

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Virtual School

CDS Code: 37-68213-0123224

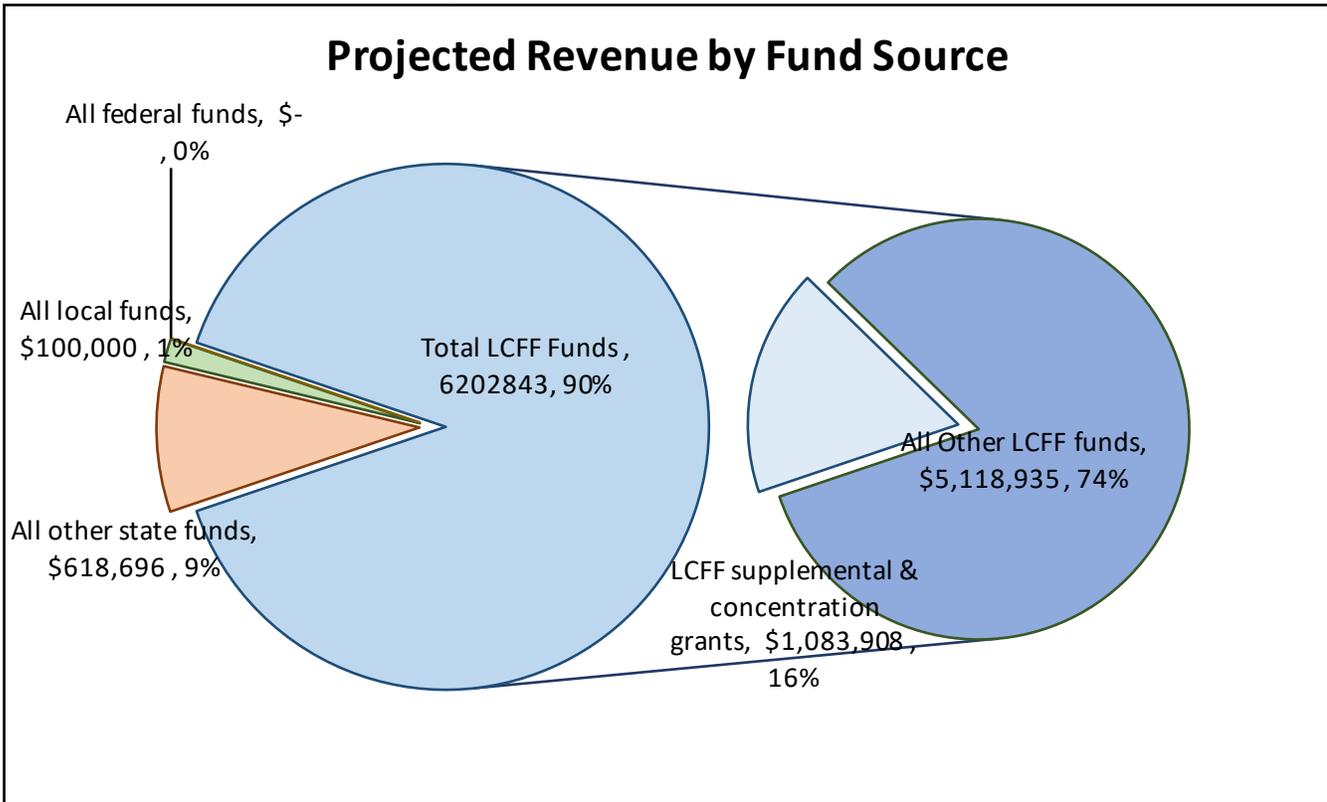
School Year: 2024-25

LEA contact information: Brennan McLaughlin

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

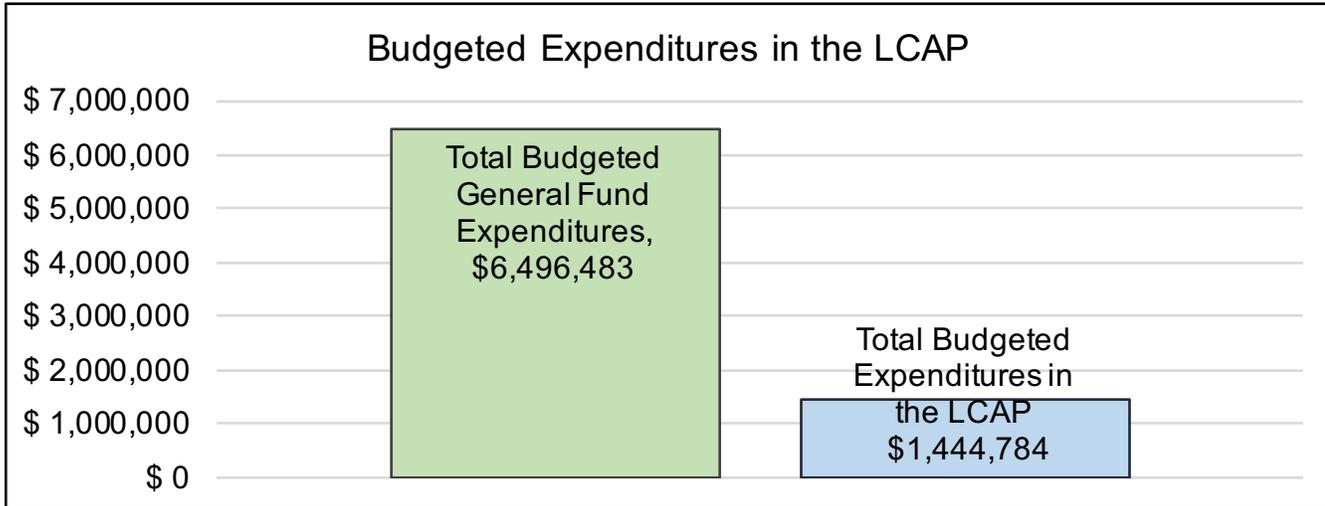


This chart shows the total general purpose revenue San Diego Virtual School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Virtual School is \$6,921,539.00, of which \$6,202,843.00 is Local Control Funding Formula (LCFF), \$618,696.00 is other state funds, \$100,000.00 is local funds, and \$0.00 is federal funds. Of the \$6,202,843.00 in LCFF Funds, \$1,083,908.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district 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.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much San Diego Virtual School 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 Virtual School plans to spend \$6,496,483.00 for the 2024-25 school year. Of that amount, \$1,444,784.00 is tied to actions/services in the LCAP and \$5,051,699.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

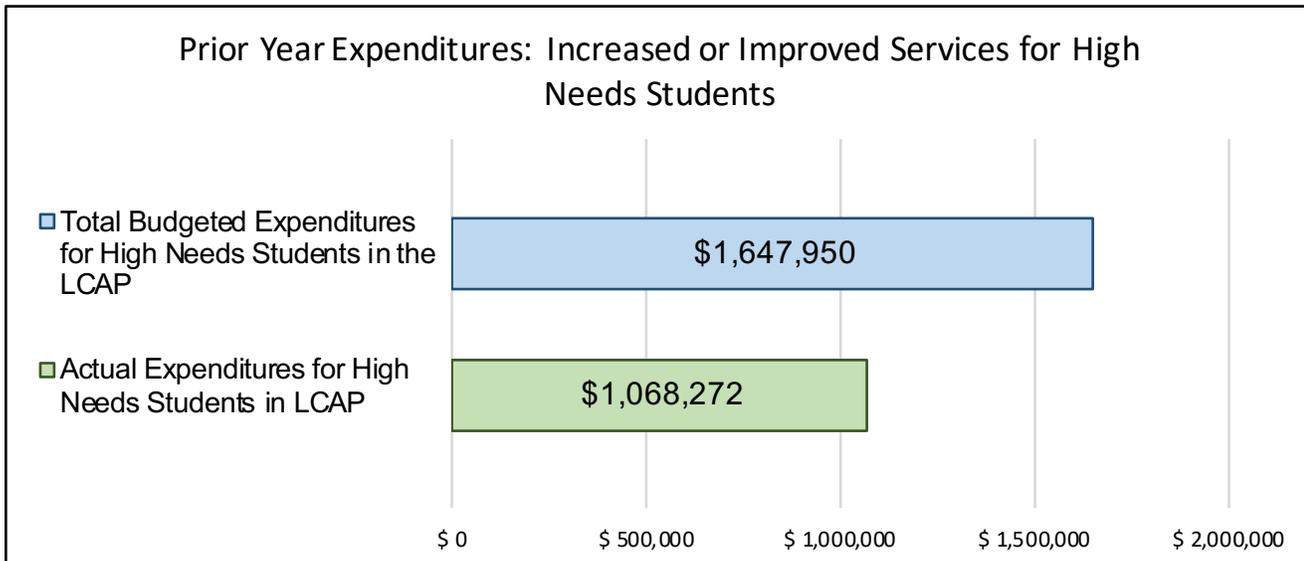
General Fund expenditures not included in the LCAP included administrative salaries, benefits, and CalSTRS & CalPERS pension costs. Additional expenditures include expenses for marketing, audit services, legal fees, facility costs, and district oversight.

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

In 2024-25, San Diego Virtual School is projecting it will receive \$1,083,908.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Virtual School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Virtual School plans to spend \$1,444,784.00 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 Virtual School 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 Virtual School 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 Virtual School's LCAP budgeted \$1,647,950.00 for planned actions to increase or improve services for high needs students. San Diego Virtual School actually spent \$1,068,272.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$579,678.00 had the following impact on San Diego Virtual School's ability to increase or improve services for high needs students:

For the fiscal year 2023-24, actual expenditures for actions and services to increase or improve services for high needs students did come less than budgeted expenditures. However, there was no impact to planned services because the \$1,068,272 that was spent by San Diego Virtual School was enough funding to fully implement the School's services for our high needs students and was significantly more than the \$963,862 of

# 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 Virtual School]	[Brennan McLaughlin, Executive Director Diahann Kunczynski, Principal]	[ <a href="mailto:bmclaughlin@sdvsk12.org">bmclaughlin@sdvsk12.org</a> , (619) 713-7271 <a href="mailto:dkunczynski@sdvsk12.org">dkunczynski@sdvsk12.org</a> , (619) 713-7271]

## Plan Summary [LCAP 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 Virtual School started in 2010 with a simple mission: to provide an alternative for students who could not easily access a site-based school. Mountain Empire School District, through which our charter is housed, is situated in the Cleveland National Forest and covers over 600 square miles. Many students live far away from their school site, and often the school bus is their only means of transportation. The idea to create a school that offers a curriculum fully online was born, and SDVS now serves four Southern California counties: San Diego, Orange, Imperial, and Riverside.

Hundreds of thousands of students have the option of attending SDVS. San Diego County is in the southwestern corner of California, covering 4,526 square miles, and has a population of over 3.3 million. Orange County is directly north of San Diego, spanning 984 square miles, and has a population of 2.24 million people. Imperial County is in the far southwest region of California, bordering Arizona and Mexico. It covers 4,482 square miles and has a population of 177,000. Riverside County is in the southeast region of Southern California, with well over 2.5 million people residing, spanning over 7,000 square miles of area.

As technology continues to become an integral part of our world, the need for a virtual learning environment has become even more vital and necessary. Our students come from various backgrounds and situations, though almost all choose our school because of the flexibility and personalization the San Diego Virtual program offers. Some students want to pursue sports, accelerate, graduate early, makeup credits, or even learn at their own pace, and being able to study at home allows students to fit education into a life that may not allow for a traditional, on-site school experience. SDVS continues to enroll students in grades 9-12 from various socioeconomic and racial backgrounds, with the majority being Caucasian and socio-economically disadvantaged.

Since 2010, SDVS has developed many different opportunities for learning, especially during the pandemic in 2020. With a change in our structure (from teachers working in an office to teachers working from home), new strategies were developed, and students used the online learning platform more effectively, while teachers provided more opportunities with virtual one-on-one appointments, live and recorded virtual lessons, and other various online resources to assist learning.

San Diego Virtual School’s mission and vision are evident throughout our program, starting with the students and ending with the staff. San Diego Virtual School’s mission: San Diego Virtual School, a personalized learning institution, prepares all students to develop necessary academic and life skills in order to be successful in their pursuit of career or higher learning and be a contributing member of society, was

developed to ensure our students are given opportunities to pursue their academic goals and be prepared for their future while gaining perspective and knowledge in their core subjects by working with highly qualified and credentialed teachers. We work tirelessly to equip our students with the necessary tools for a better future, our vision, and maintain the mission by meeting students' individual needs and helping them develop skills to succeed in their postgraduate plans.

San Diego Virtual, a public charter school, services grades 9-12. Currently, SDVS has an administrative office located in San Diego, CA, and our curriculum is offered exclusively through Edmentum. At SDVS, students are assigned to a highly qualified teacher, and these California-credentialed teachers serve as the point person and main contact for their students. Each SDVS teacher serves 30 or fewer students to ensure quality instruction and individual attention. Additionally, this teacher maintains daily communication with each student on their roster, monitors assignments, provides guidance and mentorship, and assists students in their educational journey. Teachers are available Monday to Friday, from 8 a.m. to 3:30 p.m., while students have access to the curriculum 24 hours a day, 7 days a week.]

### **Reflections: Annual Performance**

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

[Based on the review of the California School Dashboard, San Diego Virtual School was able to identify some areas of success and areas of growth. First, let's look at our success; our English Language Arts and Mathematics performance indicators showed us that we are making improvements in both areas. We were able to increase our scores by at least 40 points for each subject area. Next, we were able to decrease our chronic absenteeism rate by 3.6%, and our suspension rate remained at 0%.

When looking at our English Learner progress, we did see some room for growth, as our level of students who progressed at least one ELPI level decreased by 13.7%. Additionally, we did see our graduation rate decrease by 11.9%, and we are looking at how to improve our college and career preparedness rating, as it is currently reported as "low." When evaluating our local data, we identified a need to support our students who are socioeconomically disadvantaged, as both the dashboard and our local assessments indicate this population of students need extra support to complete classes and graduate with their class.]

### **Reflections: Technical Assistance**

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

[N/A]

### **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.

[N/A]

***Support for Identified Schools***

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

[N/A]

***Monitoring and Evaluating Effectiveness***

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

[N/A]

# 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
[Students]	[Students were asked to complete a survey from the school evaluating their experience. We also send our 9 <sup>th</sup> and 11 <sup>th</sup> grade students the CHKS survey for a healthy school climate. Surveys were sent via email, texted, and posted on the school ParentSquare website.]
[Parents/Guardians]	[Parents were asked to complete a survey evaluating their experience and ease of communication at SDVS. The survey was presented in a few ways, posted on ParentSquare, texted, and emailed.]
[Teachers, Principals, Administrators, Other School Personnel]	[School staff receives a school survey and are asked to complete the survey anonymously. The Surveys are posted in the Week at a Glance which is sent each Monday, and the survey is sent via email as a reminder. Staff is also given a due date to complete the survey, helping us receive data from all staff. ]

Insert or delete rows, as necessary.

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

[One of the main suggestions we receive from our educational partners is a request for more in-person events for our students. This year we were able to create more opportunities for our students to have hands-on educational experiences. Students, parents, and guardians asked for more educational field trips, so we took that into consideration and offered hand-on science lab experiences, Career Technical Education (CTE) field trips, SDVS Student-Run Club field trips, and general education field trips for all students.

After reviewing the feedback from school staff, we realized a need for a more robust program for our students who speak multiple languages, and the ELL team is working on creating Learning Plans for each ELL student in conjunction with our other supports. Additionally, teachers reported they would like more professional learning opportunities, and the administrative team is working to develop more training for teachers in the upcoming year. Lastly, new methods of communication between the MTSS team and the teachers have been developed, as well as more communication from the administration to the staff.]

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
[Goal #1]	[Expand student pathways to graduation by offering diverse options for completing and receiving credit for assigned courses to increase the graduation rate, while ensuring equitable access to online learning experiences for all students.]	[Broad Goal]

State Priorities addressed by this goal.

[Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we observed an 11% decrease in graduation rate. Even though this was an expected change with the completion of the COVID Bill AB-104, we still feel this is an important focus and that we need to maintain monitoring and developing improvements. Additionally, this goal helps us focus on improving student outcomes, as graduation rate is a key metric for gauging student success.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of Graduates who are in Credit Recovery]	[48% of graduating seniors are in the credit recovery program]	[Insert outcome here]	[Insert outcome here]	[100% of CR graduates identified at time of enrollment]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of students who are evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students were evaluated for AB 167/216, AB 365, and/or AB 1806]	[Insert outcome here]	[Insert outcome here]	[100% of students evaluated]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of students who require laptop devices]	[34% of students received laptop devices from the school]	[Insert outcome here]	[Insert outcome here]	[100% of students who need laptops receive devices]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of NGs, Ds, and/or Fs on the first semester report cards]	[19% of grades on first semester report cards were either an NG, D, or F]	[Insert outcome here]	[Insert outcome here]	[5% of grades on first semester report cards were either an NG, D, or F]	[Insert current difference from baseline here]
[Metric #6]	[Percentage of Ds, and Fs on the second semester report cards]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[5% of Ds, and 0% Fs on the second semester report cards]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Credit Recovery Diplomas Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are graduating with their class.]	[\$4,200]	[Yes]
[Action #2]	[Transcript Evaluations]	[Each student will have an evaluation of transcripts and residential status by the counselors. If the student qualifies for credit recovery, homeless, or foster youth, they will be designated and assigned the appropriate diploma path.]	[\$122,995]	[Yes]
[Action #3]	[Providing Laptop Devices]	[Upon enrollment, students will be evaluated to determine whether they will have access to their curriculum. All students (including low-income, English Learners, Foster Youth, Homeless, students with disabilities, students below grade level, or other students identified as needing access) will receive a laptop device.]	[\$94,000]	[Yes]
[Action #4]	[No Grades Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are earning No Grades (NG) in the first semester.]	[\$115,000]	[Yes]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #2]	[Equip all students with the tools and resources they need to be college and career ready, while providing personalized support to each student in achieving their individual post-graduation goals.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because students and educational partners have expressed a need for more hands-on post-graduate planning. Students and families need information to be able to make educated decisions about future plans, so this goal helps hold us accountable for providing that information.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of seniors who receive letters for number of credits to complete to graduate on time]	[100% of seniors received letters with the number of credits they need to complete to graduate]	[Insert outcome here]	[Insert outcome here]	[100% of seniors receive letters]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of seniors who participate in post-graduate planning with a college counselor]	[79% of seniors participated in post-graduate planning with a college counselor]	[Insert outcome here]	[Insert outcome here]	[100% of seniors participating in postgraduate counseling]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of students who complete the Algebra 1 requirement by grade 10]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of students complete the Algebra 1 requirement by grade 10]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of students who attend CTE webinars and field trips]	[9% of students attended either a CTE webinars and/or field trip]	[Insert outcome here]	[Insert outcome here]	[20% of students attended either a CTE webinars and/or field trip]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

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**Actions**

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Academic Counseling]	[The college counseling team will meet with students to discuss post graduate plans and closely monitor seniors to ensure that they are properly placed in courses that will benefit their future. They will also provide resources for post-graduate planning and meet with families in need of extra support.]	[\$130,000]	[Yes]
[Action #2]	[College/Career Webinars and Workshop]	[Workshops and webinars conducted throughout the year by the Student Success Coordinator and Academic Counselor include career spotlights, resume assistance, college explorations, college entrance information, FAFSA assistance, and postgraduate planning]	[\$ 25,000]	[Yes]
[Action #3]	[Monitor Algebra 1 Credits Earned]	[Mathematics teachers will closely monitor, remediate, and assist any students in the Algebra 1 course toward completion and competency. With this in mind, all mathematics teachers will have a low student to teacher roster in order to tutor students throughout the day and guide them toward math course completion needed for graduation.]	[\$115,000]	[Yes]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #3]	[Enhance, refine, and build upon our success in supporting English learners with a focus on continuous improvement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 2: Implementation of State Standards, Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we want to ensure that our English Language Learner population receives a comprehensive support program, which will include instruction in a vocabulary-rich environment and listening and speaking opportunities. This comprehensive support includes modified reading and writing assignments, complete with listening and speaking opportunities for all of our students, as these have been ways we see our ELL population succeed and thrive in our environment. English Language support will be across all subjects throughout the curriculum as all subjects contain advanced and specific vocabulary.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of student growth on local assessments]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of students grow at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of growth on ELPAC Exam]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of ELL students increase at least one level on the ELPAC exam]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of completed writing assignments in core classes]	[93% of ELL students completed at least one writing assignment in a core class in the first semester]	[Insert outcome here]	[Insert outcome here]	[100% of ELL students completed writing assignments in their core classes]	[Insert current difference from baseline here]
[Metric #4]	[Percentage ELL students working one-on-one with an HQT]	[39.3% of ELL students worked one-on-one with a highly qualified teacher]	[Insert outcome here]	[Insert outcome here]	[80% of ELL students work one-on-one with an HQT]	[Insert current difference from baseline here]
[Metric #5]	[Percentage of ELL students who finish their ELA class with a C or higher]	[53.6% of ELL students finished their ELA class with a C or higher in the first semester.]	[Insert outcome here]	[Insert outcome here]	[100% of ELL students earn a C or higher in ELA]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

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

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# Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Give local assessments/benchmark assessments]	[Students will complete Fall and Spring local/benchmark assessments in Mathematics and Reading. Upon results, San Diego Virtual will provide an individualized plan that will assist in building the necessary skills and concepts to build grade level competency, and an additional Reading Fundamentals course will be added to the student's coursework, if needed. Reading Fundamentals includes grammar, vocabulary, and comprehension skills, and is maintained, tutored, and assessed by our teachers on a daily basis.]	[\$125,000]	[Yes]
[Action #2]	[Give ELPAC exam]	[Testing administrators worked extensively with the families, informing each of the significance of the assessment, ensuring devices and connectivity issues were solved, and assessments were given.]	[\$50,000]	[Yes]
[Action #3]	[Maintain contract with Edmentum (Curriculum)]	[The Edmentum Curriculum is the curriculum that San Diego Virtual School utilizes school-wide. However, modifications and amendments were made to each individual student, including the English Language Learners, to ensure vocabulary-rich content was throughout, complete with listening and speaking activities, to build proficiency.]	[\$81,000]	[Yes]
[Action #4]	[Have Credentialed Teacher with English Language Certification work with ELL students]	[Our English teacher will monitor, assess, and provide intervention for the ELL learners in the program]	[\$112,589]	[Yes]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #4]	[Improve academic achievement for underperforming students through a comprehensive Multi-Tiered System of Support (MTSS) which includes academic improvement with Response to Intervention, social emotional learning, and student engagement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, 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.

[San Diego Virtual School identifies students in need of support based on benchmark assessments, and other forms of data such as teacher observations, meetings with the counselors, and meetings with the Student Success Coordinator. We have developed a multi-tiered system of support to ensure we are teaching the whole student, identifying and removing barriers to learning, and providing support for students to succeed academically and emotionally. The MTSS team works with all members of staff, students, and families to provide the best services and to reduce barriers to learning.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of growth on local assessments for students in MTSS]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of students in MTSS grew at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentages of grades D, F, and NG for all students on report cards]	[18.4% of students received either a D or NG in the first semester.]	[Insert outcome here]	[Insert outcome here]	[0% of grades D, F, and NG for all students on report cards]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of students who report feeling accepted in their school community]	[88.5% of students report feeling accepted by the school community.]	[Insert outcome here]	[Insert outcome here]	[100% of students report feeling accepted by the school community]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of students who are enrolled in the MTSS program]	[13% of students are enrolled in the MTSS program]	[Insert outcome here]	[Insert outcome here]	[7% of students are enrolled in the MTSS program]	[Insert current difference from baseline here]
[Metric #5]	[Percentage of students who graduate from the MTSS program]	[14% of students who were enrolled in the MTSS graduated from MTSS in the 2023-34 school year]	[Insert outcome here]	[Insert outcome here]	[80% of students graduate from the MTSS program]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

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# Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Give local assessments/benchmark assessments]	[Benchmark assessments will be implemented for each student in the Fall and Spring, according to the need, with a prescriptive list of interventions applied to each student in MTSS.]	[\$150,000]	[Yes]
[Action #2]	[Monitor academic progress of students in MTSS]	[The MTSS team will closely monitor students who are receiving D/F on their progress report and/or report card, to identify where the interventions need to take place. Additionally, they will meet after each learning period to go through the list of students who are in the program to assess progress.]	[\$50,000]	[Yes]
[Action #3]	[Monitor MTSS enrollment]	[Based on counselor meetings, assessments, and academic progress MTSS Committee will make a recommendation for student and/or family services.]	[\$35,000]	[Yes]
[Action #4]	[Hold monthly MTSS meetings to analyze the MTSS form and make updates]	[Based on teacher assessments and investigation conducted by the MTSS team, students will be placed in the correct services to eliminate educational barriers. The team will meet monthly to assess student progress and the need to continue with MTSS services.]	[\$35,000]	[Yes]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #5]	[Unify professional development (PD) with strategic technology integration in a long-range plan designed to meet student needs.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 1: Basic, Priority 4: Student Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes]

An explanation of why the LEA has developed this goal.

[With the ever-changing world we live in, and the fact that we are a virtual school, technology tools are in demand within the SDVS program. A long-range plan that aligns with the student needs, including the curriculum, Google Suite Enterprise tools, and screen share products to help assist our teachers in providing instruction are embedded throughout the school year. In addition to professional development in technology, a focus on maintaining a culturally relevant curriculum and teaching, providing support for our students' social emotional health and well-being, and addressing curriculum and evaluating student data, San Diego Virtual takes all measures to ensure that teachers are adequately prepared to teach the whole student.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of participation in PD sessions focused on technology]	[40% participation in PD sessions focused on technology]	[Insert outcome here]	[Insert outcome here]	[100% staff participation in PD opportunities]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of student population who access their SDVS Google Drive]	[75% of students accessed their Google Drive in the first semester]	[Insert outcome here]	[Insert outcome here]	[100% of students access their SDVS Google Drive]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of staff and teachers who find value in the offered PD]	[74% of teachers report the PD as valuable]	[Insert outcome here]	[Insert outcome here]	[100% of staff find PD valuable]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of staff and teachers who find feel the current technology meets the needs of our students]	[81.4% of teachers report the the current technology meets the needs of our students]	[Insert outcome here]	[Insert outcome here]	[100% of teachers report the the current technology meets the needs of our students]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Maintain contract with Google Workspace for School & Google Voice]	[Google Workspace is a new and improved, integrated network of apps that will help facilitate teaching and learning within the San Diego Virtual School program. Enhanced live lessons, breakout rooms, and chat features will be available to provide real-time learning, as well as app features for productivity for students and teachers, including word and spreadsheet capabilities that will allow for real-time intervention and learning.]	[\$15,000]	[Yes]
[Action #2]	[Generate G-Suite professional development calendar]	[Having a teacher on staff that is Google Certified, as well as able to provide important information, videos, and instructions on the newest technology and apps that will benefit our students and staff is essential. This teacher offers a personalized professional development approach based on the teacher's needs.]	[\$20,000]	[Yes]
[Action #3]	[Offer professional development in Technology Platforms]	[With various professional developments in technology throughout the school year, teachers are able to stay current and up to date on new platforms that can increase engagement and learning.]	[\$15,000]	[Yes]
[Action #4]	[Offer professional development in Social Emotional Learning]	[Counselors provide includes extensive professional development in areas of suicide prevention, stress management, depression prevention, study skills, engagement, and others. Additionally, they send monthly PD opportunities to the staff which are given by the San Diego County Office of Education.]	[\$15,000]	[Yes]
[Action #5]	[Create a professional learning network]	[Teachers have created a network of apps and tools that are aligned to student needs and curriculum. They hold meetings to train colleagues on using new tools and give information on new features due to updates. Teachers also share tools using the schools' Google resources.]	[\$5,000]	[Yes]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #6]	[Cultivate a supportive learning environment that fosters academic engagement and prioritizes the social-emotional well-being of all students.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 5: Student Engagement, Priority 6: School Climate]

An explanation of why the LEA has developed this goal.

[At SDVS we understand that the whole student must be part of the learning experience. We continue to focus on supporting students with the assistance of our two counselors as they provide additional support and resources to facilitate and work through a student's mental health needs.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of students in MTSS referred to a counselor]	[40% of students in the MTSS program were referred to the counseling team]	[Insert outcome here]	[Insert outcome here]	[20% of students require counseling after being referred to MTSS]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of students/families participating in counseling either one-on-one or in a group]	[16% of students/families participated in counseling either one-on-one or in a group]	[Insert outcome here]	[Insert outcome here]	[25% of students/families participating in counseling either one-on-one or in a group]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of 9th and 11th grade students who complete the CHKS survey]	[19% of 9th and/or 11th grade students completed the CHKS survey]	[Insert outcome here]	[Insert outcome here]	[100% of 9th and 11th graders completed the CHKS survey]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of student participation in mental health based clubs]	[2% of students participated in mental health based clubs]	[Insert outcome here]	[Insert outcome here]	[10% of students participated in mental health based clubs]	[Insert current difference from baseline here]
[Metric #5]	[Percentage of students who precipitate in student-run clubs]	[8% of students participated in student-run clubs]	[Insert outcome here]	[Insert outcome here]	[20% of students participate in student-run clubs]	[Insert current difference from baseline here]
[Metric #6]	[Percentage of students attending educational field trips]	[21% of students attended an educational field trip]	[Insert outcome here]	[Insert outcome here]	[50% of students attended an educational field trip]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

# Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Offer mental health counseling to all students]	[San Diego Virtual School counselors have developed individual counseling sessions for students for academic and/or social emotional needs. These counselors include one practicing clinical social worker and a school counselor. In addition to individual counseling, weekly virtual community groups are conducted, ranging from topics of social anxiety to post graduate plans. These virtual community groups are grouped by grade level, which includes our middle school students and high school students.]	[\$ 75,000]	[Yes]
[Action #2]	[Give online mental health workshops for students and families]	[Workshops were conducted via Google Meet by San Diego Virtual counselors hosting the event. They provided tips on study skills, time management, anxiety, peer pressure, and suicide prevention]	[\$ 50,000]	[Yes]
[Action #3]	[Maintain the counseling website]	[Our counselors created a website for families and students of SDVS, so they can have access to resources concerning mental health, housing, healthcare, food distribution, academic services, and tips on being successful in our online environment. This website provides many resources for our families, and helps our teachers to better disseminate information provided from the website.]	[\$ 5,000]	[Yes]

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,083,909	\$91,910

## 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
21.17%	0%	\$0.0	21.17%

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 school wide 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 and Action #1]	[After reviewing the data on our student population, we realized that a significant portion of our Low-Income Students also were behind in credits when they came to our school. To ensure they can graduate on time, we developed goal 1 and the actions associated to ensure we are supporting these students.]	[This is an LEA-wide goal because over 50% of our population are reported as socio-economically disadvantaged.]	[Metrics in goal 1 are the ways we will be measuring the effectiveness of this goal]

Insert or delete rows, as necessary.

**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
[Goal and Action # 3]	[After reviewing our ELL data and the feedback from school staff, we realized a need for a more robust program for our students who speak multiple languages, and the ELL team is working on creating Learning Plans for each ELL student in conjunction with our other supports.]	[Developing learning plans for each ELL student will ensure they get the specific support they need to find success in our program. The teachers will all have access to the document, so they will have built-in resources when working one-on-one with the students.]	[Metrics in goal 3 are all ways to measure the success of this goal and action.]

Insert or delete rows, as necessary.

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.

[Provide description here]

**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.

[N/A]

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[N/A]	[N/A]
Staff-to-student ratio of certificated staff providing direct services to students	[N/A]	[N/A]

California Department of Education  
November 2023

## 2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,647,950.00	\$ 1,068,272.06

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)
Goal 1	1	Benchmark Assessments in ELA and Math	Yes	\$ 4,200	\$ 4,200
Goal 1	2	Academic Progress	Yes	\$ 180,000	\$ 82,128
Goal 1	3	Writing Analysis	Yes	\$ 82,000	\$ 114,000
Goal 1	4	RTL Enrollment	Yes	\$ 65,000	\$ 35,918
Goal 1	5	MTSS Forms and Meetings	Yes	\$ 32,450	\$ 35,918
Goal 2	1	Evaluation of Transcripts	Yes	\$ 160,000	\$ 122,995
Goal 2	2	Laptop Devices	Yes	\$ 30,000	\$ 94,000
Goal 3	3	Hot Spot Wifi Devices	Yes	\$ 35,000	\$ -
Goal 3	1	Evaluation of Transcripts	Yes	\$ -	\$ -
Goal 3	2	Academic Counseling	Yes	\$ 310,000	\$ 35,401
Goal 3	3	College / Career Webinars & Workshops	Yes	\$ 95,000	\$ 35,401
Goal 3	4	Algebra 1 Course	Yes	\$ 150,000	\$ 114,309
Goal 4	1	Benchmark Assessments	Yes	\$ -	\$ -
Goal 4	2	Cumulative Record Evaluations	Yes	\$ 100,000	\$ 41,744
Goal 4	3	ELPAC	Yes	\$ 50,000	\$ 50,000
Goal 4	4	Edmentum Curriculum	Yes	\$ 81,000	\$ 77,627
Goal 4	5	Credentialed Teacher with EL Certification	Yes	\$ 89,000	\$ 112,589
Goal 5	1	Google Workspace & Google Voice	Yes	\$ 19,000	\$ 9,131
Goal 5	2	Google Certification & Professional	Yes	\$ 5,000	\$ 5,000
Goal 5	3	Professional Development in Technology	Yes	\$ 5,000	\$ 5,000
Goal 5	4	Edmentum Curriculum Professional	Yes	\$ -	\$ -
Goal 5	5	SEL Professional Development	Yes	\$ 26,000	\$ 23,228
Goal 6	1	Base Education	Yes	\$ 10,300	\$ -
Goal 6	2	Mental Health Counseling	Yes	\$ 78,000	\$ 23,228
Goal 6	3	Mental Health Professional Development	Yes	\$ 15,000	\$ 23,228
Goal 6	4	Mental Health Workshops	Yes	\$ 26,000	\$ 23,228
Goal 6	5	Counseling Website	Yes	\$ -	\$ -

**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)
\$ 963,862	\$ 1,647,950	\$ 1,068,272	\$ 579,678	34.06%	17.72%	-16.34%

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)
Goal 1	1	Benchmark Assessments in ELA and Math	Yes	\$ 4,200	\$ 4,200.00	0.09%	\$ 0.00
Goal 1	2	Academic Progress	Yes	\$ 180,000	\$ 82,128.00	3.72%	1.36%
Goal 1	3	Writing Analysis	Yes	\$ 82,000	\$ 114,000.00	1.69%	1.89%
Goal 1	4	RTL Enrollment	Yes	\$ 65,000	\$ 35,917.53	1.34%	0.60%
Goal 1	5	MTSS Forms and Meetings	Yes	\$ 32,450	\$ 35,917.53	0.67%	0.60%
Goal 2	1	Evaluation of Transcripts	Yes	\$ 160,000	\$ 122,995.00	3.31%	2.04%
Goal 2	2	Laptop Devices	Yes	\$ 30,000	\$ 94,000.00	0.62%	1.56%
Goal 3	3	Hot Spot Wifi Devices	Yes	\$ 35,000	\$ -	0.72%	0.00%
Goal 3	1	Evaluation of Transcripts	Yes	\$ -	\$ -	0.00%	0.00%
Goal 3	2	Academic Counseling	Yes	\$ 310,000	\$ 35,401.00	6.41%	0.59%
Goal 3	3	College / Career Webinars & Workshops	Yes	\$ 95,000	\$ 35,401.00	1.96%	0.59%
Goal 3	4	Algebra 1 Course	Yes	\$ 150,000	\$ 114,309.00	3.10%	1.90%
Goal 4	1	Benchmark Assessments	Yes	\$ -	\$ -	0.00%	0.00%
Goal 4	2	Cumulative Record Evaluations	Yes	\$ 100,000	\$ 41,744.00	2.07%	0.69%
Goal 4	3	ELPAC	Yes	\$ 50,000	\$ 50,000.00	1.03%	0.83%
Goal 4	4	Edmentum Curriculum	Yes	\$ 81,000	\$ 77,627.00	1.67%	1.29%
Goal 4	5	Credentialed Teacher with EL Certification	Yes	\$ 89,000	\$ 112,589.00	1.84%	1.87%
Goal 5	1	Google Workspace & Google Voice	Yes	\$ 19,000	\$ 9,131.00	0.39%	0.15%
Goal 5	2	Google Certification & Professional Development	Yes	\$ 5,000	\$ 5,000.00	0.10%	0.08%
Goal 5	3	Professional Development in Technology	Yes	\$ 5,000	\$ 5,000.00	0.10%	0.08%
Goal 5	4	Edmentum Curriculum Professional Development	Yes	\$ -	\$ -	0.00%	0.00%
Goal 5	5	SEL Professional Development	Yes	\$ 26,000	\$ 23,228.00	0.54%	0.39%
Goal 6	1	Base Education	Yes	\$ 10,300	\$ -	0.21%	0.00%
Goal 6	2	Mental Health Counseling	Yes	\$ 78,000	\$ 23,228.00	1.61%	0.39%
Goal 6	3	Mental Health Professional Development	Yes	\$ 15,000	\$ 23,228.00	0.31%	0.39%
Goal 6	4	Mental Health Workshops	Yes	\$ 26,000	\$ 23,228.00	0.54%	0.39%
Goal 6	5	Counseling Website	Yes	\$ -	\$ -	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)
\$ 6,028,165	\$ 963,862	0.00%	15.99%	\$ 1,068,272	17.72%	35.44%	\$0.00 - No Carryover	0.00% - No Carryover

## 2024-25 Data Entry Table: Inclusion as part of the LCAP Template is optional

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	\$ 5,118,935	\$ 1,083,908	21.17%	0.00%	21.17%

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
Goal 1	1	Credit Recovery Diplomas Earned Data Monitoring	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 4,200	\$ 4,200	\$ -	\$ -	\$ -	\$ 4,200	0.08%
Goal 1	2	Transcript Evaluations	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 122,995	\$ -	\$ 122,995	\$ -	\$ -	\$ -	\$ 122,995	2.40%
Goal 1	3	Providing Laptop Devices	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 94,000	\$ 94,000	\$ -	\$ -	\$ -	\$ 94,000	1.84%
Goal 1	4	No Grades Earned Data Monitoring and Analysis	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 65,000	\$ 50,000	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000	2.25%
Goal 2	1	Academic Counseling	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 130,000	\$ -	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000	2.54%
Goal 2	2	College / Career Webinars & Workshops	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	0.49%
Goal 2	3	Monitoring Algebra 1 Course Credits	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 115,000	\$ -	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000	2.25%
Goal 3	1	Local Assessmnets / Benchmark Assessmentd	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	\$ -	\$ 125,000	2.44%
Goal 3	2	ELPAC Exams	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.98%
Goal 3	3	Edmentum Curriculum	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 81,000	\$ 81,000	\$ -	\$ -	\$ -	\$ 81,000	1.58%
Goal 3	4	Credentialed Teacher with EL Certification	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 112,589	\$ -	\$ 112,589	\$ -	\$ -	\$ -	\$ 112,589	2.20%
Goal 4	1	Local Assessmnets / Benchmark Assessmentd	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000	2.93%
Goal 4	2	Monitor Academic Progress of MTSS Students	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 5,000	\$ 45,000	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.98%
Goal 4	3	Monitor MTSS Enrollment	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	0.68%
Goal 4	4	Monthly MTSS meetings to analyze MTSS Program	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	0.68%
Goal 5	1	Contact with Google Workspace & Google Voice	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.29%
Goal 5	2	Create G-Suite Professional Development Calendar	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.39%
Goal 5	3	Professional Development in Technology	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.29%
Goal 5	4	Professional Development in SEL	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 1,500	\$ 13,500	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.29%
Goal 5	5	Create a Professional Learning Network	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.10%
Goal 6	1	Mental Health Counseling	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000	1.47%
Goal 6	2	Mental Health Workshops for students & families	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.98%
Goal 6	3	Maintain the Counseling Website	All	Yes	LEA-wide	English Learners and Low-Income	All Grades	On-Going	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.10%

## 2024-25 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,444,784	\$ -	\$ -	\$ -	1,444,784	\$ 1,077,084	\$ 367,700

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal 1	1	Credit Recovery Diplomas Earned Data Monitoring	All	\$ 4,200	\$ -	\$ -	\$ -	\$ 4,200
Goal 1	2	Transcript Evaluations	All	\$ 122,995	\$ -	\$ -	\$ -	\$ 122,995
Goal 1	3	Providing Laptop Devices	All	\$ 94,000	\$ -	\$ -	\$ -	\$ 94,000
Goal 1	4	No Grades Earned Data Monitoring and Analysis	All	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000
Goal 2	1	Academic Counseling	All	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
Goal 2	2	College / Career Webinars & Workshops	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
Goal 2	3	Monitoring Algebra 1 Course Credits	All	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000
Goal 3	1	Local Assessmnets / Benchmark Assessmentnd	All	\$ 125,000	\$ -	\$ -	\$ -	\$ 125,000
Goal 3	2	ELPAC Exams	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
Goal 3	3	Edmentum Curriculum	All	\$ 81,000	\$ -	\$ -	\$ -	\$ 81,000
Goal 3	4	Credentialed Teacher with EL Certification Local Assessmnets / Benchmark Assessmentnd	All	\$ 112,589	\$ -	\$ -	\$ -	\$ 112,589
Goal 4	1	Monitor Academic Progress of MTSS Students	All	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
Goal 4	2	Monitor MTSS Enrollment	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
Goal 4	3	Monthly MTSS meetings to analyze MTSS Program	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
Goal 4	4	Contact with Google Workspace & Google Voice	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
Goal 5	1	Create G-Suite Professional Development Calendar	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
Goal 5	2	Professional Development in Technology	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
Goal 5	3	Professional Development in SEL	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
Goal 5	4	Create a Professional Learning Network	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
Goal 6	1	Mental Health Counseling	All	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000
Goal 6	2	Mental Health Workshops for students & families	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
Goal 6	3	Maintain the Counseling Website	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000

**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
\$ 5,118,935	\$ 1,083,908	21.17%	0.00%	21.17%	\$ 1,444,784	28.22%	56.45%	<b>Total:</b>	\$ 1,444,784
								<b>LEA-wide Total:</b>	\$ 1,444,784
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

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 (%)
Goal 1	1	Credit Recovery Diplomas Earned Data M	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 4,200	0.08%
Goal 1	2	Transcript Evaluations	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 122,995	2.40%
Goal 1	3	Providing Laptop Devices	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 94,000	1.84%
Goal 1	4	No Grades Earned Data Monitoring and A	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 115,000	2.25%
Goal 2	1	Academic Counseling	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 130,000	2.54%
Goal 2	2	College / Career Webinars & Workshops	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 25,000	0.49%
Goal 2	3	Monitoring Algebra 1 Course Credits	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 115,000	2.25%
Goal 3	1	Local Assessmnets / Benchmark Assessr	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 125,000	2.44%
Goal 3	2	ELPAC Exams	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 50,000	0.98%
Goal 3	3	Edmentum Curriculum	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 81,000	1.58%
Goal 3	4	Credentialed Teacher with EL Certificator	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 112,589	2.20%
Goal 4	1	Local Assessmnets / Benchmark Assessr	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 150,000	2.93%
Goal 4	2	Monitor Academic Progress of MTSS Stud	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 50,000	0.98%
Goal 4	3	Monitor MTSS Enrollment	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 35,000	0.68%
Goal 4	4	Monthly MTSS meetings to analyze MTSS	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 35,000	0.68%
Goal 5	1	Contact with Google Workspace & Google	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 15,000	0.29%
Goal 5	2	Create G-Suite Professional Development	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 20,000	0.39%
Goal 5	3	Professional Development in Technology	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 15,000	0.29%
Goal 5	4	Professional Development in SEL	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 15,000	0.29%
Goal 5	5	Create a Professional Learning Network	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 5,000	0.10%
Goal 6	1	Mental Health Counseling	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 75,000	1.47%
Goal 6	2	Mental Health Workshops for students & fe	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 50,000	0.98%
Goal 6	3	Maintain the Counseling Website	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 5,000	0.10%

# 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 Virtual School]	[Brennan McLaughlin, Executive Director Diahann Kunczynski, Principal]	[ <a href="mailto:bmclaughlin@sdvsk12.org">bmclaughlin@sdvsk12.org</a> , (619) 713-7271 <a href="mailto:dkunczynski@sdvsk12.org">dkunczynski@sdvsk12.org</a> , (619) 713-7271]

## Plan Summary [LCAP 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 Virtual School started in 2010 with a simple mission: to provide an alternative for students who could not easily access a site-based school. Mountain Empire School District, through which our charter is housed, is situated in the Cleveland National Forest and covers over 600 square miles. Many students live far away from their school site, and often the school bus is their only means of transportation. The idea to create a school that offers a curriculum fully online was born, and SDVS now serves four Southern California counties: San Diego, Orange, Imperial, and Riverside.

Hundreds of thousands of students have the option of attending SDVS. San Diego County is in the southwestern corner of California, covering 4,526 square miles, and has a population of over 3.3 million. Orange County is directly north of San Diego, spanning 984 square miles, and has a population of 2.24 million people. Imperial County is in the far southwest region of California, bordering Arizona and Mexico. It covers 4,482 square miles and has a population of 177,000. Riverside County is in the southeast region of Southern California, with well over 2.5 million people residing, spanning over 7,000 square miles of area.

As technology continues to become an integral part of our world, the need for a virtual learning environment has become even more vital and necessary. Our students come from various backgrounds and situations, though almost all choose our school because of the flexibility and personalization the San Diego Virtual program offers. Some students want to pursue sports, accelerate, graduate early, makeup credits, or even learn at their own pace, and being able to study at home allows students to fit education into a life that may not allow for a traditional, on-site school experience. SDVS continues to enroll students in grades 9-12 from various socioeconomic and racial backgrounds, with the majority being Caucasian and socio-economically disadvantaged.

Since 2010, SDVS has developed many different opportunities for learning, especially during the pandemic in 2020. With a change in our structure (from teachers working in an office to teachers working from home), new strategies were developed, and students used the online learning platform more effectively, while teachers provided more opportunities with virtual one-on-one appointments, live and recorded virtual lessons, and other various online resources to assist learning.

San Diego Virtual School’s mission and vision are evident throughout our program, starting with the students and ending with the staff. San Diego Virtual School’s mission: San Diego Virtual School, a personalized learning institution, prepares all students to develop necessary academic and life skills in order to be successful in their pursuit of career or higher learning and be a contributing member of society, was

developed to ensure our students are given opportunities to pursue their academic goals and be prepared for their future while gaining perspective and knowledge in their core subjects by working with highly qualified and credentialed teachers. We work tirelessly to equip our students with the necessary tools for a better future, our vision, and maintain the mission by meeting students' individual needs and helping them develop skills to succeed in their postgraduate plans.

San Diego Virtual, a public charter school, services grades 9-12. Currently, SDVS has an administrative office located in San Diego, CA, and our curriculum is offered exclusively through Edmentum. At SDVS, students are assigned to a highly qualified teacher, and these California-credentialed teachers serve as the point person and main contact for their students. Each SDVS teacher serves 30 or fewer students to ensure quality instruction and individual attention. Additionally, this teacher maintains daily communication with each student on their roster, monitors assignments, provides guidance and mentorship, and assists students in their educational journey. Teachers are available Monday to Friday, from 8 a.m. to 3:30 p.m., while students have access to the curriculum 24 hours a day, 7 days a week.]

### Reflections: Annual Performance

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

[Based on the review of the California School Dashboard, San Diego Virtual School was able to identify some areas of success and areas of growth. First, let's look at our success; our English Language Arts and Mathematics performance indicators showed us that we are making improvements in both areas. We were able to increase our scores by at least 40 points for each subject area. Next, we were able to decrease our chronic absenteeism rate by 3.6%, and our suspension rate remained at 0%.

When looking at our English Learner progress, we did see some room for growth, as our level of students who progressed at least one ELPI level decreased by 13.7%. Additionally, we did see our graduation rate decrease by 11.9%, and we are looking at how to improve our college and career preparedness rating, as it is currently reported as "low." When evaluating our local data, we identified a need to support our students who are socioeconomically disadvantaged, as both the dashboard and our local assessments indicate this population of students need extra support to complete classes and graduate with their class.]

### Reflections: Technical Assistance

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

[N/A]

### 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.

[N/A]

***Support for Identified Schools***

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

[N/A]

***Monitoring and Evaluating Effectiveness***

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

[N/A]

# 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
[Students]	[Students were asked to complete a survey from the school evaluating their experience. We also send our 9 <sup>th</sup> and 11 <sup>th</sup> grade students the CHKS survey for a healthy school climate. Surveys were sent via email, texted, and posted on the school ParentSquare website.]
[Parents/Guardians]	[Parents were asked to complete a survey evaluating their experience and ease of communication at SDVS. The survey was presented in a few ways, posted on ParentSquare, texted, and emailed.]
[Teachers, Principals, Administrators, Other School Personnel]	[School staff receives a school survey and are asked to complete the survey anonymously. The Surveys are posted in the Week at a Glance which is sent each Monday, and the survey is sent via email as a reminder. Staff is also given a due date to complete the survey, helping us receive data from all staff. ]

Insert or delete rows, as necessary.

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

[One of the main suggestions we receive from our educational partners is a request for more in-person events for our students. This year we were able to create more opportunities for our students to have hands-on educational experiences. Students, parents, and guardians asked for more educational field trips, so we took that into consideration and offered hand-on science lab experiences, Career Technical Education (CTE) field trips, SDVS Student-Run Club field trips, and general education field trips for all students.

After reviewing the feedback from school staff, we realized a need for a more robust program for our students who speak multiple languages, and the ELL team is working on creating Learning Plans for each ELL student in conjunction with our other supports. Additionally, teachers reported they would like more professional learning opportunities, and the administrative team is working to develop more training for teachers in the upcoming year. Lastly, new methods of communication between the MTSS team and the teachers have been developed, as well as more communication from the administration to the staff.]

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
[Goal #1]	[Expand student pathways to graduation by offering diverse options for completing and receiving credit for assigned courses to increase the graduation rate, while ensuring equitable access to online learning experiences for all students.]	[Broad Goal]

State Priorities addressed by this goal.

[Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we observed an 11% decrease in graduation rate. Even though this was an expected change with the completion of the COVID Bill AB-104, we still feel this is an important focus and that we need to maintain monitoring and developing improvements. Additionally, this goal helps us focus on improving student outcomes, as graduation rate is a key metric for gauging student success.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of Graduates who are in Credit Recovery]	[48% of graduating seniors are in the credit recovery program]	[Insert outcome here]	[Insert outcome here]	[100% of CR graduates identified at time of enrollment]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of students who are evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students were evaluated for AB 167/216, AB 365, and/or AB 1806]	[Insert outcome here]	[Insert outcome here]	[100% of students evaluated]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of students who require laptop devices]	[34% of students received laptop devices from the school]	[Insert outcome here]	[Insert outcome here]	[100% of students who need laptops receive devices]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of NGs, Ds, and/or Fs on the first semester report cards]	[19% of grades on first semester report cards were either an NG, D, or F]	[Insert outcome here]	[Insert outcome here]	[5% of grades on first semester report cards were either an NG, D, or F]	[Insert current difference from baseline here]
[Metric #6]	[Percentage of Ds, and Fs on the second semester report cards]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[5% of Ds, and 0% Fs on the second semester report cards]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Credit Recovery Diplomas Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are graduating with their class.]	[\$ 0.00]	[Yes/No]
[Action #2]	[Transcript Evaluations]	[Each student will have an evaluation of transcripts and residential status by the counselors. If the student qualifies for credit recovery, homeless, or foster youth, they will be designated and assigned the appropriate diploma path.]	[\$ 0.00]	[Yes/No]
[Action #3]	[Providing Laptop Devices]	[Upon enrollment, students will be evaluated to determine whether they will have access to their curriculum. All students (including low-income, English Learners, Foster Youth, Homeless, students with disabilities, students below grade level, or other students identified as needing access) will receive a laptop device.]	[\$ 0.00]	[Yes/No]
[Action #4]	[No Grades Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are earning No Grades (NG) in the first semester.]	[\$ 0.00]	[Yes/No]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #2]	[Equip all students with the tools and resources they need to be college and career ready, while providing personalized support to each student in achieving their individual post-graduation goals.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because students and educational partners have expressed a need for more hands-on post-graduate planning. Students and families need information to be able to make educated decisions about future plans, so this goal helps hold us accountable for providing that information.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of seniors who receive letters for number of credits to complete to graduate on time]	[100% of seniors received letters with the number of credits they need to complete to graduate]	[Insert outcome here]	[Insert outcome here]	[100% of seniors receive letters]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of seniors who participate in post-graduate planning with a college counselor]	[79% of seniors participated in post-graduate planning with a college counselor]	[Insert outcome here]	[Insert outcome here]	[100% of seniors participating in postgraduate counseling]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of students who complete the Algebra 1 requirement by grade 10]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of students complete the Algebra 1 requirement by grade 10]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of students who attend CTE webinars and field trips]	[9% of students attended either a CTE webinars and/or field trip]	[Insert outcome here]	[Insert outcome here]	[20% of students attended either a CTE webinars and/or field trip]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Academic Counseling]	[The college counseling team will meet with students to discuss post graduate plans and closely monitor seniors to ensure that they are properly placed in courses that will benefit their future. They will also provide resources for post-graduate planning and meet with families in need of extra support.]	[\$ 0.00]	[Yes/No]
[Action #2]	[College/Career Webinars and Workshop]	[Workshops and webinars conducted throughout the year by the Student Success Coordinator and Academic Counselor include career spotlights, resume assistance, college explorations, college entrance information, FAFSA assistance, and postgraduate planning]	[\$ 0.00]	[Yes/No]
[Action #3]	[Monitor Algebra 1 Credits Earned]	[Mathematics teachers will closely monitor, remediate, and assist any students in the Algebra 1 course toward completion and competency. With this in mind, all mathematics teachers will have a low student to teacher roster in order to tutor students throughout the day and guide them toward math course completion needed for graduation.]	[\$ 0.00]	[Yes/No]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #3]	[Enhance, refine, and build upon our success in supporting English learners with a focus on continuous improvement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 2: Implementation of State Standards, Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we want to ensure that our English Language Learner population receives a comprehensive support program, which will include instruction in a vocabulary-rich environment and listening and speaking opportunities. This comprehensive support includes modified reading and writing assignments, complete with listening and speaking opportunities for all of our students, as these have been ways we see our ELL population succeed and thrive in our environment. English Language support will be across all subjects throughout the curriculum as all subjects contain advanced and specific vocabulary.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of student growth on local assessments]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of students grow at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of growth on ELPAC Exam]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of ELL students increase at least one level on the ELPAC exam]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of completed writing assignments in core classes]	[93% of ELL students completed at least one writing assignment in a core class in the first semester]	[Insert outcome here]	[Insert outcome here]	[100% of ELL students completed writing assignments in their core classes]	[Insert current difference from baseline here]
[Metric #4]	[Percentage ELL students working one-on-one with an HQT]	[39.3% of ELL students worked one-on-one with a highly qualified teacher]	[Insert outcome here]	[Insert outcome here]	[80% of ELL students work one-on-one with an HQT]	[Insert current difference from baseline here]
[Metric #5]	[Percentage of ELL students who finish their ELA class with a C or higher]	[53.6% of ELL students finished their ELA class with a C or higher in the first semester.]	[Insert outcome here]	[Insert outcome here]	[100% of ELL students earn a C or higher in ELA]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Give local assessments/benchmark assessments]	[Students will complete Fall and Spring local/benchmark assessments in Mathematics and Reading. Upon results, San Diego Virtual will provide an individualized plan that will assist in building the necessary skills and concepts to build grade level competency, and an additional Reading Fundamentals course will be added to the student's coursework, if needed. Reading Fundamentals includes grammar, vocabulary, and comprehension skills, and is maintained, tutored, and assessed by our teachers on a daily basis.]	[\$ 0.00]	[Yes/No]
[Action #2]	[Give ELPAC exam]	[Testing administrators worked extensively with the families, informing each of the significance of the assessment, ensuring devices and connectivity issues were solved, and assessments were given.]	[\$ 0.00]	[Yes/No]
[Action #3]	[Maintain contract with Edmentum (Curriculum)]	[The Edmentum Curriculum is the curriculum that San Diego Virtual School utilizes school-wide. However, modifications and amendments were made to each individual student, including the English Language Learners, to ensure vocabulary-rich content was throughout, complete with listening and speaking activities, to build proficiency.]	[\$ 0.00]	[Yes/No]
[Action #4]	[Have Credentialed Teacher with English Language Certification work with ELL students]	[Our English teacher will monitor, assess, and provide intervention for the ELL learners in the program]	[\$ 0.00]	[Yes/No]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #4]	[Improve academic achievement for underperforming students through a comprehensive Multi-Tiered System of Support (MTSS) which includes academic improvement with Response to Intervention, social emotional learning, and student engagement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, 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.

[San Diego Virtual School identifies students in need of support based on benchmark assessments, and other forms of data such as teacher observations, meetings with the counselors, and meetings with the Student Success Coordinator. We have developed a multi-tiered system of support to ensure we are teaching the whole student, identifying and removing barriers to learning, and providing support for students to succeed academically and emotionally. The MTSS team works with all members of staff, students, and families to provide the best services and to reduce barriers to learning.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of growth on local assessments for students in MTSS]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[100% of students in MTSS grew at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentages of grades D, F, and NG for all students on report cards]	[18.4% of students received either a D or NG in the first semester.]	[Insert outcome here]	[Insert outcome here]	[0% of grades D, F, and NG for all students on report cards]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of students who report feeling accepted in their school community]	[88.5% of students report feeling accepted by the school community.]	[Insert outcome here]	[Insert outcome here]	[100% of students report feeling accepted by the school community]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of students who are enrolled in the MTSS program]	[13% of students are enrolled in the MTSS program]	[Insert outcome here]	[Insert outcome here]	[7% of students are enrolled in the MTSS program]	[Insert current difference from baseline here]
[Metric #5]	[Percentage of students who graduate from the MTSS program]	[14% of students who were enrolled in the MTSS graduated from MTSS in the 2023-34 school year]	[Insert outcome here]	[Insert outcome here]	[80% of students graduate from the MTSS program]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Give local assessments/benchmark assessments]	[Benchmark assessments will be implemented for each student in the Fall and Spring, according to the need, with a prescriptive list of interventions applied to each student in MTSS.]	[\$ 0.00]	[Yes/No]
[Action #2]	[Monitor academic progress of students in MTSS]	[The MTSS team will closely monitor students who are receiving D/F on their progress report and/or report card, to identify where the interventions need to take place. Additionally, they will meet after each learning period to go through the list of students who are in the program to assess progress.]	[\$ 0.00]	[Yes/No]
[Action #3]	[Monitor MTSS enrollment]	[Based on counselor meetings, assessments, and academic progress MTSS Committee will make a recommendation for student and/or family services.]	[\$ 0.00]	[Yes/No]
[Action #4]	[Hold monthly MTSS meetings to analyze the MTSS form and make updates]	[Based on teacher assessments and investigation conducted by the MTSS team, students will be placed in the correct services to eliminate educational barriers. The team will meet monthly to assess student progress and the need to continue with MTSS services.]	[\$ 0.00]	[Yes/No]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #5]	[Unify professional development (PD) with strategic technology integration in a long-range plan designed to meet student needs.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 1: Basic, Priority 4: Student Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes]

An explanation of why the LEA has developed this goal.

[With the ever-changing world we live in, and the fact that we are a virtual school, technology tools are in demand within the SDVS program. A long-range plan that aligns with the student needs, including the curriculum, Google Suite Enterprise tools, and screen share products to help assist our teachers in providing instruction are embedded throughout the school year. In addition to professional development in technology, a focus on maintaining a culturally relevant curriculum and teaching, providing support for our students' social emotional health and well-being, and addressing curriculum and evaluating student data, San Diego Virtual takes all measures to ensure that teachers are adequately prepared to teach the whole student.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of participation in PD sessions focused on technology]	[40% participation in PD sessions focused on technology]	[Insert outcome here]	[Insert outcome here]	[100% staff participation in PD opportunities]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of student population who access their SDVS Google Drive]	[75% of students accessed their Google Drive in the first semester]	[Insert outcome here]	[Insert outcome here]	[100% of students access their SDVS Google Drive]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of staff and teachers who find value in the offered PD]	[74% of teachers report the PD as valuable]	[Insert outcome here]	[Insert outcome here]	[100% of staff find PD valuable]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of staff and teachers who find feel the current technology meets the needs of our students]	[81.4% of teachers report the the current technology meets the needs of our students]	[Insert outcome here]	[Insert outcome here]	[100% of teachers report the the current technology meets the needs of our students]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

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

[Reported on the 2023–24 LCAP Annual Update]

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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Maintain contract with Google Workspace for School & Google Voice]	[Google Workspace is a new and improved, integrated network of apps that will help facilitate teaching and learning within the San Diego Virtual School program. Enhanced live lessons, breakout rooms, and chat features will be available to provide real-time learning, as well as app features for productivity for students and teachers, including word and spreadsheet capabilities that will allow for real-time intervention and learning.]	[\$ 0.00]	[Yes/No]
[Action #2]	[Generate G-Suite professional development calendar]	[Having a teacher on staff that is Google Certified, as well as able to provide important information, videos, and instructions on the newest technology and apps that will benefit our students and staff is essential. This teacher offers a personalized professional development approach based on the teacher's needs.]	[\$ 0.00]	[Yes/No]
[Action #3]	[Offer professional development in Technology Platforms]	[With various professional developments in technology throughout the school year, teachers are able to stay current and up to date on new platforms that can increase engagement and learning.]	[\$ 0.00]	[Yes/No]
[Action #4]	[Offer professional development in Social Emotional Learning]	[Counselors provide includes extensive professional development in areas of suicide prevention, stress management, depression prevention, study skills, engagement, and others. Additionally, they send monthly PD opportunities to the staff which are given by the San Diego County Office of Education.]	[\$ 0.00]	[Yes/No]
[Action #5]	[Create a professional learning network]	[Teachers have created a network of apps and tools that are aligned to student needs and curriculum. They hold meetings to train colleagues on using new tools and give information on new features due to updates. Teachers also share tools using the schools' Google resources.]	[\$ 0.00]	[Yes/No]

Insert or delete rows, as necessary.

# Goal

Goal #	Description	Type of Goal
[Goal #6]	[Cultivate a supportive learning environment that fosters academic engagement and prioritizes the social-emotional well-being of all students.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 5: Student Engagement, Priority 6: School Climate]

An explanation of why the LEA has developed this goal.

[At SDVS we understand that the whole student must be part of the learning experience. We continue to focus on supporting students with the assistance of our two counselors as they provide additional support and resources to facilitate and work through a student's mental health needs.]

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of students in MTSS referred to a counselor]	[40% of students in the MTSS program were referred to the counseling team]	[Insert outcome here]	[Insert outcome here]	[20% of students require counseling after being referred to MTSS]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of students/families participating in counseling either one-on-one or in a group]	[16% of students/families participated in counseling either one-on-one or in a group]	[Insert outcome here]	[Insert outcome here]	[25% of students/families participating in counseling either one-on-one or in a group]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of 9th and 11th grade students who complete the CHKS survey]	[19% of 9th and/or 11th grade students completed the CHKS survey]	[Insert outcome here]	[Insert outcome here]	[100% of 9th and 11th graders completed the CHKS survey]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of student participation in mental health based clubs]	[2% of students participated in mental health based clubs]	[Insert outcome here]	[Insert outcome here]	[10% of students participated in mental health based clubs]	[Insert current difference from baseline here]
[Metric #5]	[Percentage of students who precipitate in student-run clubs]	[8% of students participated in student-run clubs]	[Insert outcome here]	[Insert outcome here]	[20% of students participate in student-run clubs]	[Insert current difference from baseline here]
[Metric #6]	[Percentage of students attending educational field trips]	[21% of students attended an educational field trip]	[Insert outcome here]	[Insert outcome here]	[50% of students attended an educational field trip]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

# Goal Analysis for [LCAP 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.

[Reported on the 2023–24 LCAP Annual Update]

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.

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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.

[Reported on the 2023–24 LCAP Annual Update]

**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
[Action #1]	[Offer mental health counseling to all students]	[San Diego Virtual School counselors have developed individual counseling sessions for students for academic and/or social emotional needs. These counselors include one practicing clinical social worker and a school counselor. In addition to individual counseling, weekly virtual community groups are conducted, ranging from topics of social anxiety to post graduate plans. These virtual community groups are grouped by grade level, which includes our middle school students and high school students.]	[\$ 0.00]	[Yes/No]
[Action #2]	[Give online mental health workshops for students and families]	[Workshops were conducted via Google Meet by San Diego Virtual counselors hosting the event. They provided tips on study skills, time management, anxiety, peer pressure, and suicide prevention]	[\$ 0.00]	[Yes/No]
[Action #3]	[Maintain the counseling website]	[Our counselors created a website for families and students of SDVS, so they can have access to resources concerning mental health, housing, healthcare, food distribution, academic services, and tips on being successful in our online environment. This website provides many resources for our families, and helps our teachers to better disseminate information provided from the website.]	[\$ 0.00]	[Yes/No]

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
[\$[Insert dollar amount here]]	[\$[Insert dollar amount here]]

## 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
[Insert percentage here]%	[Insert percentage here]%	[\$[Insert dollar amount here]]	[Insert percentage here]%

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 school wide 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 and Action #1]	[After reviewing the data on our student population, we realized that a significant portion of our Low-Income Students also were behind in credits when they came to our school. To ensure they can graduate on time, we developed goal 1 and the actions associated to ensure we are supporting these students.]	[This is an LEA-wide goal because over 50% of our population are reported as socio-economically disadvantaged.]	[Metrics in goal 1 are the ways we will be measuring the effectiveness of this goal]

Insert or delete rows, as necessary.

**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
[Goal and Action # 3]	[After reviewing our ELL data and the feedback from school staff, we realized a need for a more robust program for our students who speak multiple languages, and the ELL team is working on creating Learning Plans for each ELL student in conjunction with our other supports.]	[Developing learning plans for each ELL student will ensure they get the specific support they need to find success in our program. The teachers will all have access to the document, so they will have built-in resources when working one-on-one with the students.]	[Metrics in goal 3 are all ways to measure the success of this goal and action.]

Insert or delete rows, as necessary.

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.

[Provide description here]

**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.

[N/A]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[N/A]	[N/A]
Staff-to-student ratio of certificated staff providing direct services to students	[N/A]	[N/A]

California Department of Education  
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