



## 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Saint Helena Unified School District	Chris Heller Assistant Superintendent	cheller@sthelenaunified.org 707-967-5010

### 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	89.7	89.7	1	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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## 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					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**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

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

**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

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

## 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					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

## 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					5
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.

Math textbook adoption at the TK-8 was placed on hold since the Math Framework was not adopted until July 2023. The math departments decided to hold off another year to focus on implementing new strategies in our math classrooms as opposed to starting new instructional materials. The adoption of new math instructional materials will take place in 2025-2026. The district provides contracted collaboration periods within the teacher's schedules per week and has a professional development committee made up of teachers, site administrators, and district leads to determine PD for the teachers. Teachers and staff also have the capability to work on concentrated content areas within the school year and summertime, which many staff take advantage of.

# 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: <sup>1</sup>

- 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.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
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.

SHUSD staff engaged its educational partners by obtaining input and feedback through various forums (meetings with bargaining unit representatives, safety team, Superintendent's subcommittees, Parent-Teacher Group meetings, School Site Council, English Learner Advisory Committee {ELAC} District English Advisory Committee (DELAC) throughout the 2023-2024 school year. This ongoing feedback informed the development and implementation of strategies to provide academic support and enrichment to all, take care of the whole child, and gather feedback on the LCAP development.

We continued English Learner reclassification events at all of our four school sites and our DELAC parents went out of their way to make this happen and help lead the charge on getting more parents involved in the school. Our high

school continued an English as a Second Language (ESL) class in partnership with the community college. Lastly, our DELAC parent representatives attended the CAFE conference for leadership training, presented at the board meeting and at the Spring DELAC meetings.

RLS also continued to run a 7-period schedule including all teachers during "Back to School Night" for Spanish-speaking parents, which mirrored the schedule for English-speaking parents.

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.

Areas of improvement focus on communication regarding how much is needed, style of delivery, and ease of understanding/timely information. Suggestions are to put more articles in the local newspaper, continue providing Zoom options, and explore social media to deliver timely information. Also, what comes up often is to alert parents about students who are falling behind instead of waiting for the progress reports/report cards to come out. The addition of parent square has been a good addition to improve parent communication, however further training is required.

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.

The district continues to maintain a strong partnership with our community, including multiple opportunities for educational partners to be involved in the LCAP process. Five meetings were conducted via the LCAP Steering Committee; the composition of the committee includes district and site administration, faculty, classified staff, parents, community groups, and student representatives. These meetings are focused on goal review and progress, as well as, principal reports. Agendas are posted on the district website for review at this link <https://www.sthelenaunified.org>.

Annually, the district conducts either a parent forum, parent/student panels, online surveys, and/or an educational partner's town hall to collect information from partners and students. In 2024, the district conducted an in-person community forum open to the public to solicit feedback. As the district continues to provide opportunities for all, we offer multiple opportunities to collect information for each LCAP planning and development of the LCAP. Particular attention is always focused on subgroups in special education, socio-economically disadvantaged, homeless/foster youth, and English Learners. These subgroups continue to be district priorities as we solicit parent voices through our English Language Advisory Committees (ELAC), District English Language Advisory Committee (DELAC), Parent Teacher Groups, and Community Advisory Committee. In addition, students' voice was solicited by district staff during St. Helena High School leadership meetings, school government members, and monthly student congress meetings. The district and school sites will continue to hold some meetings at local venues as was done this year to continue to solicit feedback and gain engagement from our underrepresented families.

The district also encourages parents and partners to participate in several superintendent sub-committees that meet regularly throughout the school year to provide more direct, consistent feedback on topics ranging from Budget, Facilities, Equity, and Belonging which includes wellness, Preschool for All, and Parent Advisory. These committees meet quarterly to share progress updates and reflections on district progress on LCAP-related goals and items that support the district's overall mission. The assistant superintendent also met with both our SHTA and CSEA unions monthly to gather feedback and provide information on district staff needs and in addition, created two new certificated and classified contracts this school year for 2024-2025. Staff also sit on the county Special Education Local Plan Area (SELPA) committee to gather input and discuss county-wide and district needs around programs and services for students with unique needs. We have worked extensively with our SELPA director on improving outcomes on performance indicator review (PIR) results that are not meeting district expectations.

## 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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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.	4
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.	4

### 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.

The district continues to work on strengthening educational partnerships. Our new Director of Educational Services is bilingual and she was able to seamlessly communicate with the Hispanic community and elicit feedback for English Programming, EL Master Plan and LCAP. All of our school sites also delivered multiple events throughout the year to encourage parents to connect with our schools.

Strengths are as follows: Parents felt that they get resources on ways to support student learning at home especially when a student was out of school, schools parents appreciated the family education nights, math events at the lower grades, multicultural events, and lastly, parents were grateful for the tremendous amount of resources offered to students academically and emotionally within the district. Parents and students also appreciated that free lunch was accessible to all students and that there are multiple activities that students can be involved in if they so choose: Drama, Band, Chorus, Sports, FFA, and the Arts. Lastly, "heard it through the Grapevine" section on the district website continues to be a success to respond to community questions or misinformation circulating within the community.

- 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.

Per educational partner input the following areas of improvement are recommended:

- Continue to offer parent workshops specifically around mathematics and for adolescents
- Strengthen communication between teachers and parents.
- Publicly communicate interventions, enrichments, and tutoring that is available before or after school in a timely fashion and in multiple ways

The district will continue to hold multiple student groups/meetings throughout the 2024-2025 school year to solicit students' voices from multiple types of subgroups within the district and solicit parent/guardian voices on how we can assist in building partnerships for student outcomes. The district will also have various site-specific parent training

either online or in-person on how to access and utilize all of the necessary online instructional materials and how to monitor student grades.

Each school site will communicate through flyers, ParentSquare , sandwich boards, and site bulletins often on what interventions, enrichments, events, and programs are happening on campus at any given time. Finding the medium of communication to ensure that our community is aware of student progress and events will continue to be a focus of district efforts. TK-5 parents valued the fall parent conference time to connect with their child's teacher and the parent/teacher conferences at the middle school level. Spring conferences will also continue to be held for TK-5 students who needed additional support.

- 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.

The district hired a bilingual/bicultural district social worker who has done a fantastic job of connecting with our Hispanic parent population while she was employed. Unfortunately she left our district in November . Part of her job was directly connect with our newcomers and homeless/foster youth parents immediately upon arrival to our district to identify needs and provide referrals to resources identified in the initial interview. Case management of students for our newcomers and homeless/foster youth is provided throughout the school year. This component was carried by our school sites. For parents of special needs, we will continue to be represented on the county community advisory council with the hope of adding our own parent advisory committee for families of special needs parents and bringing more information and training from "ParentsCan" about the IEP process to all families. All required policies and procedures go out to all parents at the beginning of the school year in all languages represented within the district which address parents' legal rights, as well as, parents' rights provided during all special education meetings.

### 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.	4

### 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.

#### Areas of strength

- 1) PTG, ELAC, and DELAC groups exist and provide communication for parents to be informed
- 2) Parents have appreciated the community forums and engagement on superintendent subcommittees plus the LCAP committee
- 3) Meetings are open to anyone interested
- 4) District does a good job with overall engagement
- 5) There are many groups and events where parents are asked to participate and volunteer

The student's voice was solicited during St. Helena High School leadership class by the assistant superintendent and site principal. The assistant superintendent meets weekly with both the SHTA (certificated staff) and CSEA (classified staff) union representatives to discuss various topics to solicit voices and input. The district maintains a strong connection with community businesses and educational partners through many committees and support from the St. Helena Public Schools Foundation, English Language Advisory Committees (ELAC), and Parent-Teacher Group (PTG) efforts at each site.

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.

#### Areas for improvement are as follows:

- 1) Not all parents knew that committees, groups, and events are available for public input
- 2) At times there appears to be a disconnect between either a school event, district event, or a PTG event
- 3) Continue the practice of holding ELAC meetings jointly between sites to cut down on the number of parent meetings

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.

Underrepresented families will continue to be a focus of the district and will remain one of the main jobs of the educational services department to continue to engage our underrepresented families. Our DELAC parents will still have the opportunity to attend CAFE as they have done so in the past and continue to build their leadership skills as parent ambassadors. Weekly bilingual tech support will continue to be provided to any parent (monolingual or not) needing to set up email, and Gmail accounts, and how to access the student information system (AERIES) to monitor their child's grades, etc. As a district, we have had success in increasing the number of Hispanic parents who have attended our ELAC meetings this school year by holding them jointly and work with our DELAC parents to set the agendas and get the word out. We will be setting up quarterly site/district administrator meetings with our DELAC parents about site initiatives, planning events, and answering questions. We will continue taking our Hispanic parents and their students to educational summits held at colleges and also bring in more training for parents on scholarships, financial aid, and other resources to assist with college and/or careers beyond HS. The school(s) provide multiple opportunities to engage in two-way communication between families and educators using both oral and written language that is understandable and accessible to all families.

## **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.

St. Helena Unified School District administers the California Healthy Kids survey every year in March in grades 5, 7, 9, and 11 to measure how we are performing on all factors related to school climate and culture as measured by student and staff perceptions. The results for this school year are as written below. A full report on the CHKS will be provided to the school board during the September 2024 school board meeting.

- Student sadness has risen in 5th grade as reported, 8% of 5th graders in 20-21 reported feeling sad most of the time to 29% this year 22-23 feeling sad most of the time. All other grades surveyed 7th, 9th, and 11th, had their percentages decrease this year for students feeling chronic sadness and hopelessness within the last 12 months.
- 7th graders increased by 5% points from 13 to 18% seriously considering suicide, our 9th and 11th graders dropped - in percentages by 5 or more percentage points.
- Current alcohol and other drug use decreased for 9th graders from 28% in 21-22 to 11% in 22-23 and our 11th graders stayed the same at 25%.current use.
- Overall school connectedness went down in 7th, 9th, and 11th grades from last year to the low 60% range and 59% for 11th grade.
- Anti-bullying Climate Scale(Do the teachers and other grown-ups make it clear that bullying is not allowed? 71% for 5th grade stated yes
- During the past month, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? 22% of 5th graders reported yes. In the last 12 months, the same question, however, results in 7th

graders reported 51%, 9th grade 25%, and 28% in 11th grade.

- 74% of 5th graders feel safe at school, 64% of 7th graders, 75% of 9th graders, and 71% of 11th graders.
- Lastly, about one-third of our students in all surveyed grades feel social-emotional distress still this school year.

**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.

Continued challenges for the district surround creating programs, actions, and events that help increase the sense of belonging, meaningful participation, and connectedness to above 80% for our students at their respective schools with continuing the process of gathering student voices from multiple student populations to establish what is working and what needs to be improved upon.

As a district, our growth area is to fully develop and align our MTSS systems at all school sites to address the behavioral, academic, and social-emotional needs of all students in a consistent manner with continued staff and MTSS team training. In addition, SEL and Inclusion curriculum delivery at all sites needs to be done with fidelity and consistently monitored as part of the school programs offered to all students.

Other data noted from local measures are that there continues to be a need to focus on school climate and culture within our schools

Reflections:

5th graders

- Strengthen school connectedness along with cultivating caring relationships at the middle school
- 29% of our 5th grader report feeling sad most or all of the time - increase of 21% since 2021
- Overall the other school climate indicators are close to state average except for the perception of fairness

Secondary

- Slight dip in school connectedness
- Decline in academic motivation since 2019/2020
- Caring Relationships have strengthened, keep up what is being done
- Meaningful participation is still in the mid 30%
- Decrease in low violence incidents
- Students are feeling safer
- Substance use at school has increased
- Perception of parent involvement has increased at the high school but dipped at the middle school level



**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.

As we looked at the CHKS and determined next steps, it was important to have additional monitoring to measure progress besides the CHKS. We implemented the Kelvin Socio-Emotional Survey and administered that 2 times this year. All site plans created an SEL goal for their site

The use of this data gathered from the CHKS goes towards improving our systems, policies, and practices districtwide. For this school year, student wellness continued to be one of the needed areas of focus as 1/3 of students were still not in a place of feeling some sort of stress and we heard from students at the community forum that a large part of the emotional stress was the pressures from academic demands as students continued to adjust to a new "normal". As a district, we have maintained our student support mental health counseling services and service provider partnerships to address the behavioral and mental health needs of our students. SEL curriculum continues to need to be taught with fidelity at all school sites. Planned safety actions have included intentional focus on restorative circles/justice due to the spike in suspensions the previous years. The secondary levels provided alternatives to suspension programs such as detention after school, mandatory drug/alcohol classes after school in lieu of suspension for a student caught vaping or using substances on campus, Saturday school, so as to not miss the class time when possible, and lastly a variety of student support groups at 3-8 grades as prevention efforts to deal with issues before they become big.

Safety School Ambassador program will continue at the middle school level. Community health partnerships with Ole Health and St. Helena Hospital Foundation have already been created but were not accessed. The HS phased in an student advisory class period to address many soft skill issues.

## **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)

The various selected measures presented are used for tracking access to, and enrollment in, a broad course of study are as follows: Master schedules from all four school sites and the Course Catalog at the HS presented to the school board are reviewed by the district administration to make sure a broad course of study is provided to our students. In addition, there is a thorough review of the following pieces of data to further determine access and opportunity for all students. The data matrixes include the following: 1) State Test Results 3-8 and 11 grades, 2) Dual and AP class enrollment per student sub-groups, 3) AP test pass percentage of 3+, 4) A-G completion rates (UC/CSU qualifications) per student subgroup, 5) CTE pathway or program of study completion, 6) Early Assessment Program (EAP) completion rate, 7) Seal of Biliteracy completion, and lastly 8) Golden Seal of Merit-Dual Enrollment classes.

Graduation rates are also tracked to ensure that all of our student groups are receiving a high school diploma based on the rigorous coursework and 250 credit requirements (excluding our 180 alternate graduation credit requirements starting in 11th grade for incoming students from other districts, newcomers, and other limited exceptions plus another new 130 credit requirement for students with severe exceptional needs alternative HS diploma pathway). The four-year graduation cohort is the percentage of students who entered 9th grade and who received a high-school diploma within four years after entering ninth grade. The overall four and Five year graduation cohort rate was 91.3% in 2023. Our Hispanic graduation rate was at 88.9% and Socio-Economically Disadvantaged (SED) student graduation rates was at 90.5%

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)

As a district, we have been focused on removing barriers for any student to academically achieve at the highest level. Part of our pursuit for equity includes balancing enrollment in our HS advanced classes to meet our percentages within the student population. In 2023-2024, we have done a better job of balancing our enrollment in those classes to where we have 41% Hispanic and 58.9% White enrolled in AP classes. In 22-23 we had 44% White and 31% Hispanic enrolled in college-level dual classes. In 2023, had 47% of our Hispanic students received a Seal of Biliteracy, as well as, 53% of White students.

Below is a typical course of study for students enrolled in St. Helena Unified School District.

Grades TK-2 students have enrollment on average in the following classes per week:

Mathematics-5 days a week: 425 minutes per week

English Language Arts/English Language Development- 5 days a week: 450 minutes per week

Science-2 days a week for 40 minutes each time

History-Social Studies-2 days a week for 40 minutes each time

Physical Education-200 minutes every two weeks

Spanish Instruction-40 minutes per week

Bilingual Science Technology Engineering Arts Mathematics (BSTEAM) class-40 minutes per week

Music class-40 minutes per week

Grades 3-5 students have enrollment on average in the following classes per week:

Mathematics-5 days a week: 425 minutes per week

English Language Arts/English Language Development- 5 days a week: 450 minutes per week

Science-2 days a week for 45 minutes each time: 90 minutes per week

History-Social Studies-2 days a week for 45 minutes each time: 90 minutes per week

Physical Education-200 minutes every two weeks

Spanish Instruction-40 minutes per week: 5th grade an extra 30 minutes per week

Bilingual Science Technology Engineering Arts Mathematics (BSTEAM) class-40 minutes per week

Music class-45 minutes per week

Grades 6-8 students have access on average to the following classes per week:

Mathematics-216 minutes per week

English Language Arts- 216 minutes per week

Science-216 minutes per week

History-Social Studies-216 minutes per week

Physical Education-216 minutes per week

Electives/ELD-216 minutes per week

Enrichment/Intervention/Learning Center-216 minutes per week

Grades 9-12 students have access to the following classes:

Course Catalog for 2023-2024 link:

<https://www.sthelenaunified.org/site/handlers/filedownload.ashx?moduleinstanceid=540&dataid=4172&FileName=2023%20-%202024%20COURSE%20CATALOG.pdf> and Faculty Syllabi sample for 2022-2023

[https://drive.google.com/file/d/1InuefrFtI\\_ESSS7KEidBcUbMTolHEHow/view?usp=sharing](https://drive.google.com/file/d/1InuefrFtI_ESSS7KEidBcUbMTolHEHow/view?usp=sharing)

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)

St. Helena Unified leaders feel confident that all students have access to a broad course of study at this time moving forward. We have removed last barrier of placing some students in a pre-integrated 1 math class by having all students enrolled in integrated 1 math (remove pre-integrated) with support and differentiation provided within the classroom setting starting in 2023-2024. At the high school level we no longer charge students to take the SAT, the

district pays for any student that needs financial support. As a district, parents no longer need to pay for SAT Test Prep, we offer that service through one of our teaching staff at the high school. This has taken away the financial burden for both the testing and the test prep. Any student can enroll for PSAT and SAT test-taking at the high school. In addition, prerequisite course restrictions to take honors, dual or AP courses have been removed should a student feel that they would like to take those advanced courses during the scheduled time.

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)

The district will continue reviewing with educational partners' current practices and policies within our entire TK-12 school system around access and opportunity to amend where needed to ensure our systems are truly equitable. We have specifically built goals in the LCAP around reviewing systems to remove any barriers. The following supports are planned: 1. Continue building out the Professional Learning Community (PLC) structure from TK-12 in order to use multiple measures to inform instruction and provide interventions and enrichment sooner 2. Continue the professional development of staff on language acquisition to assist with lesson planning to support all students to achieve academic success 3. Maintain enrollment with open access to Advanced Placement classes in all subgroups 4. Increase opportunities and access for dual enrollment and/or industry certification standards 5. Continue to meet or exceed the University of California and California State University A-G graduation requirements by offering a summer English class for students who received a "D" or "F" in any of their English courses while at the HS to meet A-G plus offer an additional section of ELA next year at the HS for any student continuing to need to improve their ELA grade 6. Increase the number of students who are ready for college coursework based on the Early Assessment Program (EAP) results in English and Mathematics by providing additional support within the school day. afterschool tutoring and hiring a math instructional coach at the secondary level 7. Increase the number of students who receive the Golden Seal of Merit diploma and the Seal of Biliteracy 8. Increase the number of students who complete a CTE pathway or program of study 9. Continue the process of creating a multi-tiered system of support (MTSS) plan at all school sites and lastly provide in-school and afterschool supports to assist in helping Long-Term English Learners (LTEL) become reclassified before entering high school to open their access to additional course options and pathways at the high school level..

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils,					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					