

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Global Vision Academy

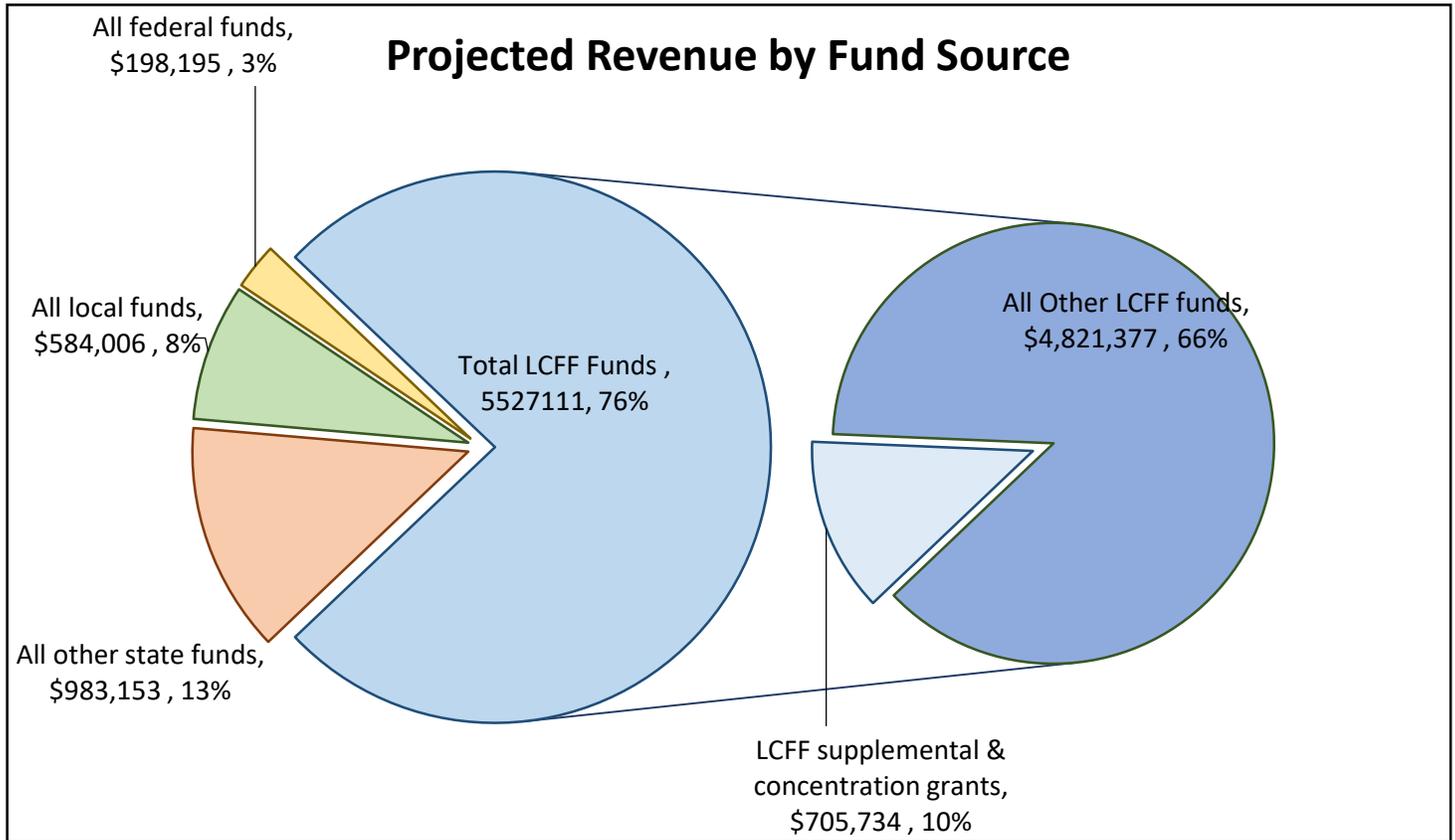
CDS Code: 37-68338-0121684

School Year: 2024-25

LEA contact information: Christine Kane, Executive Director

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

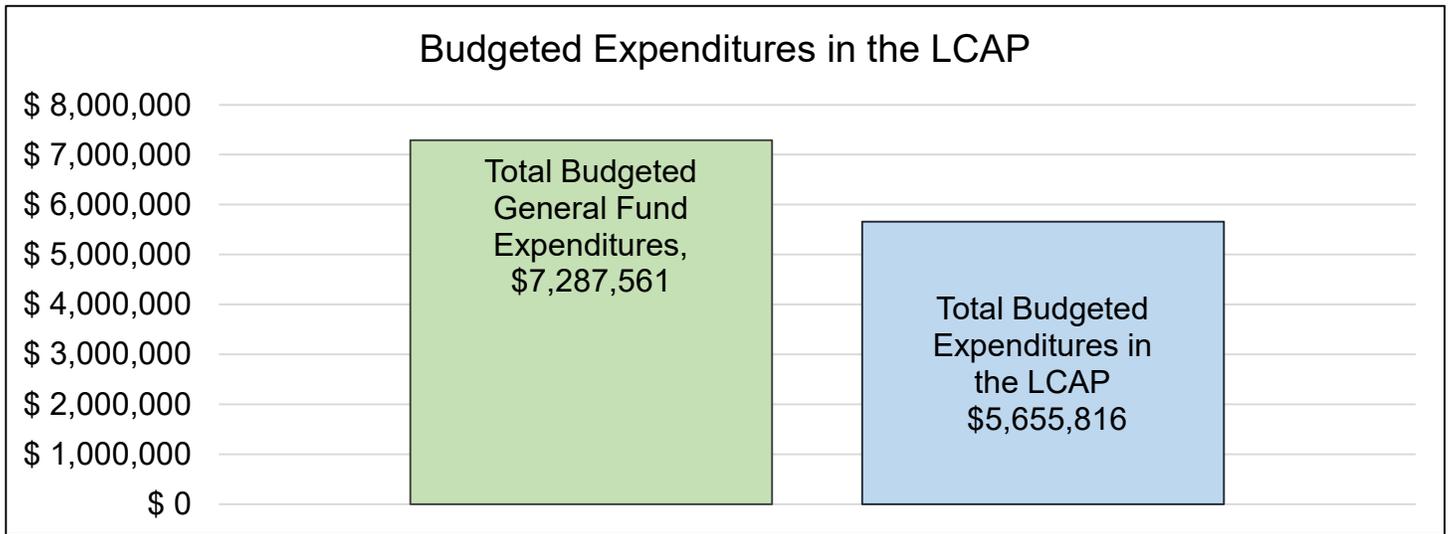


This chart shows the total general purpose revenue San Diego Global Vision Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Global Vision Academy is \$7,292,465.00, of which \$5,527,111.00 is Local Control Funding Formula (LCFF), \$983,153.00 is other state funds, \$584,006.00 is local funds, and \$198,195.00 is federal funds. Of the \$5,527,111.00 in LCFF Funds, \$705,734.00 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 San Diego Global Vision Academy 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: San Diego Global Vision Academy plans to spend \$7,287,561.00 for the 2024-25 school year. Of that amount, \$5,655,816.00 is tied to actions/services in the LCAP and \$1,631,745.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

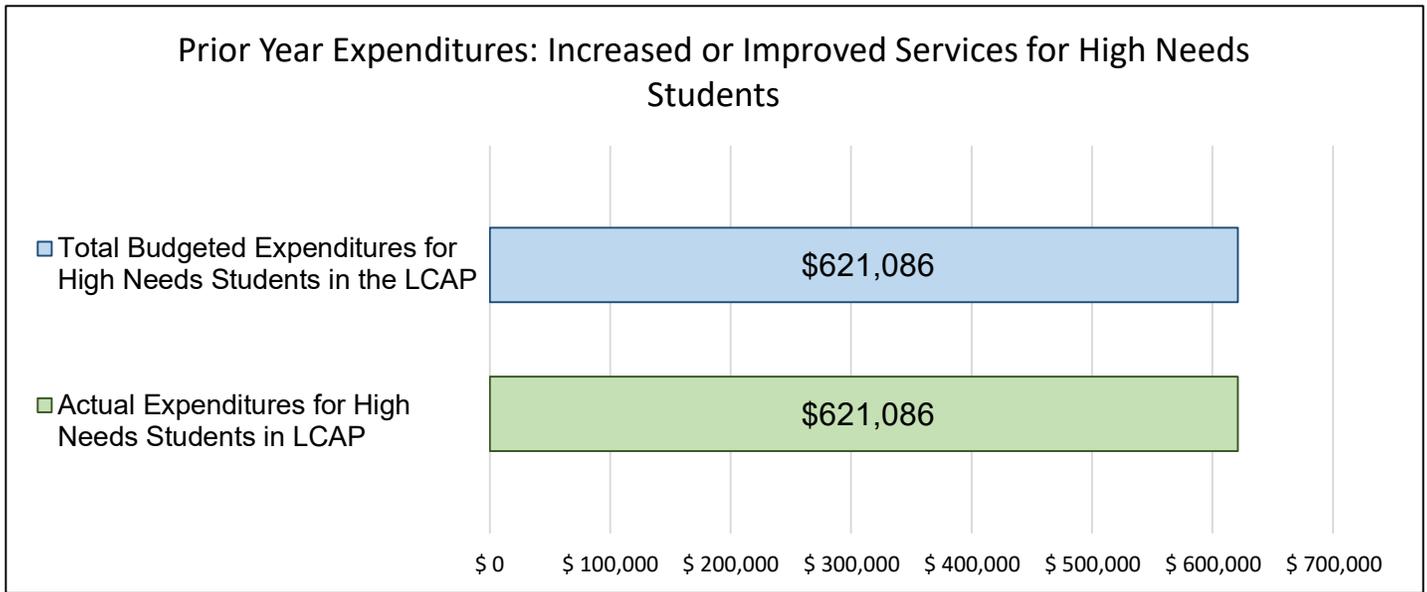
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programatic expenses.

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

In 2024-25, San Diego Global Vision Academy is projecting it will receive \$705,734.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Global Vision Academy must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Global Vision Academy plans to spend \$705,734.00 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 San Diego Global Vision Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Global Vision Academy 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, San Diego Global Vision Academy's LCAP budgeted \$621,086.00 for planned actions to increase or improve services for high needs students. San Diego Global Vision Academy actually spent \$621,086.00 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
San Diego Global Vision Academy	Christine Kane, Ed.D., Executive Director	christine.kane@sdgva.net 619.600.5321

Goals and Actions

Goal

Goal #	Description
1	Continue to strengthen the schoolwide Multi-tiered System of Supports (MTSS) with Response to Intervention (Rtl) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 59.23%	2020-21: not administered	2021-22: 64.26% Met or Exceeded Standards	2022-23: 65.43% Met or exceeded standards	65%
CAASPP Math Source: CDE	2018-19: 51.50%	2020-21: not administered	2021-22: 39.54% Met or Exceeded Standards	2022-23: 47.59% Met or exceeded standards	55%
CA Science Test: Gr 5 Source: CDE	2018-19: 47.8%	2020-21: not administered	2021-22: 31.19% Met or Exceeded Standards	2022-23: 43.48% Met or exceeded standards	50%
CA Science Test: Gr 8 Source: CDE	2018-19: 54.2%	2020-21: not administered	2021-22: 29.2% Met or Exceeded Standards	2022-23: 3125% Met or exceeded standards	55%
Attendance Rate Source: CALPADS	2019-20: 96%	2020-21: 96%	2021-22: 91%	2022-23: 93%	>95%

Chronic Absenteeism Rate Source: Dataquest	2018-19: 5.3% 2019-20: Not reported by the CDE	2020-21 Chronic Absenteeism			2021-22 Chronic Absenteeism			2022-23 Chronic Absenteeism			<8%
			Number	Rate		Number	Rate		Number	Rate	
		Schoolwide	32	7.5%	Schoolwide	148	35.2%	Schoolwide	88	21.0%	
		African-American	8	9.1%	African-American	23	27.7%	African-American	16	20.0%	
		Hispanic	18	7.9%	Hispanic	95	39.4%	Hispanic	59	25.0%	
		White	5	8.6%	White	14	25.9%	White	10	19.6%	
		Two or More Race	1	2.2%	Two or More Races	14	38.9%	Two or More Races	2	4.7%	
		EL	4	7.1%	EL	30	45.5%	EL	19	30.2%	
		Homeless	4	23.5%	Homeless	12	50.0%	Homeless	12	34.3%	
		SWD	9	12.7%	SWD	30	42.3%	SWD	20	29.9%	
SED	28	10.5%	SED	116	45.8%	SED	74	27.8%			
Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%						
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%						
Facilities in “good” repair as measured by FIT. Source FIT/SARC	Good	Good	Good	Good	Good						

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 seven actions were fully implemented for Goal 1.

- Action 1: SD Global Vision Academy employs an Executive Director and 20 appropriately credentialed and assigned core classroom teachers for its students in grades TK-8, SDGVA students attend a longer school day, and longer school year: 177 instructional days which exceeds the

CA state requirement of 175 instructional days. All teachers have participated in 10 days of intensive Summer Professional Development, to prepare them for the 2023-24 academic school year. In addition, they participate in an additional 8 non-instructional days, and weekly Professional learning and/or staff development during the academic school year.

- Action 2: SDGVA educators administer Universal screeners three times a year which are used to monitor student academic progress, identify strengths and needs to modify instruction. and provide academic intervention. All assessments as planned are being administered. School administrators and Instructional Coaches meet with grade level teams after each trimester assessment (September 2023, December 2023) to review and discuss each student's assessment results and identify whether the student requires additional tiered supports including recommendation for Tier 3 Response to Intervention (Rtl) supports.

- Action 3: SDGVA provides the interventions and/or support services with the aim to close achievement gaps and ensure students are on track towards grade level mastery. We employ a full-time ELA & a full-time Math Rtl Interventionist (Title I funded) that provide Tier 3 support for identified students in grades K-5; while instructional Associates provide push-in and small group instruction.

The Director of Academic Achievement collects, disaggregates, reviews, and analyzes student achievement data, local schoolwide data that are discussed during ILT and staff development meetings and identification of students for tiered supports. The Director of Academic Achievement, Executive Director and Special Education Coordinator provide instructional coaching for all Instructional Associates to ensure implementation of evidence-based pedagogical strategies to close achievement gaps.

Students also utilize the various supplemental intervention programs and instructional materials to further support their learning.

Elementary School:

- 62 students enrolled in RTI Reading in Trimester 1 and 2
- 67 students enrolled in RTI Math in Trimester 1 and 2
- In Trimester 1, 82% of students in Math RTI made progress and growth
- In Trimester 1, 66% of students in Reading RTI made progress and growth.

Last year our local assessment data showed that Kinder-2nd grade students needed more phonics and literacy support, this year we prioritized K-2nd graders for the Tier 3 RTI program which means more K-2nd graders were accepted into the program than other students. Additionally, the kindergarten tutoring, and homework program was restructured to utilize 3-4 credentialed educators to provide additional small group instruction after school. Secret Stories, a new Phonics program, was purchased for TK-2nd. Instructional Associates and classroom educators received training in specific decoding skills and were provided with materials for teaching reading strategies and the Glass Analysis materials.

Middle School:

- 18 students in 6th -8th participating in Trimester 1 & 2 RTI Reading
- 11 students in 6th & 7th participating in Trimester 1 & 2 RTI Math
- 24 6th-8th grading participating in MyPath (an online Imagine Learning Intervention Program)

- 6th-8th grades have daily access to credentialed general educators during homework after school to be able to receive support as needed
- In trimester 1, 72% of 6th-8th graders in Reading RTI made progress or growth
- In trimester 1, 91% of 6th & 7th graders in Math RTI made progress or growth

- Action 4: Our (2) Counselors provide "whole group" and "individualized" SEL supports. In addition, they have access to and utilize an array of SEL Tools including but not limited to mindfulness, restorative practices, and SEL curriculum (Second Step and classroom Champions). We administer universal SEL screeners such as Panorama SEL surveys to identify and monitor our student's SEL needs. For the Suspension Rate Indicator on the 2023 CA School Dashboard, SDGVA received a "BLUE" performance level schoolwide and for all student groups, since there were no suspensions in the 2022-23 school year. For the Chronic Absenteeism Indicator SDGVA received a "YELLOW" performance level schoolwide and the for the SED, African American, Hispanic, and White student groups; an Orange for EL and SWD; and a Green performance level for Two or More Races. This year to further decrease chronic absenteeism rates especially among EL and SWD, we are utilizing the efforts modeled by San Diego County Office of Education (SDCOE). SDGVA has a team that meets to develop goals and strategies to reduce truancy and chronic absenteeism. We are monitoring each student group and specialize our efforts for intense intervention measures using internal and community resources to meet the needs of each family, monitor absences in real time; incorporate practices that communicate safety, openness for a productive alliance, utilize our Education Specialists, Office Team and Administration to sustain engagement with families and refine the tiered-based system depending on incoming data. Based on Fall 2023 SEL Assessments - 2nd-4th grade - all students completed SAEBRS SEL Assessments on Illuminate - 5th, 7th & 8th grade: students with tier 2 and 3 supports completed SAEBRS - 6th grade: all students completed SAEBRS assessment - K & 1st grade: the SEL Educator completed pre and post assessments with target students We hosted a Parent University for TK-2 families in late January 2024, via Zoom that focused on executive functioning, social thinking, and how families can support their child's social thinking at home; and received very positive feedback.

- Action 5: SDGVA continues to maintain a safe and clean facility. There are currently no outstanding deficiencies or repairs needed. The FIT report was completed in August of 2023 with a "Good" overall score.

- Action 6: SDGVA Special Education inclusion program serves approximately 14% Students with Disabilities (SWD), that are mainstreamed to the greatest extent possible and IEP teams consider the unique needs of the students served when determining the most appropriate method of instruction and placements. SWD are provided services in the Learning Center, speech room or counseling office to receive targeted, individualized instruction or additional curriculum resources to make progress on their IEP goals. Special education staff provides small group instruction targeting specific California content state standards. Our current strength includes the sustainable use of our Multi-Tiered Systems of Support (MTSS) model over four years to review data the educators provide on student academic, behavior, and social-emotional learning to determine which students need universal, targeted, and intensified support. That data is then analyzed again with demographic data like socio-economic status, race, English Learner students, and Special Education status to ensure at-risk students have access to programs such as Response to Intervention (RTI) and after-school tutoring. We have implemented 2 of the 3 trimester MTSS data meetings for the 23-24 school year. We will complete the final round of meetings in March 2024. We have completed two rounds of after-school tutoring based off data and feedback and will complete our final round in the spring. The action plan for Special Education is based on our analysis of Special Education

needs in terms of improving literacy proficiency rates for students who have literacy goals included in their Individualized Education Plans (IEP's). We have designed a professional development series for Education Specialists throughout the year that will target the following areas required for literacy development: environmental print, phonemic awareness, phonics, fluency and comprehension. The professional development series will include both overview sessions for the entire Special Education Team as well as more personalized sessions differentiated to meet the needs of their current caseload in terms of early/emergent literacy (TK-2nd) and transitional (3rd-8th). These sessions were conducted throughout the two weeks of professional development in August 2023 and have continued throughout the 4 of the 7 additional professional development days on the academic calendar. We intend to continue this effort in the remaining 3 PD days. Education Specialists have assisted the General Educators in collecting Universal Assessment data two times for students assigned on their caseload in terms of collecting literacy data for phonics, sight words, fluency and comprehension development for the purposes of informing their instruction. Education specialists have attended a variety of professional development sessions offered by El Dorado SELPA throughout the year to provide quality support our families have come to rely upon. SDGVA continues to have a high percentage of positive responses when surveyed about the quality of programming and support offered to families, including a high percentage of parent involvement in IEP meetings annually. We will survey families to solicit input and feedback on our Special Education program for Mid-Check-In scheduled for early February 2024 and again at the end of the academic year in June 2024. On the 2022 CA Dashboard Student with Disabilities performance level was low in ELA; and increased to YELLOW on the 2023 Dashboard; and for Math performance was very low on the 2022 Dashboard and received a Red performance level on the 2023 Dashboard. We have been collaborating with SDCOE since July 2023; and formed two action research groups-- one for the elementary and the other for the middle school. These groups are comprised of an experienced general educator, an education specialist, academic administrator and a math coordinator from SDCOE. Each group met three times in the fall and selected 2-3 target students with IEP math goals. The team collaborated to revise or write a new math goal that was more aligned to the Standards of Mathematical practices, essential CCSS math learnings, and provided the student more access to grade level content. After drafting the new goal, the team planned instructional strategies and ways in which to meet those goals within the general instruction. Additionally, the team discussed and then collected evidence on student learning monitoring if the student was on track to meet their IEP goal. The team also conducted empathy interviews with the students to gather input on how they view mathematics and what is helpful to their learning. Some key takeaways from this work include planning with the UDL framework allows educators to "teach to the margins" and what is essential for some is good for all; aligning IEP goals to the SMPs and making them more open provide more opportunities for co-teaching and push-in support. Additionally, the team brainstormed ways in which students could be more involved in the IEP process, particularly with making goals and monitoring their own progress. The team will continue this work and facilitate a whole staff learning session in April 2024. This session will be a follow-up to the April session in 2023 facilitated by Mark Alcorn and Audrey Mendevil from the SDCOE in which they lead learning on UDL, IEP Math goals aligned to the SMPs, and teacher beliefs about students. In local data, the 7th grade aMath assessment demonstrated a decrease in students not meeting standards, from 20% in August/Sept, to 7% in November. There was also an increase from 18% to 23% in students exceeding. The 4th grade aMath data demonstrates a slight decrease in students not meeting from 21% in August/Sept. to 17% in November. There was a slight increase from 11% Exceeding in Aug./Sept to 15% in Nov. SDGVA Special Education Coordinator is currently attending formal CGI training at SDSU to better support the students and educators on her caseload and support special education colleagues. SDGVA Instructional Associates participated in a training this year on how to support SWDs during math instruction. General Educators will also participate in a session on how best to collaborate with instructional associates when they push into the classroom. For instance, while educators work with students needing tier 2 and 3 supports, instructional associated support those who are accessing at tier 1. During observations from administrators and instructional coaches, feedback is provided on how the educators differentiates to provide support to SWDs. Also, twice a year, we administer CAASPP Interim Assessment Blocks to students in grades 3-8 in both Math and ELA. This is followed by a staff PD Session to analyze the results, identifying

strengths, and modifying instruction to meet the needs of SWDs during instruction. Offering multiple opportunities for low-stakes practice sessions on the CAASPP Interim Assessment Blocks in Math allows SWD's exposure to the type of academic language and question/answer format utilized on the annual CAASPP.

- Action 7: SDGVA provides students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) which includes Music (TK-5), Art (Gr 6-8), and Tae Kwon Do: (TK-5) Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music can activate the hippocampus part of the brain, stimulating the formation of new neural connections and strengthening existing ones. As our students listen to familiar tunes, their hippocampus links the music to associated memories, allowing them to retrieve them more easily. It allows our students to remember lessons, and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support. The Art program will run from January 2024 to May 2024 for all grade levels.

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

Action 4: One counselor position remained vacant the first half of the school year, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures

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

- Action 1: Retention of Educators (%), Consistently longer school days and longer school year. Differentiated Professional Development program based on needs of team: new, to the teaching pathway, new to SDGVA but not new to teaching pathway, and veteran educators. Challenge was maintaining high retention rates of educators (post-pandemic).

- Action 2: Maintained MTSS process of administering universal screener diagnostic assessments consistently despite pandemic obstacles for students. Evidence of growth (or lack thereof) longitudinally provides educators/administration with appropriate feedback for educators to modify their instructional lessons to meet the needs of students whether they receive intervention service. Incorporating screener data analysis in monthly PD sessions with educators which include share instructional strategies and time to collaborate with colleagues. CAASPP preparation begins during August PD to ensure Interim Assessments Blocks are administered throughout the school year, data is analyzed, and instructional adjustments are made. Additionally, with CAASPP beginning early in the year, educators can ensure students have access and know how to effectively utilize universal tools, designated supports, and accommodations. 100% of students (except students with mod- severe disabilities) complete each round of assessments. Admin and Instructional coaches review the data to ensure it is complete

Challenges: Instructional time is reduced when teachers must facilitate assessments, especially those that are more time consuming because they are administered in 1:1 setting; training new teachers and staff on how to administer and review results is time consuming

- Action 3: Post-pandemic SDGVA provide students a full-time RTI ELA interventionist and a full-time Math intervention for small group support. Professional development is offered at all 8 days for Instructional Associates that include reading intervention strategies for decoding, fluency and comprehension. Metrics: Implementation 4x a year to fidelity 25 educators, instructional coaches, and admin completed the MTSS Phase 3 Alludo course certification (about 45-hour independent learning course) Admin attends the MTSS Professional Learning Institute each July and uses content in 2-week summer PD for educators

Challenges: Fiscal sustainability for RTI Interventionists in both Math & ELA beyond 2023-2024. ongoing professional learning on MTSS and UDL in all content areas and all grade levels.

- Action 4: SDGVA students take a pre/post SEL assessment screener to determine their SEL needs for Instructional Coaches and Counselors.

Challenges: Fiscal sustainability for two full-time counselors in 24-25; finding curriculum that is culturally relevant for our students that general educators are motivated to implement with their students.

- Action 5: SDGVA has maintained a "Good" standing and addresses all repairs/findings in a timely manner by utilizing both District personnel and hired companies. On the CA Healthy Kids Survey 2022-2023, 81% Parents/Guardians surveyed Strongly Agree that SDGVA has a clean and well-maintained facility. On the CA Healthy Kids Survey 2022-2023, 85% Students surveyed Strongly Agree that their learning environment is upkept.

Challenges: Working with 3 separate facilities managed by different entities. Ensuring the district addresses issues in a timely manner.

- Action 6: Differentiated PD from Special Education Team with Instructional Associate Team. The counselors attend the Collaborative Inclusion Meetings on Fridays with General Educators. Providing the majority of SAI minutes with a push-in model On the 21-22 CA Dashboard, SWDs scored 13.15% Meeting or Exceeding on ELA CAASPP which was a low/orange performance level on the CA Dashboard. On the 22-23 CA Dashboard, SWDs increased to 15.38% Meeting or Exceeding on the ELA CAASPP which increased the CA Dashboard level to yellow/medium. On the 21-22 CA Dashboard, SWD scored 15.78% Meeting or Exceeding on Math CAASPP which was very low/red performance level on the CA Dashboard, On the 22-23 CA Dashboard, SWD increased to 20.51% Meeting or Exceeding on the Math CAASPP which maintained the CA Dashboard level at red/very low. On the May 2023 SPED Parent/Guardian Survey, families stated "Keep up the great work!! I appreciate everything." and "Keep having a great team, makes a huge difference. "Thanks so much!!!" Additionally, of the families surveyed, 100% strongly agree with the statement "I am satisfied with the Special Education services my child receives at SDGVA." and 100% strongly agree with the statement "My child's Education Specialist communicates effectively with me about my child's progress." 85.7% strongly agree and 14.3% agree with the statement "I am a valued partner in creating my child's Individualized Education Plan (IEP) at SDGVA" 71.4% strongly agree and 28.6% agree with the statement "Special Education services are meeting my child's learning needs at SDGVA."

Challenges: Fiscal sustainability for two full-time counselors in 24-25; high number of new transfer students that have IEPs that require a 1:1 aide, ensuring Education Specialists have the same mathematics and literacy instructional strategy training as general educators, scheduling consistent collaboration and planning time, challenges include the large learning gaps that some SWDs have which it make challenging for them to access grade level content, varied disabilities require extensive training for how to differentiate or adapt grade level content Challenges that may have led to red performance on the CA Dashboard include: lack of pedagogical understanding of literacy development and conceptual mathematical understanding and instructional strategies by education specialists; the misalignment of IEP goals for procedural based skills that were not aligned with the students' current grade level standards; we are currently at the laying the foundation stage of implementation

- Action 7: SDGVA has maintained the Tae Kwon Do program since opening 2010. SDGVA has expanded the music and art program to serve TK-8th grade by 2023-2024 due to the increased funding by Prop 28.

Challenges: Continued increased cost to maintain Music & Arts program once Prop 28 funding has been used (ends in 2024-2025). Securing vendors who can provide quality instruction for students.

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 2024-25 LCAP, Goal 1 was revised to align to the CA MTSS Framework and CA Community Schools Framework and ensure fidelity to the post-pandemic multi-year commitment SDGVA has been engaged in to improve student outcomes. Actions and metrics were revised to align to the newly revised goal. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (Grade 5 & 7 assessment). With the return of performance levels on the CA School Dashboard, distance from standard metrics for the ELA and Math Academic Indicators will be reported on the 2024-25 LCAP which is a more accurate measure of student growth and performance.

For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level and/or Dataquest. This change was made for purposes of transparency and alignment between the LCAP metrics and the CA School Dashboard. Additionally, for the 2024-25 LCAP, SDGVA will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as indicated in CDE approved LCAP template instructions.

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 for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Continue to provide all students with a high quality and highly engaging educational program using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on the diverse learning needs of our students, prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24					
% Of students with access to Standards-aligned materials Source: Textbook Inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%					
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric. (Source)	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24 Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	5	ELA	5	ELA	3	ELA	5	ELA	5
	ELD	3	ELD	4	ELD	4	ELD	3	ELD	4
	Math	4	Math	5	Math	4	Math	4	Math	4
	NGSS	3	NGSS	4	NGSS	3	NGSS	3	NGSS	4
	History	3	History	3	History	3	History	3	History	3
	Health	4	Health	4	Health	4	Health	3	Health	4
	PE	4	PE	4	PE	4	PE	3	PE	4
	VAPA	3	VAPA	3	VAPA	3	VAPA	3	VAPA	3
	% Of Teachers appropriately credentialed & assigned Source: CalSAAS	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%				
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2018-19: 31.48% Proficient	2020-21: 12% Proficient	2021-22: 27.12% Proficient	2022-23: 15.25% Proficient	25%					

Reclassification Rate Source: Local	2019-20: 18.5%	2020-21: 20.4%	2021-22: 12.7%	2022-23: 16%	20%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory & SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

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 four actions were fully implemented for Goal 2.

- Action 1: All general educators and special educators participated in 10 days of August evidence-based professional development; 4 non-instructional days and other professional development throughout the school year. Instructional coaches provide general support and targeted feedback cycles with elementary and middle school teachers. All general educators and education specialists participate in SDGVA Effective Educator Practice System which includes targeted coaching cycles and self-guided professional learning. A small group of educators have participated in small group learning and planning sessions with the SDCOE Math Coordinator to write high quality Math IEP goals that provide access to grade level content and utilize research-based strategies to support their learning. One educator attended GLAD training this year. Six educators attended formal CGI Math training. Other received ongoing coaching and feedback. Educators participated in the Fall San Diego Area Writing Project Conference which focused on writing and literacy; and will attend a similar conference in the spring 2024. Educators were offered to voluntarily attend virtual CGI math sessions and an in-person math conference through the Greater San Diego Math Council. The Administrative Team have participated in conferences including CA Math Council in Palm Springs and the SDCOE Equity Conference; plan to attend the CCSA conference in March; and MTSS PLI in July. They have attended legal trainings, attendance trainings, and other trainings facilitated by SDCOE. Instructional Associates participated in 5 days of August evidence-based PD. Additionally, they participated in 4 non-instructional days professional development with sessions about supporting students with disabilities, supporting reading and math instruction and phonics. There are also 6 teachers participating in an Induction program to support teacher effectiveness and clear their credentials. To support our educators in their math and science instruction, SDGVA implemented the use of Affirming Learning Walks. A small group of educators observe each other and provide only positive feedback connected to the 8 Teaching Practices from the research of the National Center for Urban School Transformation. This practice builds community amongst the educators and increases their likelihood to implement the 8 teaching practices for example making students feel valued and capable and ensuring culturally, socially, and personally responsive teaching.

- Action 2: An educator attended GLAD training this year, while all other educators participated in GLAD workshops on site. All educators participated in integrated ELD professional learning sessions. Our educators receive feedback on EL supports during classroom observations and feedback cycles led by the instructional coaches and administrators. All ELs receive multiple small group instructional sessions in ELA and Math

each week. Educators participated in work around revising math IEP goals to include more discourse, student generated strategies, and conceptual math learning which benefits dually identified students who need more support developing language and math content simultaneously. As a result of the Red performance level for the ELPI, SDGVA has met with the SDCOE Assessment Coordinator and EL Coordinator to discuss strategies to improve ELD instruction. With such a small number of students included in the ELPI, they suggested that we review every student's year to year growth using the ELPI performance bands. From there, SDGVA created a list of students who increased, maintained, or decreased achievement. The EL Coordinator met with each grade level and the designated ELD teachers to discuss instructional supports which may include reteaching, intervention strategies, additional small group support, and/or prioritizing their recommendation for tier 3 intervention services. If the student is dually identified as EL and SWD then the education specialist will collaborate with the general educator and academic admin to discuss additional designated or accommodations that may be necessary during CAASPP and ELPAC testing and create an instructional plan for incorporating those supports into everyday practice to increase fluency and familiarity. Additionally, the upper grade designated ELD Educator provides language supports for content areas classes including science and history. We are also analyzing ELPAC data for students who "declined" as measured on the Summative ELPAC, and reported on the ELPI, and prioritizing their participation in RTI and achievement in their general education class.

- Action 3: All students have access to standards-aligned curriculum and instructional materials.

- Action 4: SDGVA maintains a fleet of over 500 working devices that include Chromebooks for students and MacBooks for staff. Students have access to a device to access instructional materials.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Action 1: Multi-track professional development sessions for Educators that are differentiated according to experience and offer strands for professional choice. Another track is geared to develop Instructional Associates.

Challenges include increase cost of conferences, travel, registration, and the increase in costs for substitutes. Another challenge is staff capacity to support all needs of teachers at one time.

- Action 2:

- hiring an experienced designated ELD credentialed educator for 3rd-8th grade

- ELD educators attend professional learning and engage in continuous improvement cycles with instructional coaches and admin
- 22-23 CA Dashboard - ELA: EL Equity Report in the Green color; Math: EL Equity Report in the Orange color 21-22 CAASPP Results for ELs: ELA - 25.81% Meeting and Exceeding Math - 16.13% Meeting and Exceeding 22-23 CAASPP Results for ELs: ELA - 24% Meeting and Exceeding Math - 28% Meeting and Exceeding (increase)
- 18-19 CA Dashboard EL Progress: High 64.4% making progress towards EL Proficiency
- 21-22 CA Dashboard EL Progress: High 64.3% making progress towards EL proficiency
- 22-23 CA Dashboard EL Progress: Red color 36.4% making progress Since the 22-23 CA Dashboard has a Red performance level for the ELPI, SDGVA has met with the SDCOE Assessment Coordinator and EL Coordinator to discuss the results and discuss next steps. With such a small number of students included in the ELPI, they suggested that we review every student's year to year growth using the ELPI performance bands. From there, SDGVA created a list of students who increased, maintained, or decreased achievement. The EL Coordinator met with each grade level and the designated ELD teachers to discuss instructional supports which may include reteaching, intervention strategies, additional small group support, and/or prioritizing their recommendation for tier 3 intervention services. If the student is dually identified as EL and SWD then the education specialist will collaborate with the general educator and academic admin to discuss additional designated or accommodations that may be necessary during CAASPP and ELPAC testing and create an instructional plan for incorporating those supports into everyday practice to increase fluency and familiarity. Additionally, the upper grade designated ELD Educator provides language supports for content areas classes like science and history. Of the families surveyed in the 2023 May EL Survey for Parents/Guardians, 88.9% strongly agree and 11.1% agree with the statement "English Learner services are meeting my child's language needs at SDGVA. " Of the families surveyed in the 2023 May EL Survey for Parents/Guardians 88.9% strongly agree and 11.1% agree with the statement "I am satisfied with English Learner services my child receives at SDGVA. " The families/guardians reported "Programa excelente"

Challenges:

- supporting the effectiveness of ELD educators that teach a wide range of grade levels and English Proficiency levels
- appropriately supporting dually identified students to access grade level content
- Although students are making progress, it is only enough to earn "maintain" on the ELPI, they must make even more progress to increase ELPI levels
- Transfer EL students who enter SDGVA in 2nd grade and above often enter with gaps in their learning, reading below grade level, and in need of tier 2 and 3 supports Of the families surveyed in the 2023 May EL Survey for Parents/Guardians, 66.7% strongly agree, 33.3% agree with the statement "SDGVA offers parents/guardians a way to understand the scores/test results of ELPAC Testing for English Learners." The families offered the following suggestion: "We would like kids to take practice tests and see their scores online at official page." Challenges that may have led to red performance on the CA Dashboard include consistent turnover of ELD educators; lack of training for general educators in how to effectively support ELs in language development in all content areas lack of consistent collaboration between general educators and ELD teachers

- Action 3: Curriculum is aligned to CCSS. Efforts have been made to purchase curriculum that also aligns with SDGVA mission and vision. Educators give feedback each year regarding keeping curriculum or making changes as the needs of students' change. An analysis of average

usage of purchased programs and curriculum over the years yields the following data: All students are utilizing the programs at least once per week. IXL is our highest usage program followed by Imagine Learning Language & Literacy. All programs are evaluated by the Director of Technology & Information Data Analysis with the Educational Leadership Team on annual basis on student usage to determine if they will continue to be purchased in the future.

Challenges: increase cost of curricula, managing the balance of computer-based and paper-based materials to monitor the time that students are on devices throughout the school day

- **Action 4:** Ensuring all devices are in working order as well as a 99.9% network infrastructure uptime. All tech tickets are addressed in less than 48 hours. 99% are resolved in less than 8 hours. Director of IT attends CTO meetings with County Office of Education quarterly as well as CITE meetings to ensure SDGVA is up on latest legislative as well as concerns and efficiencies in IT.

Challenges: Staying on top of cyber security concerns and managing MDM Mobile Device Management costs that have increased 10% over last two years.

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 2024-25 LCAP, Goal 2 was revised to align to the school's shift to CA MTSS Framework and CA Community Schools Framework and ensure fidelity to the post-pandemic multi-year commitment SDGVA has been engaged in to build educator and leadership capacity to improve teacher retention rates.

Actions and metrics were revised to align to this goal. Per CDE newly revised guidance, and feedback from its educational partners, for Priority 1 – SDGVA has selected to use CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is already reported by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, and alignment to the annual reporting made on the CA School Dashboard Local Indicators by the CDE.

For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level and/or Dataquest. This change was made for purposes of transparency and alignment between the LCAP metrics and the CA School Dashboard. Additionally, for the 2024-25 LCAP, SDGVA will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																					
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 4 8. 3	CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 4 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 5 8. 4	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 5 7. 5 8. 4	Ranking of 4+																					
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 3 4. 3	CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 4 4. 5	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 4 3. 5 4. 5	Ranking of 4+																					
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>1</td> <td>0.2%</td> </tr> <tr> <td>African American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>1</td> <td>0.4%</td> </tr> <tr> <td>White</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> </tbody> </table>	2021-22 SUSPENSION				Number	Rate	Schoolwide	1	0.2%	African American	0	0.0%	Hispanic	1	0.4%	White	0	0.0%	Two or More Races	0	0.0%	2022-23: 0%	<1%
2021-22 SUSPENSION																										
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Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																					
Student Survey: Student Perception of	2020-21: 90% Sense of safety	2021-22: School <u>Connectedness</u> : 77% - Grade 3	2022-23: School <u>Connectedness</u> : 75% - Grade 3	<u>2023-24</u> : 86% Sense of Safety	>90%																					

School Safety & Connectedness Source: CHKS	96% School connectedness	82% Grade 5 63% %Grade 7 <u>Sense of Safety:</u> 80% - Grade 3 83% Grade 5 70% Grade 7	81%% Grade 4 78% Grade 5 71% Grade 6 73% Grade 7 66% Grade 8 <u>Sense of Safety:</u> 95% - Grade 3 97%% Grade 4 98% Grade 5 73% Grade 6 92% Grade 7 74% Grade 8	80% School connectedness	
Parent Survey: Sense of safety & school connectedness Source: CalSCHLS	2020-21: % Sense of safety % School connectedness	2021-22: 80% Sense of safety 72% School connectedness	2022-23: 80% Sense of safety 70% School connectedness	<u>2023-24:</u> 99% Sense of Safety 96% School connectedness	>90%
Teacher/staff Survey: Sense of safety & school connectedness Source: CalSCHLS	2020-21: 93% Sense of safety 98% School connectedness	2021-22: 95% Sense of safety 98% School connectedness	2022-23: 100% Sense of safety 95% School connectedness	<u>2023-24:</u> 100% Sense of Safety 98% School connectedness	>90%

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 fully implemented:

- Action 1: SDGVA provides its students with a variety of sports (Volleyball, Flag Football, Basketball and Soccer). We will host field trips in the Spring semester. The first of 5 Learning Showcases assembly/performance will take place on January 26th. The Comprehensive School Safety plan was reviewed, revised and presented to staff in Fall 2023. We continue to implement numerous strategies to further reduce Chronic absenteeism rates which have increased post-pandemic. We consistently communicate using various platforms with families about the impact of daily attendance on student learning and academic achievement. Discussions with parents also take place during parent-teacher conferences.

The Parent Liaison communicates with at-risk families on a bi-monthly basis (twice per month) to address concerns and remove barriers families may be faced with. We are considering implementing incentive programs to promote daily attendance. To-date, schoolwide chronic absenteeism rate is 18%, a decline from 21% last year (mid-year). We continue to administer the CA Healthy Kids Survey; Parent and staff survey to measure school climate, sense of safety and connectedness.

- Action 2: SDGVA continues to seek parent input in decision-making through its ELAC/DELAC and PAC. We are in the process of creating a Community Schools Steering/Listening Committee to solicit input and feedback from our educational partners on the CA Community Schools Framework and 4 Pillars of Community Schools. We plan to apply for the CCSPP Implementation Grant (Cohort 4).

- Action 3: SDGVA has provided all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child’s education. The Office Clerk continues to conduct family outreach, to increase parent engagement and participation through schoolwide events which so far include: - Schoolwide events such as Open House & STEAM Night - Saturday Family Fun Days at Balboa Park & Mission Bay - Coffee with Kane- In-Person (Sept/Oct/Dec/Jan) thus far - Parent volunteer opportunities outlined in the Parent/Guardian Handbook The Leadership Team continues to host Parent University, which are a series of workshops that focus on strategies to support their child at home: - Social-Emotional (SEL) for TK-2nd Grade Families on Wednesday January 24th - Social-Emotional (SEL) for 3rd-8th Grade Families on Wednesday March 6th Our staff utilizes ParentSquare as one of the methods to communicate with families. All correspondence and documents sent to families/guardians is provided in English and translated to Spanish, as identified by our (primary) language survey and the “15% and above translation needs.”

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Action 1: We have won several championships in every sport participated in. Student assemblies and fields trips are well liked based on feedback from students and parents on CKHS and contribute to school connectedness. 99% of all 3rd-8th students participated in CHKS and 78% have a positive view or strongly agree when it comes to areas of school connectedness. Out of 47 responses in our internal Fall 1 survey to parents 40 were good or satisfied with SDGVA offerings for promoting a positive school climate. We have decreased chronic absenteeism by 14% from 21-22 to 22-23. We are on track right now to improve about 3-5%.

Challenges: Costs associated for busses for field trips. Increasing parent participation in surveys. Continual additions to school safety plan requirements with lack of funding for actual implementation. Chronic absenteeism continues to be higher than before the pandemic. In 2022-23 we were out 21%. Before the pandemic we were at 5.3%

- Action 2: We have increased participation in our parent input forums. Parent participation in our ELAC/DELAC/ELPAC has increased from 4 parents in 2020-2021 to 6 parents in 2023-2024 and with for consistent attendance at meetings. Our PAC meetings are also averaging 12 parents per meeting up from about 6 a few years ago. 72% of parents strongly agree about the promotion of parent involvement and decision-making opportunities.

Challenges: Our greatest hardship has been receiving a higher percentage of feedback from our parents. We typically receive feedback from around 20% of parents and we are working towards receiving feedback from 70% or more. Also making sure all groups are adequately represented in decision making.

- Action 3: Adding back opportunities that were removed during COVID and increasing participation in events. Participation in the following events this year include Open House in October 2024: Saturday Family Fun Day for October 2024 at Balboa Park includes 34 families from Tk-5th Grade attended. We have had a 50% increase this year in Coffee with Kane participation from parents/guardians.

Challenges: Increasing parent participation overall in terms of attendance for In-Person School-Wide Family Events, and Virtual Parent University Sessions.

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 2024-25 LCAP, Goal 3 was revised to align to the school's shift to CA MTSS Framework and CA Community Schools Framework and ensure fidelity to our commitment in strengthening home-school connections. For Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 from the CDE's Local Indicators Priority 3 to questions #9-12 which provides a more accurate indicator for addressing this state priority. Additionally, for the 2024-25 LCAP, SDGVA will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 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
San Diego Global Vision Academy	Christine Kane, Ed.D., Executive Director	christine.kane@sdgva.net 619.600.5321

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.

[San Diego Global Vision Academy \(SDGVA\)](#) is a writing, STEAM, and service-learning based public school. SDGVA strives to build student’s academic self-efficacy to participate in the global community. SDGVA does this by taking a four-pronged approach towards preparing students for 21st century literacy and leadership demands.

1. Access to high quality standards-aligned educational experience
2. Guiding Principles of the National Writing Project
3. STEAM-based instruction that emphasizes critical and innovative thinking
4. Service-learning component

SDGVA offers a culturally and linguistically diverse student body with an opportunity to achieve academically in a “warm-demanding” (Hammond) learning environment. SDGVA staff maintains a Culture of High Expectations for both academics and behavior while providing a safe and nurturing learning environment for all students.

San Diego Global Vision Academy (SDGVA) is a public charter school serving 432 students in grades TK-8 that include the following demographics: 57% Hispanic, 18% African American, 11% White, 12% Two or More Races, 2% Asian, 15% Students with Disabilities (SWD), 16% English Learners (EL), 7% Homeless Youth (HY), 1% Foster Youth, and 63% Socioeconomically Disadvantaged. SDGVA is not eligible for [Equity Multiplier funds](#).

San Diego Global Vision Academy mission is to develop civic-minded leaders, accomplished writers, and resilient life-long learners. Our vision is to provide every student with an education that integrates meaningful service learning and quality writing instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. San Diego Global Vision Academy fosters inter-disciplinary thinking in Science, Technology, Engineering, Arts, and Mathematics (STEAM) to prepare students as 21st century learners.

SDGVA continues to strengthen, expand and assess its Multi-tiered System of Supports (MTSS) its Response to Intervention (RtI). [MTSS](#) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

[MTSS](#) enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

Currently, SDGVA is engaging in capacity building schoolwide; to develop partnerships with community agencies and organizations to create an effective and sustainable implementation plan that (1) addresses the school's local needs in relation to the [four pillars of Community Schools](#) and the [CA Community Schools Framework](#) (2) leverages existing resources and builds upon new partnerships; (3) aligns with our ongoing efforts involving Multi-tiered System of Supports (MTSS) that address the Four Key Conditions for Learning.

SDGVA has developed an LCAP that aligns to the [CA Community School Framework](#), [CA MTSS Framework](#), and PBIS Initiative supported in part through the [Expanded learning Opportunities Program \(ELOP\)](#) and the [Universal transitional kindergarten program \(UTK\)](#).

SDGVA has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects San Diego Global Vision Academy’s performance on the [2023 CA School Dashboard](#) by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Green	Green
English Learners	Red	Orange	Blue	N/A	Green	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Green	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	Yellow	Red
African American	N/A	Yellow	Blue	N/A	Green	Orange
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Green	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	Yellow	Blue	N/A	Blue	Blue
Two or More Races	N/A	Green	Blue	N/A	--	--

English Learner Progress Indicator (ELPI): (See Goal 1, Action 4). The ELPI received a RED performance level on the 2023 CA School Dashboard. Upon completing a needs assessment and root cause analysis we identified that approximately a quarter of all ELs are dually identified EL/SWD; were chronically absent and were detrimentally impacted during the pandemic resulting in learning and achievement gaps.

This school year we strengthened the delivery of designated English Language Development (dELD); hired an ELD teacher to focus on dELD, at risk long-term English Learners (LtEL), and LtEL to identify language and learning gaps to improve delivery of instruction and provide appropriate and targeted support to address language proficiency needs and language gaps.

For the 2024-25 school year: SDGVA will continue to implement Benchmark education, an evidence-based supplemental intervention literacy resources for English Learners; and provide academic support with a focus on reading and writing, areas for growth as identified in the needs assessment. SDGVA will employ dELD teachers that will address the language needs of our ELs, provide tiered support, and collaborate with educators on a bimonthly basis to review plans, analyze data, discuss, and develop strategies to meet the needs of our English Learners. The additional Instructional Aide will support ELs in dELD course. SDGVA will provide professional development to address EL needs starting in the summer 2024 on language functions and how to incorporate supports to provide access to grade level content, especially in expository texts, review and plan for GLAD strategies and implementation.

Math Academic Indicator for Students with Disabilities – (See Goal 1, Action 6). SDGVA’s Special Education program design is an inclusion model, with approximately 15% identified as Students with Disabilities (SWD). The Students with Disabilities (SWD) student group received a RED Performance level for the Math Academic Indicator on the 2023 CA School Dashboard.

SDGVA professional development will continue to provide General Educators and Education Specialists with time and resources to engage in lesson studies that target the following elements of best practices in terms of meeting the mathematical needs of SWD’s:

- Integrating Universal Design for Learning principles in lessons.
- Utilizing the Standards of Mathematical Practice in math lessons.
- Orchestrating Productive Discourse in math conversations in the classrooms.
- Providing High Quality Mathematical Tasks for students.

SDGVA professional development will continue our ongoing work with San Diego County Office of Education’s (SDCOE) Math Department in writing more robust IEP goals that serve the math needs of SWD’s. The criteria agreed upon in our first cohort of this partnership includes all math IEP goals will meet the following criteria:

- High-Leverage
- Grade-Level Access
- Ambitious
- Measurable

SDGVA’s General Educators and Education Specialists will continue to plan instructional learning in our professional development series that addresses how SWD’s need to make progress in their math IEP goals - and - how we authentically assess and monitor these math IEP goals while making targeted adjustments based on evidence of practice.

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.

San Diego Global Vision Academy is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
<p>Administrators, Principals</p>	<p>Bimonthly meetings took place in-person/onsite from January 20224 – April 2024, to discuss internal data on the following areas, indicators, and schoolwide initiatives as part of the consultation process with the development of the 2024-25 LCAP:</p> <ul style="list-style-type: none"> • Chronic absenteeism by grade level, student groups for annual and longitudinal concerns. We interviewed educators for ideas regarding use of independent study contracts and the rate of return for work completed and impact on academics and leadership in the classroom. • Family feedback survey on school events intended to increase family participation and positive culture such as Open House, STEAM Night, Family Fun Days, Coffee with Kane sessions, Community Service Saturdays and Parent University sessions and main factors contributing to attendance from our parent/guardian perspective. • ELPI Performance on the 2023 CA Schools Dashboard: in terms of status and progress for English Learners and how to assess ongoing progress. • Students with Disabilities (SWD) in terms of mathematical progress for cohort work in professional development partnership with San Diego County Office of Education Math Department. • Spanish translation protocols to support families, ELPAC testing protocols and needs. • Participation rates for schoolwide events: Learning Showcase assemblies, STEAM Night, Open House and Parent University. <p>Feedback from Administrators and Leadership includes:</p> <ul style="list-style-type: none"> • Need to continue with Reading and Math Rtl • Hire Counselor to support students with small group/one-on-one counseling • Professional development for all educators on strategies to support ELs; and SWD • Hire an additional Designated ELD teacher to reduce caseload and serve all ELs (TK-8) • Increase collaboration among General Education, Education Specialist and ELD Teachers with planning lessons and differentiation.

**Teachers, Instructional Coaches,
ELD Teachers, & RtI Teachers**

WestEd CA School Staff Survey (CSSS) - Administered March 2024

Findings & feedback: SDGVA will continue to implement an academically rigorous program using culturally responsive pedagogical practices and attending to restorative principles for leadership development based on the following data:

- Staff report students are positively able to learn in a safe and supportive environment.
- Staff report students are able to receive the support they deserve to achieve academically.
- Staff report students are teaching lessons that are relevant to students' lives.
- Staff report holding high expectations for students to do their very best and be successful.
- Staff report the highest score for strongly agree that this school has high expectations for all students regardless of race, ethnicity, or nationality.

SDGVA will continue to offer multiple opportunities for staff to attend professional development days throughout the year to promote a collaborative and productive working environment:

- Staff report a genuine responsibility to improve this school and collaborate regularly.
- Staff report working at a school that is supportive, inviting, and safe.
- Staff report our site promotes trust and collegiality.

SDGVA will continue to provide Social-Emotional & Leadership Development lessons to support students:

- Staff report students are responsible for the way they act towards others.
- Staff believe students are taught to control their own behavior.
- Staff report students are taught to resolve conflicts with one another.
- Staff report school provides students adequate counseling and support needs.

An area of growth from the staff perspective is in shared decision making:

- The majority of staff reported strongly agree or agree that SDGVA promotes personnel participation in decision-making that affects school practices and policies. However, a few staff members report a concern with the level of participation afforded them in decision-making process.

Another area of growth: to provide more opportunities for parents/guardians to be involved onsite.

LCAP Google Site Survey - Administered March 2024

Findings & feedback: SDGVA will continue to foster positive culture on site:

- 80% of staff believe they feel “completely” or “quite a sense of belonging” and connectedness to each other on site. Of the remaining 20% available, 17.1% of staff feel somewhat connected to each other on site.

SDGVA will continue to focus on ways to improve academic achievement for English Learners:

- Majority of staff (80%) believe the needs of both English Learners (EL) and Students with Disabilities (SWD) are “always” or “frequently” addressed during our professional development series throughout the year.
- Feedback provided: Continue our work to support English Learners through staffwide GLAD Training for educators, modeled strategies for English Learners in various content-areas, to include specific attention during MTSS Meetings on the progress of English Learners and model differentiation for English Learners in terms of lesson planning development.

SDGVA will continue to focus on ways to improve academic achievement for Students with Disabilities (SWD):

- Majority of staff (91.4%) believe the needs of both English Learners and Students with Disabilities are “always” or “frequently” addressed during our professional development throughout the year.
- Feedback provided: Continue our work to support Students with Disabilities (SWD) with San Diego County Office of Education (SDCOE) cohort for the development of math IEP goals; continue to facilitate and prioritize meetings with IA Team members; Education Specialists and General Educators; understanding what resources are available to offer families who are supporting SWD at home; additional training on classroom and behavior management as it applies to SWD in order to maintain positive and productive learning partnerships.
- Meetings during monthly PD sessions (**February – April 2024**) to review student learning data, reflect, and adjust instructional plans. Teachers identified SWDs in need of more academic support.
 - Feedback: Teachers would like more collaboration and instructional learning support for education specialists and IAs. Teachers also identified the need to implement additional small group differentiated SEL supports for all students.
 - Meet 4 times a year with instructional coaches and administration to review data walls (internal universal screener and state assessments) to make referrals to intervention services and adjust instructional plans to meet the needs of students; and student support programs.
- Professional Development meeting (**4/19/24**): teacher feedback included the need to focus on SWDs in mathematics; providing support for students with receptive/expressive language processing delays, providing feedback to students, purposeful questioning to guide students, and helping students develop a positive math identity.

<p>Other School Personnel</p>	<p>The LCAP goals, actions and metrics were discussed during onsite staff meeting.</p> <ul style="list-style-type: none"> • Office staff meetings (March – April 2024) where information was disseminated, and feedback provided. They have worked on ensuring all interactions with families are welcoming and positive and have participated in our empathy interviews with parents. There is a need to continue strategies for monitoring and addressing chronic absenteeism (attendance).
<p>Students</p>	<p>WestEd’s CA Healthy Kids Survey was administered March 2024</p> <ul style="list-style-type: none"> • Elementary students report high levels of school connectedness and intrinsic academic motivation. They also state SDGVA has caring adults and adults who hold high expectations. Students report that the school provides social and emotional learning supports. <ul style="list-style-type: none"> ○ Feedback provided: Elementary students seek more meaningful participation. Students would like opportunities to help decide school activities. They would also like to provide input regarding what they would like to learn about. • Middle School students report high levels of school connectedness and academic motivation. They also report that adults at SDGVA care about them and hold high expectations for them. <ul style="list-style-type: none"> ○ Feedback provided: Middle School students would benefit from more support with cyberbullying and intervening when rumors are spread about them. ○ Middle School students request to have more opportunities to decide class activities or rules.
<p>Parent Advisory Committee (PAC)</p>	<p>Bi-Monthly Coffee (February - April 2024) with Kane onsite meetings, Healthy Kids Survey. Discussion took place on LCAP goals, actions and metrics.</p> <ul style="list-style-type: none"> • Feedback provided: Parents would like a forum to hear from other parents in the grade above them <ul style="list-style-type: none"> ○ Parents would like more informal ways to connect with other SDGVA families perhaps an optional parent directory ○ Parents would like to students to have more opportunities for programs such as gardening, cooking, dual immersion, and team sports at a younger age. ○ Parents feel SDGVA is very caring and safe place for their students. <p>Date: 6/5/24: The completed LCAP was presented to the PAC for their review, and approval.</p> <ul style="list-style-type: none"> • Feedback: The PAC approved the 2024-25 LCAP for submission to the SDGVA Governing Board.
<p>ELAC, DELAC & EL-PAC</p>	<p>Date: 4/22/24: ELAC/DELAC/EL-PAC Meeting held onsite, and discussion took place on an overview of the ELD program, attendance, reclassification and student achievement data, complaint procedures, LCAP feedback, EL site plan, and needs assessment.</p>

	<ul style="list-style-type: none"> ○ Feedback provided: Parents would like more clarification on excused vs unexcused absences. They would also like more tools or suggestions for supporting kids at home when summative assessment is sent home and at the beginning of the year. <p>Date: 6/5/24: The completed LCAP was presented to the EL-PAC for their review, and approval.</p> <ul style="list-style-type: none"> ● Feedback: The EL-PAC approved the 2024-25 LCAP for submission to the SDGVA Governing Board.
<p>Parents including those representing Unduplicated Pupils</p>	<p>WestEd: CA School Parent Survey - Administered March 2024</p> <ul style="list-style-type: none"> ○ Parents/Guardians feedback states that teachers are responsive to child’s social and emotional needs and provide resources for families. ○ Parents/Guardians report that SDGVA treats all students respectfully and promote respect of cultural beliefs/practice. ○ Parents/Guardians state SDGVA provides high quality instruction for their children. ○ Parents/Guardians report that SDGVA needs to increase how they actively seek the input of families and make them feel welcome to participate at school.
<p>SELPA Administrator</p>	<p>The SPED Coordinator conducted biweekly check-ins via zoom with the El Dorado Charter SELPA Administrator throughout the school year. April 2024: Discussion took place on the LCAP goal, actions, metrics, SWD performance on the CA School Dashboard and the SPED action (Goal 1, Action 6). The following feedback was provided:</p> <ul style="list-style-type: none"> ● Consultation on interpretation of procedural guides and state guidelines ● Discussion on legal mandates that impact Special Education ● Data monitoring for SEIS and CALPADS reporting needs ● Student caseload support based on SWD’s needs identified by Individualized Education Plan(s) ● Student support for evaluation process as needed ● Ongoing assessment and feedback on monitoring data for service-delivery (annual reporting) ● Feedback requested on our LCAP Goal and Actions for SWD in May 2024 ● Consultation feedback on our LCAP Goal and Actions from SELPA Representative includes the following – to continue our efforts in collaboration with SDCOE Math Department on behalf of SWD which includes PD between General Educators and Education Specialists on the integration of UDL principles in lessons, using standards of mathematical practice and productive discourse in math.

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

The development of the 2024-25 LCAP Goals, actions and metrics were influenced by the input and feedback provided by our educational partners which includes:

- Goal 1, Action 2: ELA & Math RtI Interventionists, Instructional Associates, expanded learning opportunities program: Academic and social enrichment.
- Goal 1, Action 3: Counseling services, SEL curriculum
- Goal 1, Action 4: Designated ELD teacher, Instructional Aide for EL, GLAD training, professional development to support ELs
- Goal 1, Action 6: SPED Program, UDL, academic supports for SWD, professional development to support SWD, co-planning General Education and Education Specialist, and professional learning opportunities offered by SELPA.
- Goal 2, Action 2: Robust Professional development and instructional coaching for teachers and Instructional Associates. Focus on SWD, and EL, in addition to Culturally Responsive Teaching.
- Goal 3. Action 1: Schoolwide events, social evening events
- Goal 3, Action 3: Saturday Family Fun Days, Coffee with the Principal, and Parent University (SEL workshops including cyber-bullying); parent volunteer opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue our commitment to implement the CA Community Schools Framework by strengthening our Multi-tiered System of Supports (MTSS), using multiple types of assessments (local and state), and data (local and dashboard), to identify and address the academic, social-emotional, behavioral, and mental health needs of our students especially among English Learners (EL) and Students with Disabilities (SWD) student groups.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

SDGVA will continue to strengthen its MTSS using universal screeners to identify students for tiered support, establish baseline performance, track and monitor student progress, and use data to inform instructional decision-making. The educational impacts of the pandemic were severe in urban communities, as evidenced in learning loss, and the higher rates of trauma, depression and anxiety especially among low-income and minority students. To accelerate learning, SDGVA will increase the level and frequency of integrated supports and intervention provided to our students to include additional support staff and additional instructional time through afterschool, intersession and summer programming (expanded learning opportunities program). The level of support will increase among our Unduplicated Pupils and Students with Disabilities as evidenced from student performance on the 2023 CA School Dashboard, ELA & Math Academic Indicators; and the English Learner Progress Indicator.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																																				
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+28.5</td> </tr> <tr> <td>African American</td> <td>+3.2</td> </tr> <tr> <td>Hispanic</td> <td>+19.5</td> </tr> <tr> <td>White</td> <td>+77.6</td> </tr> <tr> <td>EL</td> <td>-2.7</td> </tr> <tr> <td>SED</td> <td>+8</td> </tr> <tr> <td>SWD</td> <td>-55.4</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	+28.5	African American	+3.2	Hispanic	+19.5	White	+77.6	EL	-2.7	SED	+8	SWD	-55.4			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+30</td> </tr> <tr> <td>African American</td> <td>+4.2</td> </tr> <tr> <td>Hispanic</td> <td>+20.5</td> </tr> <tr> <td>White</td> <td>+78.6</td> </tr> <tr> <td>EL</td> <td>-1</td> </tr> <tr> <td>SED</td> <td>+9</td> </tr> <tr> <td>SWD</td> <td>-53</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	+30	African American	+4.2	Hispanic	+20.5	White	+78.6	EL	-1	SED	+9	SWD	-53	
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	36.4% Source: 2023 Dashboard			2023-24:40% Source: 2024 Dashboard																																					
5	% students English Language Proficiency for Summative ELPAC	2022-23: 15.25% Proficient			2023-24: 20% Proficient																																					

	Source: ELPAC website																																													
6	Reclassification Rate Source: Dataquest	2022-23: 16%			2023-24: 18%																																									
7	Attendance Rate Source: CALPADS	2022-23: 93%			2023-24: 93.3%																																									
8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>10.6%</td> </tr> <tr> <td>African American</td> <td>2.7%</td> </tr> <tr> <td>Hispanic</td> <td>21.7%</td> </tr> <tr> <td>White</td> <td>9.2%</td> </tr> <tr> <td>Two or More Races</td> <td>9.8%</td> </tr> <tr> <td>EL</td> <td>11.4%</td> </tr> <tr> <td>SED</td> <td>10.5%</td> </tr> <tr> <td>SWD</td> <td>13.3%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	10.6%	African American	2.7%	Hispanic	21.7%	White	9.2%	Two or More Races	9.8%	EL	11.4%	SED	10.5%	SWD	13.3%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>17%</td> </tr> <tr> <td>African American</td> <td>15%</td> </tr> <tr> <td>Hispanic</td> <td>20%</td> </tr> <tr> <td>White</td> <td>17%</td> </tr> <tr> <td>Two or More Races</td> <td>4%</td> </tr> <tr> <td>EL</td> <td>25%</td> </tr> <tr> <td>SED</td> <td>20%</td> </tr> <tr> <td>SWD</td> <td>25%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	17%	African American	15%	Hispanic	20%	White	17%	Two or More Races	4%	EL	25%	SED	20%	SWD	25%	
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9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%			2023-24: 0%																																									
10	Suspension Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																									
11	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																									
12	% students participating in elective course or enrichment. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%																																									
13	% students participating in all 5 Components of the	2022-23: 100%			2023-24: 100%																																									

	Physical Fitness Test (PFT): Grade 5 Source: SARC					
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 100%			2023-24: 100%	

NOTE: San Diego Global Vision Academy (SDGVA) currently serves grades TK-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 2024-25

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>As part of the MTSS process, SDGVA will administer diagnostic, local, and state assessments (academic universal screeners), that will be used to monitor student academic progress; identify strengths, and needs to modify instruction; provide academic intervention, and to continue to challenge each student academically:</p> <ul style="list-style-type: none"> • Fastbridge aReading & aMath assessments (K-8): 3 times/year • Fountas & Pinnell: Gr TK-6 • Illuminate assessments. • State mandated Assessments: CAASPP, CAST, ELPAC, & PFT. 	\$4,300	N
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>SDGVA will provide interventions and/or support services to close achievement gaps and ensure students are on track towards grade level mastery. The ELA & Math RtI Interventionists (Title I funded) will provide Tier 3 support for identified students in grades K-8; and increase the number of Instructional Associates to provide push-in and small group instruction especially for students identified as English Learners (EL), and Students with Disabilities (SWD) in ELA, and Math.</p>	\$975,345	Y

		<p>The Director of Academic Achievement will collect, disaggregate, review, analyze, and present student achievement data, local schoolwide data that will be discussed during ILT, staff development meetings, used to identify students for tiered supports, assist with developing intervention plans, and to present to our educational partners.</p> <p>The Executive Director will provide instructional coaching and supervision for all Instructional Associates to ensure implementation of evidence-based tiered intervention to close achievement gaps especially among ELs and SWD.</p> <p>SDGVA will provide supplemental online intervention programs and instructional materials to enhance and accelerate student learning, in addition to expanded learning opportunities program that will take place afterschool, and summer programming.</p>		
3	<p>MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>As part of Rtl Program SDGVA is committed to providing SEL supports exacerbated by the global pandemic, resulting in high levels of stress, anxiety, and isolation. SDGVA will employ a counselor to provide small group or one-on-one counseling.</p> <p>Instructional Coaches and Counselor will collaborate to ensure the SEL needs of our students are addressed using evidence-based practices including mindfulness, restorative practices, executive functioning and social thinking practices. SDGVA Educators and Instructional Coaches meet regularly to assess the social-emotional and behavioral needs of students throughout the year. Instructional coaches are utilizing student self-assessments as a screen tool for SEL.</p> <p>SDGVA will continue to implement strategies and practices to reduce chronic absenteeism and truancy schoolwide and among all student groups, modeling its efforts on San Diego County Office of Education (SDCOE).</p> <p>Our team will specialize efforts for intense intervention measures using internal and community resources to meet the needs of each family, monitor absences in real time; incorporate practices that communicate safety, and openness for a productive alliance. SDGVA will sustain engagement with families and refine the tiered-based system depending on incoming data.</p>	\$80,812	N

		SDGVA will continue to implement “Everyday Matters,” a student initiative program that highlights the importance of daily attendance in kid-friendly terms connected to both academic learning and leadership. Everyday Matters includes positive incentives for students, including acknowledging growth and progress at the classroom level.		
4	STRENGTHENING EL PROGRAM & SERVICES	<p>SDGVA received a RED performance level for the English Learner Progress Indicator (ELPI) on the 2023 CA School Dashboard. Upon analysis of EL achievement data, we identified the need to focus on reading and writing to support language acquisition.</p> <p>Approximately a quarter of our English Learners (EL) are dually identified English Learner (EL)/Student with Disabilities (SWD). To address English Learner (EL) language acquisition needs, SDGVA will increase guided reading frequency as outlined in the CA Practitioners Guide for educating SWD with IEP goals identifying language needs and disability; and continue our collaboration with SDCOE and El Dorado County Charter SELPA – institute on supporting dually-identified EL/SWD. SDGVA will increase alignment of daily instructional plans to meet the cognitive demands, structure, and learning tasks in the Summative ELPAC assessment. Educators will participate in at least one lesson study focused on meeting the needs of EL/SWD in mathematics.</p> <p>SDGVA will employ an English Language Development (ELD) teacher and an Instructional Associate to address the language acquisition needs during designated English Language Development (dELD) course. SDGVA has adopted Amplify ELD curriculum and will utilize Benchmark education, an evidence-based supplemental intervention literacy resource for English Learners; provide academic support with a focus on reading and writing, address areas for growth as identified in the needs assessment with the goal to improve academic outcomes for ELs, increase reclassification rates, reduce the number of Long-term ELs, and improve overall EL performance on the Summative ELPAC as measured by the ELPI (Dashboard) annually.</p> <p>ELs will be prioritize during MTSS data meetings when referring for RtI and after-school tutoring program.</p> <p>SDGVA will provide all teachers with professional development in the following focus areas to address language acquisition needs:</p>	\$185,079	N

		<ul style="list-style-type: none"> • Language functions and how to incorporate supports to provide access to grade level content, especially with expository texts • Guided Language Acquisition Development (GLAD) • Literacy Instruction • Integrated ELD • Classroom Environment & culture • Small group instruction for differentiation • Meeting the needs of dually identified EL/SWD through Math IEP goals and instruction. <p>All educators will engage in a yearlong book study of Teaching Math to Multilingual Students: Positioning English Learners for Success. Educators will read the text, engage in collegial discussions on the content, and develop action plans to initiate new pedagogical strategies. SDGVA will increase bi-monthly collaboration between educators and dELD teachers to review and revise instructional plans, analyze student data, and discuss how to effectively meet the learning needs of students.</p> <p>Teachers will discuss 2024 Summative ELPAC results with students and families and develop a learning plan for academic success.</p>		
5	BROAD COURSE OF STUDY	<p>SDGVA will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that includes Music (TK-4), Art (Gr TK-8), and Tae Kwon Do (TK-5).</p> <p>Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children’s communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.</p>	\$105,000	N
6	SERVICES TO SUPPORT SWD	<p>SDGVA’s Special Education program design is an inclusion model, with approximately 15% identified as Students with Disabilities (SWD). The Students with Disabilities (SWD) student group received a RED Performance level for the Math Academic Indicator on the 2023 CA School Dashboard.</p>	\$894,158	N

SDGVA professional development will continue to provide General Educators and Education Specialists with time and resources to engage in lesson studies that target the following elements of best practices in terms of meeting the mathematical needs of SWD's:

- Integrating Universal Design for Learning principles in lessons.
- Utilizing the Standards of Mathematical Practice in math lessons.
- Orchestrating Productive Discourse in math conversations in the classrooms.
- Providing High Quality Mathematical Tasks for students.

SDGVA professional development will continue our ongoing work with San Diego County Office of Education's Math Department in writing more robust IEP goals that serve the math needs of SWD's. The criteria agreed upon in our first cohort of this partnership includes all math IEP goals will meet the following criteria:

- High-Leverage
- Grade-Level Access
- Ambitious
- Measurable

SDGVA's General Educators and Education Specialists will continue to plan instructional learning in our professional development series that addresses how SWD's need to make progress in their math IEP goals - and - how we authentically assess and monitor these math IEP goals while making targeted adjustments based on evidence of practice.

At SDGVA, Students with disabilities (SWD) are mainstreamed to the greatest extent possible, and IEP teams consider the unique needs of the students served when determining their Specialized Academic Instruction (SAI) needs in terms method of instruction and placement. SWD who require additional services utilize the Learning Center for Speech, OT, Counseling, and other areas indicated on their Individualized Education Plans (IEPs). Special education staff provide small group instruction targeting specific California content state standards.

Our current strength includes the sustainable use of our Multi-Tiered Systems of Support (MTSS) model over four years to review data the educators provide on student academic, behavior, and social-emotional learning to determine which students need universal, targeted, and

intensified support. That data is then analyzed again with demographic data like socio-economic status, race, English Learner students, and Special Education status to ensure at-risk students have access to programs such as Response to Intervention (RTI) and after-school tutoring.

The action plan for Special Education is based on our analysis of SWD needs in terms of improving literacy proficiency rates for students who have literacy goals included in their Individualized Education Plans (IEP's). We have designed a professional development series for Education Specialists throughout the year that will target the following areas required for literacy development: environmental print, phonemic awareness, phonics, fluency, and comprehension. The professional development series will include both overview sessions for the entire Special Education Team as well as more personalized sessions differentiated to meet the needs of their current caseload in terms of early/emergent literacy (TK-2nd) and transitional (3rd -8th). These sessions will be conducted throughout the two weeks of professional development in the August 2024 and throughout the seven additional professional development days on the academic calendar.

Education Specialists will assist General Educators for the first time in collecting Universal Assessment data for students assigned on their caseload in terms of collecting literacy data for phonics, sight words, fluency, and comprehension development. One goal of the professional development series is to increase the literacy expertise of our Education Specialist Team they state would help them to plan and provide more targeted literacy interventions throughout the year and understand how to monitor their progress overall. The collaborative effort to connect the literacy practices of General Education and our Education Specialists will increase opportunities for Special Education students to receive targeted literacy interventions that will help them to meet and exceed grade level standards.

Education specialists will also attend professional development opportunities offered by El Dorado Charter SELPA to continue to provide quality support our families have come to rely upon. SDGVA continues to have a high percentage of positive responses when surveyed about the quality of programming and support offered to families. SDGVA has a high percentage of parent involvement in IEP meetings annually.

Goal

Goal #	Description	Type of Goal
2	Continue to provide robust professional learning opportunities and instructional coaching for all teachers and support staff on CA Academic Content Standards, and evidence-based pedagogical strategies, that focuses on the diverse learning needs of our students especially EL and SWD, to prepare students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

There is a need to provide teachers with professional learning opportunities and instructional coaching to address learning loss and achievement gaps exacerbated by the pandemic. An analysis of multiple of types of data has identified the need to provide additional professional development to support the learning needs of English Learners (EL) and Students with Disabilities (SWD).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 89.6%			2022-23: 93.6%	
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	

16	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<u>2023-24</u> ELA: 5 ELD: 3 Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 3 PE: 3 VAPA: 3 World Language: NA		<u>2024-25:</u> ELA: 5 ELD: 4 Math: 4 Social Science: 3 Science: 4 CTE: NA Health: 3 PE: 3 VAPA: 3 World Language: NA	

Goal Analysis for 2024-25

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>SDGVA will employ an Executive Director and appropriately credentialed classroom teachers for grades TK-8, to provide instruction in core subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school’s base program. SDGVA will provide 176 days of instruction.</p> <p>All teachers will participate in 10 days of intensive Summer Professional Development, in preparation for the 2024-2025 academic school year, with an additional 7 non-instructional days, and weekly collaboration and/or staff development during the academic school year.</p>	\$2,215,546	N
2	PROFESSIONAL DEVELOPMENT	<p>SDGVA will provide all educators (General Education & SPED) with robust evidence-based professional development that includes 10 days of Summer Professional Learning, 7 non-instructional days and weekly professional development during the school year.</p> <p>Instructional Coaches will work with elementary and middle school teachers to improve delivery of instruction, conduct classroom observations and targeted feedback cycles to build teacher capacity, expertise, and ensure effective implementation of evidence-based pedagogical strategies to improve student outcomes.</p> <p>The 2024-2025 schoolwide professional development identified areas of focus include:</p> <ul style="list-style-type: none"> • English Learners (ELPAC) – See Goal 1, Action 4 for details • Effective Education Practice System Goal – Student engagement 	\$281,822	N

		<ul style="list-style-type: none"> • Differentiation • Access to rigor for all student groups • Culturally responsive teaching • Literacy Development with an emphasis for SWD – Educators & Education Specialists • CGI Math (SDSU) • GLAD (SDCOE) • SWD accessing math: SDCOE – See Goal 1, Action 6 for details <p>The Administrative Team and Lead educators will participate in additional professional learning through workshops and conferences that support SDGVA’s mission and goals.</p> <p>Instructional Associates will participate in monthly Professional learning opportunities including before and after school programming (STEAM, classroom management, reading and math instructional strategies, behavior tracking data analysis, phonics, fluency, and phonemic awareness.</p> <p>To support teacher effectiveness, credential clearance, and teacher retention rates, SDGVA will fund teacher induction expenses.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>SDGVA ensures all students have access to standards-aligned curricular and instructional materials. Purchases are made annually to ensure sufficient supply of materials including consumables. We anticipate purchasing the following:</p> <ul style="list-style-type: none"> • Illustrative Math • Desmos • Amplify ELA/ELD • TCI Science • Scholastic News • Dreambox 	\$189,195	N
4	CLOSING THE DIGITAL DIVIDE	<p>The Director of IT will ensure the implementation of 1:1 student to device ratio, purchase Chromebooks, technology devices and supplies, as needed; and provide technical support.</p>	\$50,000	N

Goal

Goal #	Description	Type of Goal
3	Continue to engage parents and members of the community as partners through education, communication, and collaboration, that foster strong relationships and community. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations, and shared decision-making.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

To improve student outcomes, it is essential to establish home-school collaboration with families/caregivers; and strengthen communication to ensure families feel connected. To further improve daily attendance, and reduce chronic absenteeism rates, SDGVA will partner with families to communicate the impacts of absenteeism on learning and academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good			2024-25: Good	
18	Parent input in decision-making for UP & SWD. Source: Score - CDE Priority 3 Self-reflection tool .	<u>2023-24:</u> 9. 4 10. 4 11. 4 12. 4			<u>2024-25:</u> 9. 5 10.5 11.4 12.4	

19	Parent participation in programs for UP & SWD. Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 5 2. 4 3. 5 4. 5			<u>2024-25:</u> 1. 5 2. 5 3. 5 4. 5	
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: CHKS	<u>2023-24:</u> 86% Sense of Safety 80% School connectedness			<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: CSPS	<u>2023-24:</u> 99% Sense of Safety 96% School connectedness			<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: CSSS	<u>2023-24:</u> 100% Sense of Safety 98% School connectedness			<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	

Goal Analysis for 2024-25

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>SDGVA will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>SDGVA will implement field trips, intramural sports, Learning Showcase/Leadership Assemblies, Everyday Matters Incentive Program to promote student engagement a positive learning environment. In addition, SDGVA will host Family Fun Days and Social evening events (STEAM Night) and grade level social gathers to promote community building and a safe and welcoming environment for students and families.</p> <p>Annually, SDGVA will administer school climate surveys to students, staff and parents. Parent surveys will be differentiated for families representing EL and SWD to assess key aspects of the educational program, assess the effectiveness of our communication methods, to gain insight on family needs and concerns, and better serve our students.</p>	\$124,500	N

		The School Safety Team will review and revise the School Safety Plan with input from our educational partners.		
2	PARENT INPUT IN DECISION-MAKING	<p>At SDGVA parent input in decision-making includes families representing Unduplicated Pupils (UP) and Students with Disabilities (SWD) will take place through the following committees:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Schools Steering Committee <p>Interpreter services will be provided for committee meetings, and as requested.</p>	\$1,000	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>SDGVA will provide all parents/guardians including those of unduplicated students, and Students with Disabilities with opportunities to engage as partners in their child’s education. The Office Clerk will conduct family outreach, to support parent engagement and participation through:</p> <ul style="list-style-type: none"> • Schoolwide events • Parent-Teacher Conferences • Saturday Family Fun Days – hosting meetings throughout the county to connect with families • Coffee with the Principal • Parent volunteer opportunities <p>The Leadership Team will host a series of Parent University sessions for parents/guardians on how to meet their child(ren)’s Social-Emotional needs with a focus on the following topics:</p> <ul style="list-style-type: none"> • SEL: Social-Thinking Mindset • SEL: Social Conflict & Bullying • SEL: Safety Net - Cyberbullying • SEL: Stress & Anxiety 	\$63,945	N

		<p>Our staff will utilize ParentSquare to communicate with families.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs."</p>		
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>SDGVA strives to provide all students and staff with safe and clean school facilities.</p> <p>Annually, the Facility Inspection Tool (FIT) will be completed, and reported on the SARC, LCAP, and Local Indicators Report. Identified findings from the FIT report will be addressed in a timely manner.</p>	\$485,114	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$705,734	\$31,755

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
14.64%	0%	\$0	14.64%

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 #(s)	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
Goal 1, Action 2	After assessing the needs and conditions of our Unduplicated Pupil as identified on the 2023 CA School Dashboard, and local data, in collaboration with our educational partners, Unduplicated Pupils which are also dually identified Hispanic, SWD and African American are lagging in academic performance as measured by the 2023 ELA and Math CAASPP assessment. The following chart provides the distance from standard for ELA and Math, by student group as noted on the 2023 CA School Dashboard.	SDGVA will provide interventions and/or support services to close achievement gaps and ensure students are on track towards grade level mastery. The ELA & Math RtI Interventionists (Title I funded) will provide Tier 3 support for identified students in grades K-8; and increase the number of Instructional Associates to provide push-in and small group instruction especially for students identified as English Learners (EL), and Students with Disabilities (SWD) in ELA, and Math.	The metrics that will be used to monitor effectiveness are: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

2022-23 ELA CAASPP	
Student Group	DFS
All Students	+28.5
African American	+3.2
Hispanic	+19.5
White	+77.6
EL	-2.7
SED	+8
SWD	-55.4

2022-23 Math CAASPP	
Student Group	DFS
All Students	-17
African American	-60.2
Hispanic	-22.4
White	+52.6
EL	-50.4
SED	-36.1
SWD	-103.4

The Director of Academic Achievement will collect, disaggregate, review, analyze, and present student achievement data, local schoolwide data that will be discussed during ILT, staff development meetings, used to identify students for tiered supports, assist with developing intervention plans, and to present to our educational partners.

The Executive Director will provide instructional coaching and supervision for all Instructional Associates to ensure implementation of evidence-based tiered intervention to close achievement gaps especially among ELs and SWD.

SDGVA has identified that this action will be provided on a “schoolwide” basis, to maximize their efficiency, effectiveness and implementation of the targeted support while also allowing other students to benefit as needed.

English Learners received a “RED” performance level for the ELPI on the 2023 CA School Dashboard; and ORANGE for the Math Academic Indicator; Students with Disabilities received a RED; and African Americans an ORANGE for the Math Academic Indicator. Approximately one-third of SWD are dually identified as EL/SWD; and a larger proportion are Low Income/SWD.

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	Not applicable	Not applicable	Not applicable

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.

Not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to fund an additional Instructional Associate to provide direct services to students. (Goal 1, Action 3)

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,125,099.00	\$ 5,820,465.00

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 1,834,115	\$ 2,063,316
1	2	MEASURING STUDENT PROGRESS - ASSESSMENTS	No	\$ 4,300	\$ 4,300
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 343,471	\$ 580,140
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 394,514	\$ 394,514
1	4	MTSS: ADDRESSING SOCIAL EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 2,472	\$ 2,472
1	4	MTSS: ADDRESSING SOCIAL EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 120,950	\$ 120,950
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 515,570	\$ 559,236
1	6	SERVICES TO SUPPORT SWD	No	\$ 1,000,113	\$ 1,038,238
1	7	BROAD COURSE OF STUDY	No	\$ 95,000	\$ 172,092
2	1	PROFESSIONAL DEVELOPMENT	No	\$ 210,611	\$ 210,201
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 105,622	\$ 105,622
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 220,000	\$ 210,000
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 105,689	\$ 155,689
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 126,650	\$ 157,673
3	2	PARENT INPUT IN DECISION MAKING	No	\$ 1,000	\$ 1,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT AND PARTICIPATION	No	\$ 45,022	\$ 45,022

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 601,575	\$ 621,086	\$ 621,086	\$ (0)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 394,514	\$ 394,514.00	0.00%	0.00%
1	4	MTSS: ADDRESSING SOCIAL EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 120,950	\$ 120,950.00	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 105,622	\$ 105,622.00	0.00%	0.00%

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)
\$ 4,411,711	\$ 601,575	0.00%	13.64%	\$ 621,086	0.00%	14.08%	\$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	\$ 4,821,378	\$ 705,734	14.638%	0.000%	14.638%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,119,328	\$ 1,320,816	\$ -	\$ 215,672	\$ 5,655,815.82	\$ 4,129,294	\$ 1,526,522

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	All	No				Ongoing	\$ -	\$ 4,300	\$ 4,300	\$ -	\$ -	\$ -	\$ 4,300	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	SDGVA	Ongoing	\$ 903,416	\$ 71,929	\$ 705,734	\$ 168,133	\$ -	\$ 101,477	\$ 975,345	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No				Ongoing	\$ 78,390	\$ 2,422	\$ 41,617	\$ -	\$ -	\$ 39,195	\$ 80,812	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	English Learners	No				Ongoing	\$ 119,229	\$ 65,850	\$ 185,079	\$ -	\$ -	\$ -	\$ 185,079	0.000%
1	5	BROAD COURSE OF STUDY	All	No				Ongoing	\$ -	\$ 105,000	\$ 60,000	\$ 45,000	\$ -	\$ -	\$ 105,000	0.000%
1	6	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	\$ 452,259	\$ 441,899	\$ -	\$ 819,158	\$ -	\$ 75,000	\$ 894,158	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				Ongoing	\$ 2,210,546	\$ 5,000	\$ 1,980,072	\$ 235,474	\$ -	\$ -	\$ 2,215,546	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				Ongoing	\$ 267,822	\$ 14,000	\$ 281,822	\$ -	\$ -	\$ -	\$ 281,822	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	\$ -	\$ 189,195	\$ 186,144	\$ 3,051	\$ -	\$ -	\$ 189,195	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				Ongoing	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				Ongoing	\$ -	\$ 124,500	\$ 74,500	\$ 50,000	\$ -	\$ -	\$ 124,500	0.000%
3	2	PARENT INPUT IN DECISION MAKING	All	No				Ongoing	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT	All	No				Ongoing	\$ 51,795	\$ 12,150	\$ 63,945	\$ -	\$ -	\$ -	\$ 63,945	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				Ongoing	\$ 45,837	\$ 439,277	\$ 485,114	\$ -	\$ -	\$ -	\$ 485,114	0.000%

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
\$ 4,821,378	\$ 705,734	14.638%	0.000%	14.638%	\$ 705,734	0.000%	14.638%	Total:	\$ 705,734
								LEA-wide Total:	\$ -
								Limited Total:	\$ 705,734
								Schoolwide Total:	\$ -

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	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Limited	English Learners	SDGVA	\$ 705,734	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).

