Saint Helena Unified School District

2018-2019 LCAP OVERVIEW

Local Control Funding Formula (LCFF)

8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will Improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2018-19 Total LCFF Funding

$2,742,119

$27,808,666

Base **S & C**

OVERVIEW

Communities Served: St. Helena

1268 Students — 4 Schools — 166 Full- and Part-time Staff

Student Ethnicity

African American	.33%
Filipino	.17%
Hispanic/Latino	50%
White	47%
Multiracial	1.5%

Student Groups

20.1%	38%	0%
English Learners	**Low Income**	**Foster Youth**

Unduplicated Students: students who are English learners, low income, and/or foster youth

2018-19 LCAP AT-A-GLANCE

3 LCAP Goals   **19 LCAP Actions & Services**   **36 LCAP Measures**   **$30,550,785 LCAP Budget**

LCAP Goals

1. By 2021, all members of the school community, will report increased levels of engagement as measured by surveys, participation, attendance, and observation.
2. By 2021, all students will demonstrate increased academic achievement as measured by formative and summative assessments.
3. By 2021, key identified conditions of learning will be demonstrated as effective by increased student achievement and engagement.

One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

Funding for LCAP Goals

Goal 1 is supported by $42,870.00 in total funding

Goal 2 is supported by $1,217,433.00 in total funding

Goal 3 is supported by $16,966,017.00 in total funding

Supplementary & Concentration Funding by LCAP Goal

Goal 1	$12,000
Goal 2	$268,040
Goal 3	$0

What is in Saint Helena Unified School District's LCAP?

St. Helena's LCAP was developed to address student achievement, stakeholder engagement and providing a safe, productive environment for learning. These concepts were developed into three goals and supporting actions for implementation and measurement. The new California Dashboard has identified areas of strength and development that are addressed in our action plan.

Major Changes For 2018-2019 LCAP

This year's LCAP redefines our 2016-2017 goals and incorporates them into actions within three larger, more encompassing goals. Our actions are grounded in student engagement and achievement with a focus on our English Learner and Special Education population as defined by our California Dashboard Data.

LCAP Goal 1:
By 2021, all members of the school community, will report increased levels of engagement as measured by surveys, participation, attendance, and observation.

Goal 1 Budget = $42,870.00

Related State Priorities:
Parent Involvement
Student Achievement
Student Engagement
School Climate

Continue to solicit student voice through age appropriate forums	X	All Schools
Continue Positive Behavior Intervention Systems (PBIS), mentoring programs, and bullying prevention programs. 1. Maintain high student attendance rates 2. Maintain low chronic absenteeism 3. Continue to lower suspension rates 4. Maintain low cohort drop-out rates for HS and MS 5. Continue to reduce rate of office referrals 6. Maintain "0" expulsion rate 7. Continue the SARB process for chronic absenteeism as currently prescribed	X	All Schools
Evaluate the use of a brief survey card for parent feedback after any special schoolwide event to solicit stakeholder feedback	X	All Schools
Increase the number of Latino/Latina parents represented on school site and district committees to solicit stakeholders feedback and increase the number of parents attending CABE.		
Develop a plan to appreciate diversity and build upon cultural competencies for students and staff 1. Ethnic Studies for freshman curriculum review 2. Civics for 8th grade 3. PBIS for staff 4. Student Congress to express student voice	X	All Schools

5. Schoolwide multicultural events	
Increase the number and frequency of parent responses that are received specific to the LCAP goals 1. Parent forums 2. Parent online surveys 3. District Superintendent Sub Committees 4. DELAC and ELAC committees	X All Schools

LCAP Goal 2:
By 2021, all students will demonstrate increased academic achievement as measured by formative and summative assessments.

Goal 2 Budget = $1,217,433.00	Related State Priorities: Academic Standards Student Achievement Other Outcomes
Improve academic performance for all students in mathematics. 1. Continue coaching related to approved text 2. Continue formative benchmark assessments 3. Continue flexible math support classes 6-12 4. Continue Intervention program at the SHHS 5. Continue convening the District K-12 Math Task Force 6. Continue Math fluency programs at TK-5 grades 7. Implement the New math curriculum 8-12 (textbook budget reference in Goal #3)	
Continue staff development on evidence based English Language Development (ELD) instructional strategies. 1. Continue Gradual Release of Responsibility (GRR) framework of instruction 2. Continue designated and integrated ELD support in all schools 3. Continue AVID trainings on differentiation for EL students 4. Continue professional development on collaborative strategies utilizing the Kagan model to be shared with staff K-5 5. Continue professional development with WestEd staff on instructional strategies and ELD framework 6. AVID Excel class at RLS Middle will be discontinued 7. Continue Intersessions in Winter and Summer breaks targeting ELL and Migrant Ed for math and ELA 8. 100% of ELL's will have access to the core curriculum and designated/ integrated ELD within the school day. 9. CABE attendance of a team of teachers 10. GLAD training for teachers TK-5 11. Continue PD with WestEd on EL/DOK strategies 12. Follow B.E.L.I.E.F modules to train administrators 13. Explore AVID elementary for possible implementation in 2019-20 14. Increase FTE for language instruction	
Continue to build English Language Development supports and reclassification criterion for our students with disabilities. Start the training/planning process of Multi Tiered System of Support (MTSS) district-wide to provide an inclusive learning environment for ALL students. WestEd professional development on EL strategies for students with disabilities.	

Continue with the ELA/ELD implementation 1. Continue curriculum coaching 2. Release time for planning	X	All Schools
Continue the implementation of Next Generation State Standards (NGSS) and History/Social Science (HSS) Standards 1. Professional development and coaching of instructional staff 2. Release time for curriculum review and planning 3. Continue to fund supplemental materials for NGSS/HSS 4. Select and pilot HSS textbooks 6-8 and selected high school classes	X	All Schools
Students will receive the support and intervention needed to read at or above grade level. 1. Continue support programs of Lexia, System 44, Read 180 2. Continue to use formative benchmark assessments such as Measures for Academic Progress (MAP) and Scholastic Reading Inventory 3. Continue to provide before and after school intervention programs 4. Continue to fund the Teacher on Special Assignment (TOSA) Specialists to monitor student progress TK-5 5. Continue to offer summer intervention and early back programs for students who are below grade level 6. Provide funds for additional Spanish reading books at TK-8 levels		
Enhancement and enrichment projects and programs will be researched and implemented based on stakeholder feedback; including the Academic Excellence Committee and site recommendations which may include. 1. Spanish enrichment 2. Maker Spaces 3. STEM/STEAM curriculum and projects 4. Student-led inquiry opportunities a. Project Based Learning (PBL) b. Genius Hour 5. Evaluate art embedded projects and co teaching	X	All Schools

LCAP Goal 3:
By 2021, key identified conditions of learning will be demonstrated as effective by increased student achievement and engagement.

Goal 3 Budget = $16,966,017.00	Related State Priorities: Basic Services Academic Standards Student Achievement Course Access Other Outcomes

Continue principal training on Framework for Intentional and Targeted Teaching (FIT) and Depth of Knowledge (DOK) strategies; a framework for teacher growth and leadership and provide feedback to the district personnel.	X	All Schools
Continue building the Professional Learning Community (PLC) structure TK-8 in order to use multiple measures to inform instruction Train staff in Universal Design for Learning (UDL) to assist with lesson planning	X	All Schools

Challenge and support all students to perform to pursue their highest aspirations 1. Maintain enrollment with open access to Advanced Placement classes in all subgroups 2. Increase opportunities for dual enrollment and/or industry certification standards 3. Meet or exceed the University of California and California State University graduation requirements 4. Increase number of students who are ready for college coursework based on Early Assessment Program (EAP) results in English and math 5. Increase number of students who received the Golden Seal of Merit diploma and the Seal of Biliteracy 6. Increase number of students who complete CTE pathway or program of study 7. Maintain percentage of students who pass the AP exam with 3+. 8. All students will have access to a broad course of study in subject areas described in Education Code section 51210 (The adopted course of study for grades 7 to 12, inclusive, shall offer courses in a board range of subjects).	X	All Schools
Expect the highest level of professional excellence in every level of the organization 1. All teachers are appropriately assigned and properly credentialed in their subject area 2. All instructional materials will be certified as compliant with the Williams Act 3. All teachers will be verified on a Board approved document annually by seniority and credentials 4. Each year, the professional development calendar will be approved in June for the subsequent school year 5. 100% of our teaching staff will be appropriately assigned and credentialed in their subject area 6. All students will be provided standards aligned instructional materials at the beginning of each school year 7. All teachers will implement content and performance standards for all students including ELs. 8. Maintain staffing ratio of a maximum of 26:1	X	All Schools
Provide all students a learning environment that is physically and emotionally safe 1. 100% school sites will receive a score of good or above on the Facilities Inspection Tool (FIT) 2. Continue to fund deferred maintenance plan 3. Continue the Memorandum of Understanding (MOU) with the UpValley Family Center to provide drugs and alcohol prevention, suicide awareness, and counseling services related to mental health 4. Conduct annual review of our comprehensive safety plans and update all associated policies 5. Conduct mandated trainings (bloodborne pathogens, child abuse reporting, sexual harassment, suicide prevention, bullying prevention) with all staff annually 6. Each district school will create a site-specific wellness goal	X	All Schools
Infuse critical thinking, creativity, communication, collaboration, and citizenship into all learning environments 1. Technology device replacements for students 2. Career Technical Education (CTE) class at the high school 3. Upgrade classroom projection and audio technology 4. Continue instruction on digital literacy and citizenship at all school sites 5. Transition to Future Ready Schools for technology implementation	X	All Schools

LCAP MEASURES

We want to maintain:	We want to increase:	We want to decrease:
The district is proud of our student success over many years. Our graduation rate is around 98% annually and students score very high on standardized tests both nationally and in our state. Our campus climate shows that students feel safe and ready to learn. We have very low teacher turnover and staff is very experienced in instructional techniques.	Based on data from the California dashboard, we would like to continue to close the Achievement Gap for our Latino students. The district has also identified a need to provide more resources to support Special Education services as the overall performance for this subgroup was low.	The district is proud of the climate and culture on our campus based on the California Healthy Kids Survey data. We believe the Positive Behavioral Intervention Systems has supported our vision to provide a safe and happy environment for student learning. As a result, our suspension/expulsion rate has diminished greatly over time and we would like to see that trend continue.

STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

The district maintains strong stakeholder engagement for the development of the LCAP. The Governing Board receives monthly updates on Goals and Actions related to the LCAP as well as progress in certain targeted areas. District staff and adminsitration conduct monthly LCAP Steering Committee meetings to determine ways to continue to solicit student and parent input into our plan. This year, in addition to the work above, district staff will hold two meetings with English Learner Advisory Committees in the district as well as a student forum for students who are disconnected from school to find ways to engage all students in their learning.

View measures & most up-to-date data on our LCAP Dashboard:
LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

KEY ACRONYMS

A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary &Concentration Funds
	FY - Foster Youth	SARC - School Accountability Report Card
CBO- Community Based Organization	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
CCSS – Common Core State Standards	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
CDE- California Department of Education	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
CELDT - CA English Language Development Test	LCFF - Local Control Funding Formula	SST- Student Study Team
CHKS - CA Healthy Kids Survey	LEP- Limited English Proficient	STEM – Science, Technology. Engineering. Math
CSO- Campus Safety Officer	LI - Low Income	TK -Transitional Kindergarten
CSU- California State University	NGSS- Next Generation Science Standards	UC - University of California
CTE- Career Technical Education	PO- Professional Development	
	PFT - Physical Fitness Test	