



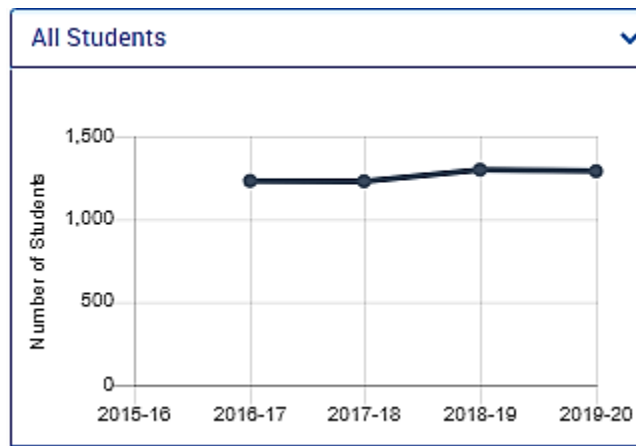
ST. HELENA UNIFIED

High Expectations Lead to High Achievement

Local Control Accountability Plan 2021-2022 Report on Unduplicated Student Population Thursday, September 16, 2021 Prepared by: Chris Heller, Chief Academic/HR Officer

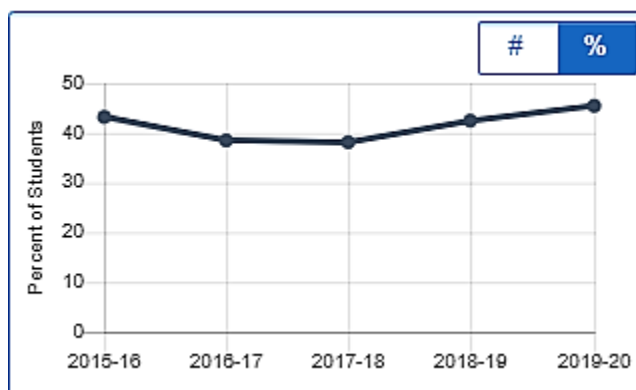
The Local Control Accountability Plan (LCAP) is designed to support pupil outcomes in each school district. The goals and actions within the LCAP are aligned with eight state priorities for California. These priorities are divided into three categories (pupil outcomes, engagement, and conditions of learning). Built within the LCAP are specific targets and resources to support student groups called Unduplicated Populations. The unduplicated population of pupils is defined as: (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. Students who qualify in these categories provide districts with the extra funding that should be used to target their growth while benefiting the overall school population. The following charts illustrated our data and trends over the last five years in the unduplicated populations. This information was collected from ed-data.org.

Enrollment (1141)



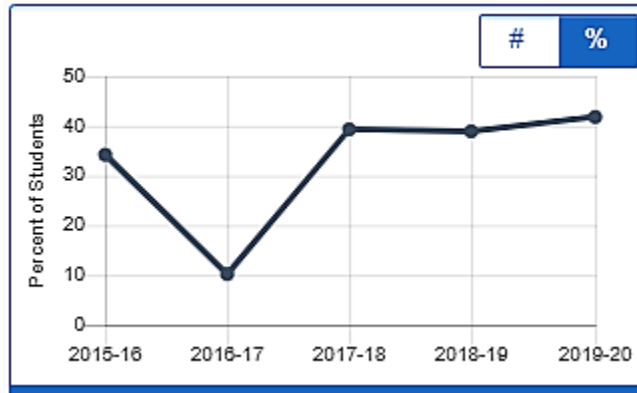
This slide shows the district enrollment which fluctuates depending on the District of Choice applications and admission status. As of September 1, our enrollment is 1141 students.

Total Unduplicated Population



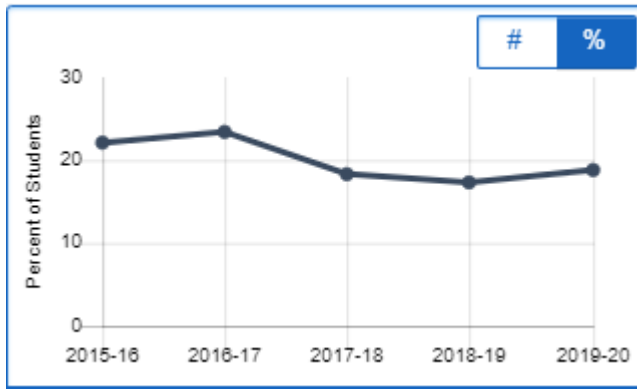
Based on the criteria listed above, our unduplicated population is 45% of our enrollment.

Free and Reduced Meals



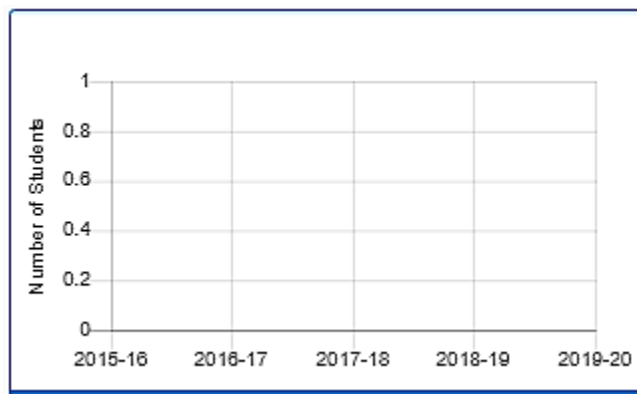
Our free and reduced lunch students are approximately 42%.

English Learners



English Learners remain just under 20% in the last three years.

Foster Youth



Our foster youth population is less than 1% and does not register on this chart due to the small total.

Local Control Accountability Plan Actions

Goal #1

Increase academic growth for ALL students while closing the existing Achievement Gap.

Actions

1. Continue with Online Personalized Learning Programs: Dreambox, Edmentum, Reflex Math, Imagine Learning, etc.
2. Tutoring (Before and After School In-Person and Online)
3. Restart coaching and interventions for academic performance for all students in mathematics
4. Academic Intervention Teachers (TOSA) TK-5 Levels for Reading and Language
5. Instructional Textbook and supplemental materials for Mathematics, ELA and ELD
6. Continue staff development on evidence-based English Language Development (ELD) instructional strategies.
7. Advancement Via Individual Determination "AVID" School-wide and AVID Elective
8. Provide Full Time Distance Learning for Students
9. Refresh, Revisit and Reteach our Instructional Framework of Gradual Release of Responsibility
10. Provide Summer School and Winter Intersession
11. Credit Recovery during the school year
12. Provide Online Professional Development After Work for Staff
13. Continue to build English Language Development supports for students with disabilities
14. Provide supports and intervention needed to read at or above grade level.

As a fundamental part of the LCAP, Goal #1 and the supporting actions address student needs in these particular areas. While beneficial for all students, the focus of support is designated to reach and enhance our unduplicated learners. Future Board reports will address aspects of each of these goals in serving unduplicated populations and also providing data on student progress in the Spring 2021.