students are producing the language and/or writing and reading at least 50% of the time, thus creating a language-rich student-centered classroom. The District provides a Summer Learning program that targets English Language Learners needs while infusing enrichment opportunities in academic subjects such as mathematics. When students need additional intervention, HUSD utilizes System 44 and/or Read180 to provide strategic and intensive support for leveled literacy.

All English learners are regularly monitored throughout the year. Interim ELPAC, local assessments, and Star Reading from Renaissance are used to make instructional decisions and monitor progress. Special attention is paid to long-term English learners to determine the best instructional plan for this group of students.

Our EL Master plan provides a framework in ensuring our schools assist English learners in achieving English proficiency and meeting the challenging state academic standards. This plan details the initial Identification and Enrollment of EL Learners, Placement of English Learners, Reclassification, Program Evaluation, Staffing and Professional Development, and an accountability plan for monitoring and implementation of the EL program. Schools will be held accountable for meeting English acquisition progress for English learners and meeting achievement goals for English learners in the following ways: Implementation of Accountability Plan in the EL Master Plan, which details the task required; and evaluation of the English Learner Progress Indicator: CA Dashboard data related to the percent of English Learners making progress towards English language proficiency will be analyzed each year. The district uses this data to evaluate the effectiveness of EL instructional programs and then focus training and resources in areas of identified need.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD uses the Local Control Accountability Plan (LCAP) to guide instruction and services to students in the district. Yearly, HUSD gathers data on suspensions, expulsions, absenteeism, academic achievement, graduation rates, appropriately credentialed teachers and sufficient instructional materials and presents that information at multiple public forums. The district also seeks guidance from all educational partners in the community to assist us in providing quality educational experiences for all students.

The LCAP is the single strategic plan that guides the use of all funds available to the District, including Title IV. The annual planning and updating process begins in December, runs through June, and is closely aligned with the budget planning cycle. The process involves consulting with individuals and entities described in Section 4106(c)(1) through various methods of input, feedback and approval, including the School Board, District Leadership Team, School Governance Councils, English Language Advisory Councils, families, teachers, community-based organizations, non-profit organizations and the District Equity Task Force. As a result, when our priorities were applicable to Title I – IV, we supplemented our actions with these federal funds. This is reflected in the LCAP.

HUSD has elected to utilize Title IV funds entirely for activities related to supporting the Mental Health of our students. HUSD has two full-time Mental Health Counselors, one who focuses support on younger students and the other focuses support on our older students. The High School has opened a Wellness Center that one of the Mental Health Counselors oversees. Supporting students' mental health at school is essential for their academic success, emotional and social development, overall health, and future well-being. It creates a supportive environment where students can thrive and develop into well-rounded individuals. Supporting the mental health of students at school is crucial for several reasons:

- 1. Academic Performance: Mental health significantly impacts students' ability to concentrate, retain information, and perform academically. Students with good mental health are more likely to attend school regularly, engage in class, and achieve better academic outcomes.
- 2. Emotional Well-being: Schools play a pivotal role in students' emotional development. Supporting mental health helps students develop resilience, cope with stress, and build healthy relationships, contributing to their overall emotional well-being.
- 3. Behavioral Improvement: Addressing mental health issues can reduce behavioral problems. Students with mental health support are less likely to engage in disruptive behaviors, leading to a more positive and productive school environment.

4. **Early Intervention:** Schools provide unique early identification and intervention opportunities. Early support can prevent more severe mental health issues from developing and ensure students receive the help they need as soon as possible.
5. **Social Skills Development:** Mental health support helps students develop crucial social skills, such as empathy, communication, and teamwork, which are important for their personal and professional lives.
6. **Reduced Stigma:** Promoting mental health in schools helps normalize discussions about mental health, reduces stigma, and encourages students to seek help when needed.
7. **Overall Health:** Mental health is integral to overall health. Supporting mental health contributes to the holistic development of students, ensuring they are mentally and physically healthy.
8. **Long-term Impact**:** Positive mental health support in schools can have long-term benefits, including reduced rates of mental health issues in adulthood, better career outcomes, and improved quality of life.
9. **Safety and Prevention**:** Schools that focus on mental health are better equipped to address issues such as bullying, substance abuse, and violence, creating a safer environment for all students.