



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Steele Canyon High School

CDS Code: 37 68130 3731262

School Year: 2023-24

LEA contact information:

Scott Parr

CEO/Principal

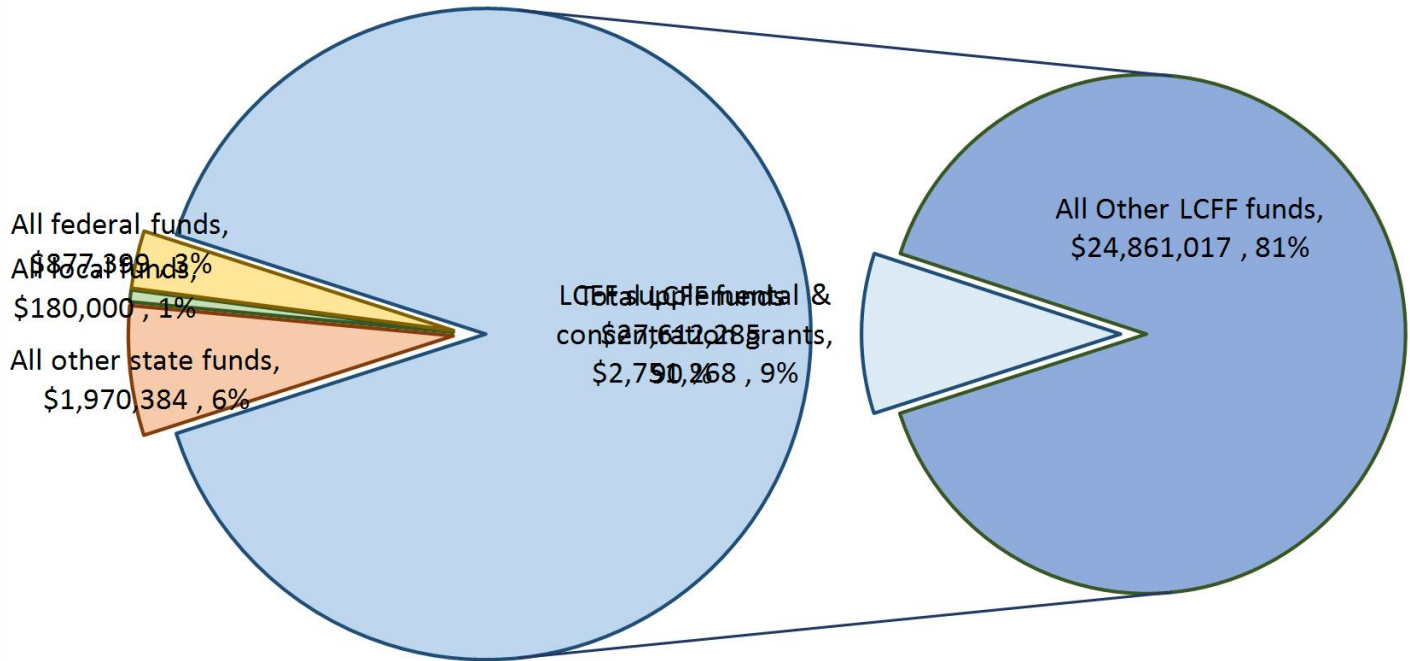
[sparr@schscougars.org](mailto:sparr@schscougars.org)

619-660-3500

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 2023-24 School Year

## Projected Revenue by Fund Source

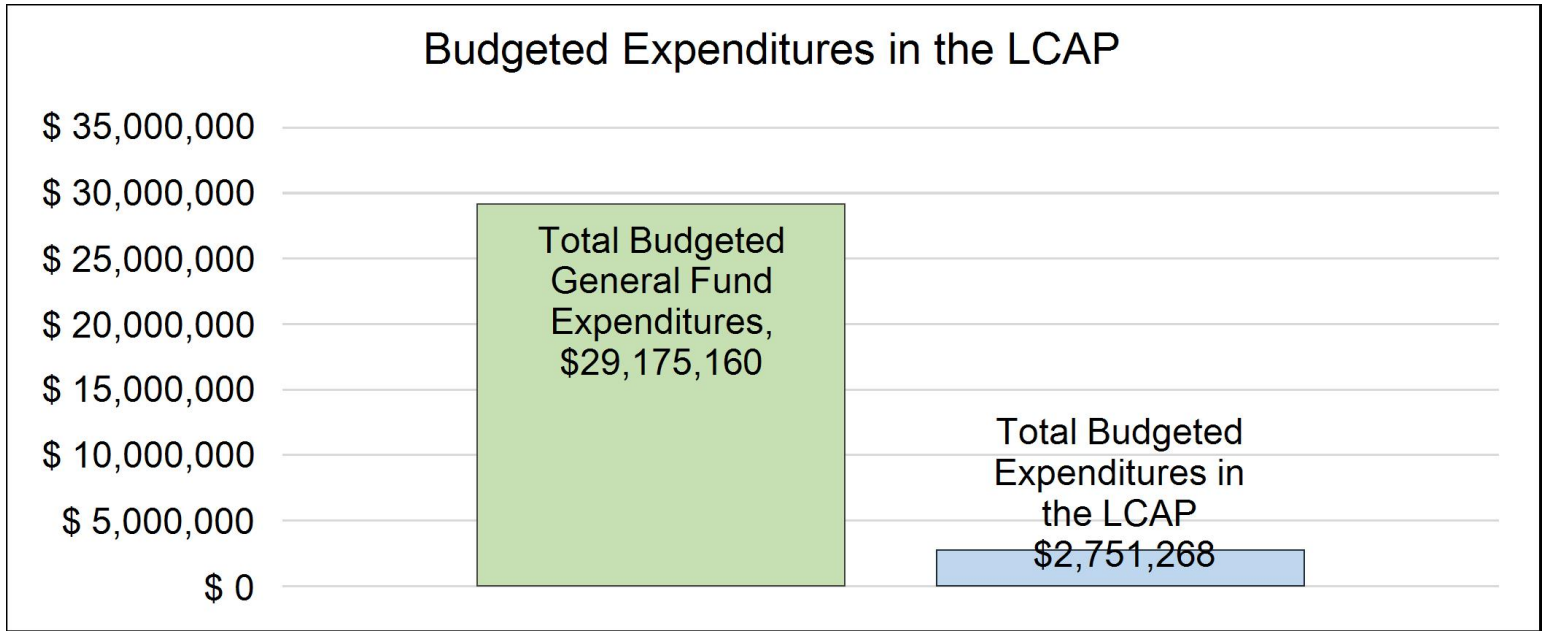


This chart shows the total general purpose revenue Steele Canyon High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Steele Canyon High School is \$30,640,068, of which \$27,612,285 is Local Control Funding Formula (LCFF), \$1,970,384 is other state funds, \$180,000 is local funds, and \$877,399 is federal funds. Of the \$27,612,285 in LCFF Funds, \$2,751,268 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Steele Canyon High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

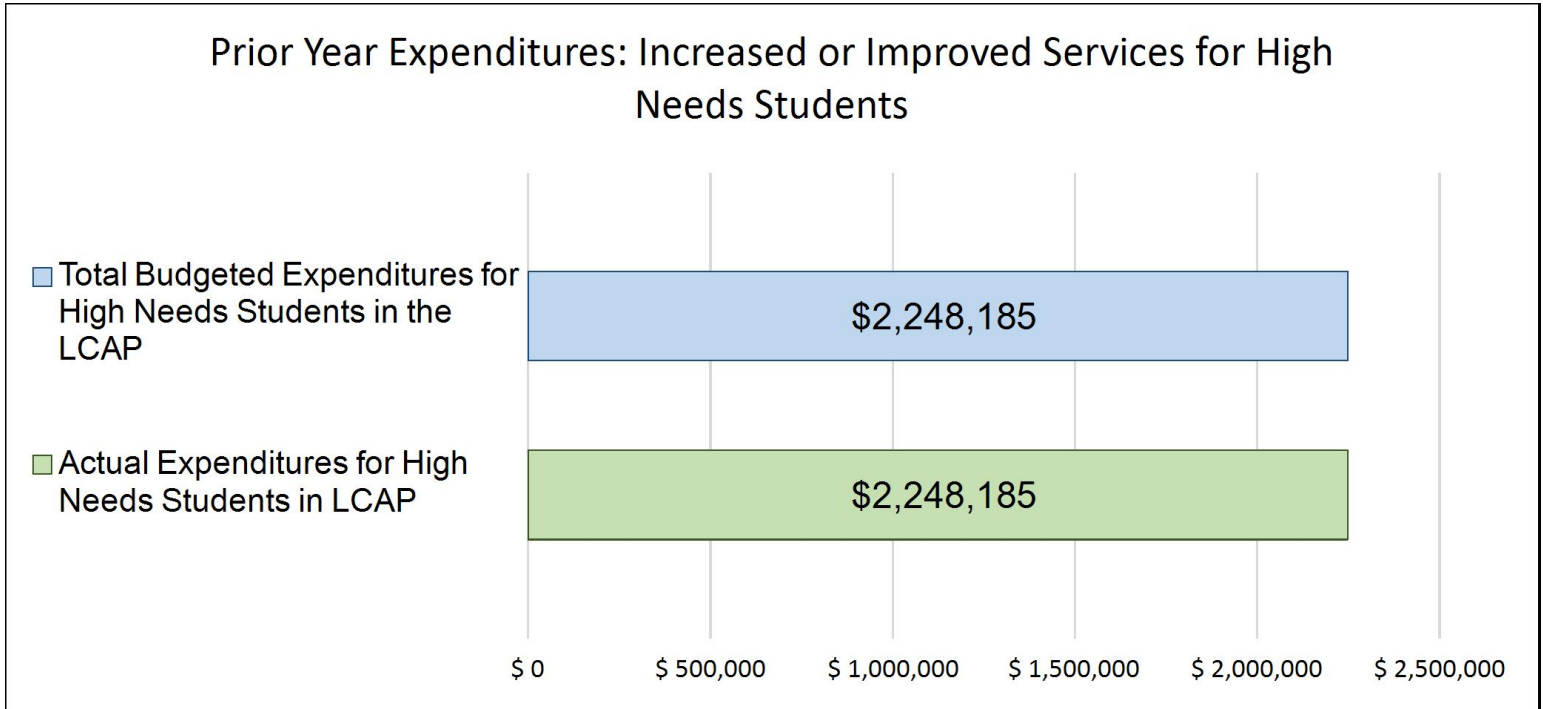
The text description of the above chart is as follows: Steele Canyon High School plans to spend \$29,175,160 for the 2023-24 school year. Of that amount, \$2,751,268 is tied to actions/services in the LCAP and \$26,423,892 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Steele Canyon High School is projecting it will receive \$2,751,268 based on the enrollment of foster youth, English learner, and low-income students. Steele Canyon High School must describe how it intends to increase or improve services for high needs students in the LCAP. Steele Canyon High School plans to spend \$2,751,268 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 2022-23



This chart compares what Steele Canyon High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Steele Canyon High 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 2022-23, Steele Canyon High School's LCAP budgeted \$2,248,185 for planned actions to increase or improve services for high needs students. Steele Canyon High School actually spent \$2,248,185 for actions to increase or improve services for high needs students in 2022-23.



# 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
Steele Canyon High School	Scott Parr CEO/Principal	sparr@schscougars.org 619-660-3500

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Steele Canyon High School was founded on the belief that all students can learn and are entitled to a rigorous and relevant curriculum in an atmosphere that promotes individual self-worth and character development. It is our vision that all students will be challenged and mentored to discover their passions in order to achieve their academic and personal goals in a complex, changing world.

Steele Canyon High School, located in Spring Valley, California opened as a new public high school in the Grossmont Union High School District in August 2000 with Grade 9 students only. Each year after that, the school added one more grade level. The first graduating class from Steele Canyon graduated in June 2004. Steele Canyon High School reopened as a California Charter School and has operated as an independent 501(c)(3) educational institution since July 1, 2007. Due to Steele Canyon's commitment to continuous improvement for its students and families, quality staff retention, and fiscal responsibility, the school has been thriving as a charter school ever since.

Steele Canyon is a comprehensive charter school with 2182 students enrolled in 2020-2021, 2156 students enrolled in 2021-22, and 2168 students enrolled in 2022-23. As a school of choice, students come from 70 different feeder schools from around the county. The following is the demographic data for each year of this LCAP cycle.

The 2020-2021 enrollment based on race/ethnicity is 49.2% Hispanic, 35% White, 7.5% Two or More Races, 4.9% African-American, 1.1%

Asian, 1.3% Filipino, .2% American-Indian, and .2% Pacific Islander. The 2020-2021 enrollment based on unduplicated student groups was 47.4% Socioeconomically Disadvantaged, 8.8% Students with Disabilities, 8.6% English Learners, .3% Homeless, and 0% Foster Youth.

The 2021-2022 enrollment based on race/ethnicity is 49.6% Hispanic, 33.8% White, 7.1% Two or More Races, 4.8% African-American, 1.0% Asian, 1.2% Filipino, .2% American-Indian, and .3% Pacific Islander. The 2021-2022 enrollment based on unduplicated student groups was 48.1% Socioeconomically Disadvantaged, 8.7% Students with Disabilities, 9.6% English Learners, .9% Homeless, and .04% Foster Youth.

The 2022-2023 enrollment based on race/ethnicity is 51.3% Hispanic, 33.1% White, 7.8% Two or More Races, 4.8% African American, 1.2% Asian, 1.1% Filipino, .2% American Indian or Alaska Native, .2% Pacific Islander. The 2022-23 enrollment based on unduplicated student groups was 48.2% Socioeconomically Disadvantaged, 9.9% Students with Disabilities, 10.4% English Learners, 1.1% Homeless, and 0% Foster Youth.

The Steele Canyon community will continue to develop and implement rigorous and relevant academic programs, provide research-based systems of support for struggling students, establish partnerships with the community, maximize facility use, implement modern technology, and create a positive professional work environment through quality staff retention, leadership development, effective communication, and professional training. Steele Canyon has strived to maintain fiscal responsibility and maintaining our enrollment numbers has been a critical component of this success. Each year Steele Canyon has had a waiting list of students who are drawn to our great school because of its successful reputation. We recognize that not every student learns the same way and the needs of learners are ever-changing and more diverse than ever. In response, Steele Canyon opened iAcademy as an independent study program. Steele Canyon iAcademy individualizes our approach for some families experiencing difficulty traveling to school on a daily basis and serves students searching for an alternative educational model. We believe each student is entitled to a variety of opportunities to prepare for their future so we work hard to develop and enhance our CTE (Career Technical Education) Pathways to provide students with the skills and experience needed for post-secondary education and the workforce.

Steele Canyon High School understands its responsibility is to prepare students for college and or careers. Our schedule models a university-style format. Students are required to complete six classes during the school year as at other high schools. Students do so by completing three courses per term (semester). Each course is taught in a 90-minute block. This allows for deeper levels of instruction, project-based approaches, and accelerated learning. Student success under a university-style system begins with positive attendance. Steele Canyon has continued its tradition of having very high attendance rates—96% positive attendance on a monthly basis.

At Steele Canyon, technology is infused into our curriculum enabling students to apply new dimensions of study to enhance critical thinking in their learning. We offer hybrid classes that incorporate traditional classroom instruction with an online curriculum allowing teachers to augment face-to-face courses with online instructional support materials. Students and parents can access the curriculum online, communicate with staff, and review the material presented in class with a variety of technology devices such as laptops, desktops, Smart Phones, and other student devices. Our streamed digital broadcast, designed by students for students, is our celebrated CTE Broadcasting media production pathway course and the outcome is shown daily to provide a universal message to students and staff. Steele Canyon is

proud as a school community to have broken new ground in the development of challenging and relevant curricula that will prepare students to be technologically proficient for a complex, changing world.

It is the school community's belief that research-driven practices have resulted in our success—practices including (among many others) the following research-based components of the school's instructional operation:

- The Quarter System Block schedule
- Common curricula developed by teams of teachers and common assessments with calibrated grading
- Multi-Tiered System of Student Support (MTSS) with an emphasis on Learning Intentions and Success Criteria
- Inclusion (bringing Special Education and English Learner support services to students within the mainstream classroom)
- Untracked and open-access learning environments in which students who master college preparatory standards are encouraged to tackle rigorous honors-level, Advanced Placement, or college coursework.
- Unique approaches to traditional subject areas including Exercise and Nutritional Science; the Humanities model; the Physics-first Science model; a three-year Science requirement; technology-based instruction; accelerated Math sequences; year-long math for juniors; community service as a graduation requirement; and, a Senior Interview requirement
- The Grade Level Team Guidance structure, in which an Assistant Principal, Counselor, Academic Advisor, and Secretary work as a team to support each grade level cohort from Grades 9 through 12—The team travels with the grade cohort of students to better serve their students and their families in all aspects of academic, attendance, behavioral, and social/emotional realms
- A 25-minute extension of the second block, each Wednesday, called Cougar Den is designed to support the school culture in a non-academic learning environment. Additionally, mentorship between teachers and students is nurtured so students and staff have an opportunity to develop a non-academic partnership with our staff. Cougar Den is ultimately designed to shape positive and safe school culture, to help students discover what they are passionate about, to encourage parent and community involvement, to expose students to potential career paths, and to support students to prepare for their senior exit interview.

As our school embarks on its next Local Control and Accountability Plan for 2021-24, Steele Canyon draws inspiration from its mission and vision as a means to operationalize equity so that all of our students find success and thrive in high school, college, career, and life. By focusing on social-emotional learning through school-wide restorative practices, we have renewed our efforts to educate in an atmosphere that promotes individual self-worth and character development. Steele Canyon's values and expectations establish a purpose and focus for the students. Our school values, "Take care of yourself, Take care of each other, Take care of this place" and our school expectations, "Be prepared; Be engaged; Be accountable; Be appropriate" help to ensure that our school community provides the highest level of learning for our students in a safe and welcoming environment.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

While our traditional in-person learning model was significantly interrupted by the Covid-19 global pandemic, Steele Canyon High School's recovery is well underway in providing a safe, student-centered, distance learning experience that focused on engagement and continuity of learning and was able to safely transition to a hybrid model in April 2021. Leading into August 2021, the school made all the necessary preparations to open the 2021-22 school year with a full in-person experience available to all families. In accordance with Assembly Bill 130, Steele Canyon made Independent Study available to any family who preferred a distance learning model through our well-established iAcademy program. As the year progressed a total of 102 students or 5% of the total population took advantage of the Independent Study option provided to them. This program continues in 2022-23 and offers our students an alternative to the traditional model and school experience. We continued to utilize Canvas as our school-wide learning management system (LMS) in supporting school-wide course content for every class offered. Canvas has quickly become a centralized hub for all teaching and learning where teachers can facilitate access to students and parents alike. The transition of courses to this format has afforded the school the flexibility and consistency to mitigate many of the ongoing challenges of chronic absenteeism for students and staff as we continue to feel the disruption of the experience associated with the Covid-19 pandemic. Steele Canyon also finalized its Student Information System (SIS) buildout in Aeries thus allowing the LEA, parents, and students the access and oversight they needed to maximize opportunities for success. The integration of Aeries with Canvas supported student success by creating community and accessibility to a dynamic learning environment for students and their teachers. In overcoming the digital divide, when necessary, the school continues to provide internet hotspots free of cost to our families and staff who have difficulty accessing the internet at home.

Through heavy collaboration with all educational partners, the school has continued to show progress in a number of areas. Steele Canyon teachers continually work to align with the state content and ELD standards and frameworks. In the 2022 Smarter Balanced Assessment, 66.19% of our 11th-grade students demonstrated English Standard Met or Exceeded. This data is not indicative of a historical trend with three-quarters of our students demonstrating Met or Exceeded the ELA standards since the inception of SBAC in 2012. However, we feel that the measures we have put in place through the LCAP process will produce improvements in this area in the coming year. With respect to student groups, Hispanic, Two or More Races, Socioeconomically Disadvantaged and White performed in the highest Blue metric of the ELA dashboard since its last reporting year but the metric is currently on hiatus.

With our strong graduation rate of 99%, there are student groups that have showed 2-7 percent increases such as Hispanic at 99.2%, Socioeconomically Disadvantaged at 99%, English Learners at 100%, and Students with Disabilities at 95.3%. This tells us that we must work hard to maintain and ensure all students not only graduate but also this LCAP move us closer to having those graduates also demonstrate College and Career Readiness so that they are prepared for life post-secondary.

Steele Canyon denoted an increase in the percentage of students participating in dual enrollment and articulated courses affording them the opportunity to gain college credit along with high school credit at no cost to the family. We have partnered with the community college to vet some of our properly credentialed teachers to serve as adjunct professors on our campus. With the continued expansion of CTE offerings in industries that are in high demand and high pay, our career readiness is steadily increasing. The Advanced Placement program continues



to be strong as students challenge themselves and we provide support. This effort consistently leads to being recognized by the US News and World Reports.

Steele Canyon is a California Gold Ribbon School and was once again recognized in the US News and World Report Best Schools Ranking. SCHS was ranked 326 nationally among all charter schools and improved 30 places from the previous ranking to 304th amongst all schools within California. SCHS received a scorecard of 88.06/100 in the metrics of the number of students who took at least one AP Exam and passed, Math Proficiency, Reading Proficiency, Science Proficiency, and Graduation Rate. With respect to the College Readiness Index, we were ranked 292nd in the state (an increase of 73 from the previous ranking), and in College Curriculum Breadth Index Rank, we were 255th in the state.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With the state of California's canceling the administration of the Smarter Balanced Summative Assessments in 2020, it shed light on the LEA's need to develop reliable standards-based assessment data internally in order to continuously measure and improve student learning. This concept will be explored further with educational partners as we progress through this LCAP 3-year cycle. As we re-engage the CAASP assessment system, we have also created release positions among expert teachers to analyze and distinguish the essential standards and work with the staff to evaluate their curriculum and assessments to make sure they are in alignment. We have had an SBAC experience that demonstrates that while the scores are not the same as pre-pandemic, we are building back the atmosphere and expectations to better demonstrate our learning and teaching through testing outcomes. Since the College Career Indicator was last reported, we were pleased with the College Career Readiness outcomes we had for the Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White student groups operating in the blue metric in ELA, we noticed a significant achievement gap for English Learners and Students with Disabilities. While English Learners showed a 21.9 point increase from the previous year, they are still performing 26.4 points below the standard, and Students with Disabilities also showed an increase of 36.1 points, however, they are performing 36 points below the standard. We know we have to address the gap with these student groups and this data equips us with a baseline to begin that work. With respect to mathematics, we have found it challenging that some of our previous interventions have not necessarily translated into a notable increase in SBAC outcomes for some student groups. Our English Learner population performed in the yellow band and while they increased by 21.6 points, they are still 96.9 points below the standard. White students declined 2.6 points and were 4.9 points below standard in math. With the new baseline for the college career indicator being released in 2023-24, we anticipate a significant increase due to our efforts applied during this LCAP cycle.

While our English Learner Progress was 63.8% in 2019, our 32 current English Learners declined 27.9 points and are 151.9 points below the standard. Our 30 Reclassified English Learners did show an increase of 70.8 points but are still 38.1 points below standard overall. 22.4% This demonstrates a need to expand our English Language Development (ELD) offerings for our Designated students which will be addressed in this LCAP Cycle.

The graduating student College-Going Rate percentage has stayed consistently around 80% each year and while we are proud of our 10.6% increase on the Dashboard's College Career Indicator making the total 56.6%, we will continue to aggressively pursue the goal of all students graduating from Steele Canyon college and career ready. The following CCR student group data became the significant driver and motivator in our goal setting for this LCAP Cycle: Special Education is in the red category and of the 49 Students, 8.2% are considered Prepared with a -0.6% change from the previous year, English Learners- Yellow 52 Students 26.9% Prepared 8.2% Increase, African American- Green and of the 31 Students 48.4% Prepared with a 17.1% Increase, Hispanic- Green and of the 203 students, 46.3% Prepared with an 8.7% Increase, Two or More Races-Green of the 47 Students, 63.8% Prepared with a 1% increase, Socioeconomically Disadvantaged- Green and of the 246 Students, 45.5% were Prepared showing an 8.1% Increase and White- Blue and of the 215 Students 64.2% were Prepared to demonstrate a 12.5% increase.

With respect to the suspension rate, Students with Disabilities were in the red on the California dashboard with 8.5% suspended at least once. Five student groups were in Orange including African American students with 7.6%, English Learners with 4.8%, Hispanic with 4.6%, Two or More Races at 4%, and Filipino with 3.3% suspended at least once. Two student groups operated in the yellow tier with socioeconomically disadvantaged with 4.8% and white at 2.5%. We know that suspended students are not readily accessing learning and this data demonstrates to us the need for additional preventative and restorative practices.

With respect to our Advanced Placement Exam outcomes, of the students who challenged themselves to take at least 1 exam, the overall pass rate was 22.4%. In comparison, the pass rate for socioeconomically-disadvantaged students is lower at 18.6% and Hispanic students were 19.92%, and African-American students at 14.84%. 391 female and 274 male students took at least one AP exam and the female student had a 3.6% higher pass rate than their male counterparts. As a contributing metric to Dashboard's College Career Indicator, there is work to be done to make sure there is proportional participation based on the number of students representing each student group and more importantly, that they are able to find success in scoring 1 3 or better on each exam they take.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Steele Canyon High School is student-centered and outcome-driven and this Local Control Accountability Plan is reflective of that focus. We challenge ourselves and all educational partners to create and foster conditions that are conducive for all students to find success and reach their full academic and personal potential in a safe, accepting, and supportive atmosphere. Steele Canyon recognizes that the COVID-19 Pandemic has had and will continue to have a significant impact on our students' lives. Many of our families faced unprecedented challenges that created stressors and feelings of being overwhelmed. Public health guidelines while critical and necessary to reduce the spread of COVID-19 may have also contributed to feelings of isolation, loneliness, and anxiety amongst some of our students. Significant learning loss has occurred and disparities have been revealed. We kept that reality in mind as the years of this LCAP cycle will encompass the residual impact of the pandemic with respect to learning loss and mental health struggles but we remain hopeful for our student's futures.

The Steele Canyon Community was better positioned to assist our students and their families during this unforeseeable event thanks to the efforts made by the previous LCAP cycle of goals and actions. One example is the full-time status of two social workers and an additional

school psychologist who were able to serve our community and provide a higher level of mental health support. We are very proud to share that one of our social workers was the recipient of the San Diego County Social Worker of the Year. We were also able to improve our facilities and construct a 'wellness center' for our students. As we look forward and collaborate on building momentum in pursuing our goals and actions for the 2021-24 LCAP cycle, we continue to be mindful of the heightened needs of our students post-pandemic, specifically our unduplicated students and their families as we move into a more hopeful phase of recovery and resurgence.

**Goal 1: Academic Programs and Systems of Student Support:** All Steele Canyon High School students will graduate College and Career Ready in order to thrive in college, career, and life.

Following an in-depth analysis of student achievement data by student group, we were able to put in perspective and sharpen our goal of college career readiness for all students who graduate from Steele Canyon. It's one thing to set a goal and another to fully realize it. We recognize that not only academic support will be required but also social-emotional support coupled with strong family engagement. This and building opportunities and infrastructure for students to thrive and reach college career readiness goals in a variety of metrics as laid out by the California Dashboards College Career Readiness indicator. These include increasing SBAC support for all student groups, MTSS, Cougar Cave tutorials, CTE Pathways, College Course Access, state standards alignment, ELD standards alignment, paraprofessionals, extensive professional learning for staff, and program development. The impact of COVID-19 on our school and family communities revealed gaps in support and access. In addressing these disparities, SCHS looks to enhance academic and social-emotional interventions in support of student learning so they can reach their goals of graduating college and career ready. A key aspect of intervention and supporting our student's successes is in providing our teachers with the appropriate and specialized training, equipment, and collaboration time during Professional Learning Communities (PLCs) in order to reflect on student learner outcomes, conduct assessment analysis, and evaluate the impact they are having on our students and making adjustments as needed. The school intends to continue to add to the mental health support by adding a second school psychologist and social-worker intern. SCHS's preventative approach to discipline highlights a practice of exhausting other means of correction before a student is ever removed from the learning environment. Restorative approaches have been encouraged and schoolwide training has been implemented for our teaching staff. Steele Canyon is increasingly building a strong data culture and is now staffed with a Data and Assessment Coordinator. Through educational partner engagement and data analysis, we are now in a position to better optimize teaching and learning outcomes for all students. Breaking down the data according to student groups allows the school to target interventions and allocate resources to those who truly need them. The idea is simple; give the students what they need and when they need it.

**Goal 2: Community Partnerships and Communication:** Steele Canyon will foster a shared responsibility in engaging parents and collaborating with businesses and community partners to support student success.

In order for our students to be able to reach their academic potential, Steele Canyon recognizes that connections need to be made and basic needs have to be met. We provide wrap-around services such as Special Education, nutrition, and Student Support Services as buybacks from our partnership with the Grossmont Union High School District. As a result of that partnership, we benefitted from an additional full-time psychologist and Special Education teacher this school year. We also continue to build a strong community partnership with the San Diego County Office of Education in support of our efforts to operationalize equity. We partner with them for data and professional growth

purposes. We are currently working with the County on school equity and have built an equity leadership team that has engaged in school-wide equity training to help raise the consciousness about the topic of equity among the staff and students. The SCHS Equity Leadership Team will continue to work with the San Diego County Office of Education professionals to build capacity in order to effectively lead professional learning around equity in an effort to affect positive change for all community partners. The team is dedicated to recognizing and addressing flaws in the system and culture that perpetuate student inequities. We also partnered with the County in the development of a comprehensive Multi-Tiered System of Student Support (MTSS) program. This year was the final year of a 3-year partnership in order to evaluate and enhance the diagnostics and supports our students need to find increased success both academically and social-emotionally. The impact of learning loss occurred at all feeder schools and all grade levels so SCHS reintroduced its Summer Bridging Program so students who were disengaged or disconnected from their middle school can reconnect and have a more productive transition to high school. The purpose is to connect to the school and develop positive relationships with staff, peers, and school leaders as they acquire skills to be successful in their 9th-grade courses. We will also put an emphasis on partnering with our feeder school communities with enrollment field trips called 'Rah Rah Rallies' so that middle schoolers are aware of what our dynamic school has to offer them. We will also work to matriculate courses in English and Math so we are able to collaborate with middle school programs and teachers to bridge any content and skill gaps. We have representatives from all over the community who represent each professional industry for our CTE Pathways called the CTE Advisory Board. Steele Canyon High School has created a CTE exploration opportunity that affords our students opportunities to visit local community colleges and learn about available professions and the steps needed post-secondary to be qualified for a future in that profession. SCHS has created a robust partnership with feeder middle school and Cuyamca College to collaborate on visitation opportunities also. Steele Canyon uniquely offers CTE workshops through our partnerships with the Geological Institute of America (GIA) which is the leading organization for manufacturing jewelry. We continue to implement engagement monitoring tools from our Student Information System (Aeries) and Learning Management System (Canvas) to better connect with families and support their ability to monitor their student's progress. We also group students into dashboards on Grade Guardian to analyze various student groups with two of our most at-risk groups being English Learners and Students with Disabilities.

**Goal 3: Facilities and Infrastructure:** Steele Canyon High School will provide a safe and orderly facility and infrastructure that fosters a technologically advanced learning environment where all students and staff can thrive and reach their greatest potential

We are very proud of our beautiful campus and work hard to maintain and modernize its operations and infrastructure. Our facility is, however, starting to show its age and we work directly with the oversight district GUHSD to make sure critical needs are being addressed in a timely manner. We offer our students door-to-door wrap-around services with transportation, child nutrition, the least restrictive environments, and student support services. We target and eliminate any realized technology divide that exists for our students and staff by providing them with up-to-date classrooms, devices, peripherals, and software that will facilitate dynamic teaching and learning. Our 98.83% score on the Facilities Inspection Tool 'FIT' demonstrates our commitment to maintaining a safe, inclusive, attractive, and technologically advanced learning environment for all students and staff. We plan to increase the safety budget, improve camera systems, modernize classrooms, have employed and trained additional campus security, add appropriate safety signage, provide appropriate PPE, and maintain highly efficient ventilation systems schoolwide so that all educational partners can depend on a safe environment to work and learn. The essence of this goal is encompassed by our SCHS Values to "Take Care of Yourself, Each Other, and This Place".

# 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.

This section is not applicable as we are not a school that has been identified for CSI, TSI, or ATSI.

## ***Support for Identified Schools***

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

This section is not applicable as we are not a school that has been identified for CSI, TSI, or ATSI.

## ***Monitoring and Evaluating Effectiveness***

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

This section is not applicable as we are not a school that has been identified for CSI, TSI, or ATSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Steele Canyon High School recognizes that the purposeful engagement of parents, students, educators, and other community partners, including those representing students identified by LCFF, is critical to the development of the LCAP and our budget process. SCHS truly values educational partner feedback in order to inform and operationalize equity in every aspect of the learning environment. Our educational partners include; all students; all parents/guardians; all teachers and classified staff; Parent Teacher Organizations, Cougar Council; School Site Council, ELAC, PIQE, East County SELPA, and other parent/school communities; The SCHS Foundation, SCHS Performing Arts Boosters, SCHS Athletic Booster, Sandy Hook Promise Foundation; First Responders including the Sheriff's office, local fire, and Cal-Fire departments; community services organizations such as Rotary and Kiwanis Clubs.

The entire SCHS staff has a deep appreciation and welcomes high levels of parent/guardian involvement. The staff are warm and welcoming and are always looking for authentic opportunities for our families to get involved and be connected to the school. We believe strongly in providing exceptional customer service to our community. SCHS recognizes that parents/guardians are the child's most important influence and that sustained parent/guardian involvement in the education of their children greatly influences learner outcomes and achievement. SCHS works with parents/guardians as partners in education to develop meaningful opportunities for them to be involved in school activities, advisory, and decision-making that support learning and positive school culture. This is achieved through regularly scheduled School Site Council, Governing Board Meetings, Cougar Council, SCHS Student Cougar Congress, Big Picture Team, Coffee with the Principal Parent Forums, the WASC Process, Curriculum Nights, Open-House, and surveys. Technology is often the tool used to communicate, provide information, and solicit feedback. Annual surveys that provide longitudinal and actionable data are gathered from our educational partners systematically. Requests for feedback are sought through email, ParentSquare, Naviance, and Paw Prints Newsletter. Participation from all families is sought out including parents of English Learners, students with Individualized Education Plans, foster children, homeless youth, and low-income families.

Administratively we recognize that the staff is the adults working the closest with the students on a daily basis. Valuing their input, needs, and observations is vital to a healthy learning environment and a successful organization. Multiple opportunities are created for staff to be informed about the LCAP, gather feedback, and engage in dialogue. Opportunities for staff to attend and be informed include all staff meetings, Cougar Council, Governing Board Meetings, Department meetings, and individual meetings. Feedback was gathered from our staff through all-staff meetings, focus groups, Cougar Council, Surveys, and email.

Students are the lifeblood of our organization and we have recently expanded our efforts of including student voice in LCAP and all aspects of our school. Multiple opportunities are created for students to be informed about the LCAP, gather feedback, and engage in dialogue. Opportunities for students to be informed include Cougar Den, Cougar Congress, California Healthy Kids Survey, School Culture Survey, and email. As previously mentioned, we are proud of having representatives from all over the community who represent each professional industry for our CTE Pathways called the CTE Advisory Board. Steele Canyon High School has created a CTE exploration opportunity that affords our students opportunities to visit local community colleges and learn about available professions and the steps needed post-secondary to be qualified for a future in that profession. SCHS has created a robust partnership with feeder middle school and Cuyamca

College to collaborate on visitation opportunities also. Steele Canyon uniquely offers CTE workshops through our partnerships with the Geological Institute of America (GIA) which is the leading organization for manufacturing jewelry.

#### A summary of the feedback provided by specific educational partners.

Our educational partners are very proud of the school and its history of success. There is a strong sense of involvement on the part of our teachers and community and as a California Charter School, the expectation is that we stand out as a dynamic learning environment. The educational partner feedback was provided in relation to the following question - What programs or services would you like to see maintained or improved upon in order to advance teaching and learning? The feedback we received in the LCAP Engagement Cycle was primarily focused on student achievement and optimizing the learning environment. According to feedback in surveys and discussion during our various meetings, we are in alignment with the parent's and students' desire to focus on college and career readiness. 77.2% of respondents in our survey prioritized College and Career Readiness. 69.3% emphasized the importance of academic support which also informs the direction and resources that we are placing on our MTSS program. The English Learner Advisory Committee (ELAC) meeting held on 5/11/22 in both Spanish and English was highly informative and validated that SCHS's goals, actions, and expenditures were gaining momentum with our educational partners. Coffee with the Principal Meetings held throughout the year touched on aspects of the LPAC consistently and also informed our analysis of our progress toward our goals. These meetings were held each month Tuesdays in-person and Wednesdays virtually on 8/30/22 & 8/31/22, 9/27/22 & 9/28/22, 10/25/22 & 10/26/22, 11/29/30 & 11/30/22, 1/24/23 & 1/25/23, 2/28/23 & 3/1/23, 3/21/23 & 3/22/23, 4/25/23 & 4/26/23, and 5/30/23. Cougar Council meetings emphasized the staff input and discussion and also public sessions in school board meetings that were LCAP focussed. Student Advisory opportunities were engaged also through the Cougar Congress Committee meetings.

Topics such as college career readiness, prevention support, academic support, social-emotional support, and safety were common. Families, students, and teachers pondered the consequences of the pandemic such as learning loss and mental health, and how we can forge ahead and not only restore but improve the learning experience.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Steele Canyon High School has long-held relationships with our families and the larger community as critical to our past, present, and future success. We foster and work hard to facilitate community and student voices regarding educational opportunities and experiences. We seek out ways to facilitate regular two-way communication and that was true even during the pandemic. We provided resources to make it easier for our families to understand how to engage students in meaningful ways in a virtual environment. Much of the feedback gathered from our educational partners became a driving force of our plan and is evident by the action and services developed in this LCAP. For example, the need for additional support for Designated English Learners was addressed through the addition of a paraprofessional and planned change in the ELD service model over the course of this LCAP cycle. The increase in mental health services is also the direct result of parents and staff's concern over the mental health of their students as they recover and we stabilize the experience and structure of in-person learning once again. The need to provide equal services to our Spanish-speaking families was pointed out and as a result, we are focusing on equitable delivery of support, services, and communication in both English and Spanish at every opportunity.





# Goals and Actions

## Goal

Goal #	Description
1	<p>Academic Programs and Systems of Student Support: All Steele Canyon High School students will graduate College and Career Ready in order to thrive in college, career, and life.</p> <p>LCFF Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Pupil Achievement, 7. Course Access, 8. Pupil Outcomes.</p>

An explanation of why the LEA has developed this goal.

Our responsibility to prepare our students for their future is paramount. We work diligently in providing a multitude of opportunities for our students to graduate from Steele Canyon High School College and/or Career Readiness is the primary focus of the school community. As we have thoughtfully cycled through our most recent Charter Renewal, WASC accreditation preparation, and LCAP Cycle processes we worked hard to make sure that the goals embedded in these critical documents are in full alignment with one another in order that they can become fully realized. We recognize that in order to achieve these goals we need to develop an even stronger data and student support culture. A California Dashboard College/Career metric (five-by-five grid) analysis was adopted as a practice in order to isolate and address the barriers that exist for our student groups in reaching readiness status on the College and Career metric according to the California School Dashboard (CCR) Indicator. This measure is based on the number of high school graduates who are prepared for college or a career. College or career readiness means a graduate of SCHS has completed rigorous coursework, passed challenging exams, or received a state seal. We strive to increase opportunities and improve outcomes in all components of the California College Career Readiness measure for all students. SCHS's students reported current college-going rate is 74%.

Steele Canyon is committed to heightened root cause data analysis that will examine factors that affect the learning environment. Our culture is increasingly developing a college/career mindset for our students. As families ponder Steele Canyon High School as their school of choice, we want that decision to at least in part be because of our college and career focus and expectation. The Big Picture Team began to examine our school's mission and vision in order to better represent the goals embedded in the school's charter and LCAP. To continue on this path we plan to address the need for additional academic and social-emotional support, prevention measures to reduce discipline rates and absenteeism, and alleviate financial concerns by providing a variety of cost-free college courses while continuing to build school connectivity and a positive school climate. We will be continuing to develop a robust and systematic data cultivation and analysis process that will be disseminated to get critical feedback as we strive to reach our goals and improve outcomes for each student group respectively.

The following measures are approved as indicating college or career readiness and will be the focus of our improvement effort:

- Career Technical Education (CTE) Pathway Completion

- Grade 11 Smarter Balanced Summative Assessment in ELA and Mathematics
- Advanced Placement (AP) Exams
- College Credit Courses (formerly called Dual Enrollment)
- Articulated Courses for Early College Credit Opportunities
- A-G Completion
- State Seal of Biliteracy
- Military Science/Leadership

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Career Readiness Indicator	<p>2019 College/Career Performance Indicator was 56.6% readiness for all students</p> <p>Student Groups 2019 College/Career Performance Indicator readiness % for all students</p> <ul style="list-style-type: none"> <li>• Students with Disabilities 8.2% (49 students)</li> <li>• English Learners 8.2% (50 Students)</li> <li>• African American 48.4% (31 Students)</li> </ul>	<p>The California Dashboard Performance Indicator was last calculated officially in 2019 and not available in year's 2020, and 2021 due to the COVID Pandemic. State law suspended the official reporting of state and local indicators on the dashboard.</p> <p>2020 College/Career Performance was 61% Readiness for the graduating cohort. This is a 4.4% increase in College Career Readiness from 2019.</p> <p>Student Groups 2020</p>	<p>The California Dashboard Performance Indicator was not published for 2022 due to the measure itself being revised. The change requires a year of baseline data collection in order to produce a valid measure. Due to Steele Canyon's efforts in providing increased opportunities and subsequent increases in measurement outcomes, we anticipate a significant jump once the metric is restored for the baseline calculation for the 2023-24</p>		<p>2023-24 The overall SCHS Average of all students who are considered ready on the College/Career Indicator will increase by 5% and and by 6% for each student group that performed below the 2019 all student CCR average of 56.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic 46.3% (203 students)</li> <li>White 64.2% (215 students)</li> <li>Two or More Races 63.8% (47 students)</li> <li>Socioeconomically Disadvantaged 45.5% (246 students)</li> </ul>	<p>College/Career readiness % for all students</p> <ul style="list-style-type: none"> <li>Students with Disabilities 19% (42 students)</li> <li>English Learners 35.1% (57 Students)</li> <li>African American 55.3% (38 Students)</li> <li>Hispanic 55% (220 students)</li> <li>White 65.4% (179 students)</li> <li>Two or More Races 75.6% (41 students)</li> <li>Socioeconomically Disadvantaged 51.3% (236 students)</li> </ul>	<p>release. The stop/start of this metric has caused us to be less reliant on outside measures. We have worked on our internal measures in our Aeries Student Information System so that it produces accurate informative measures equal to or superior to the measurements detailed on the California Dashboard.</p>		
Academic Performance - ELA	2019 ELA Academic Performance Data: Overall achievement	2020-21 ELA Academic Performance Data:	2021-22 ELA Academic Performance Data:		2023-24 The overall SCHS Average of all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>in grade 11: SBAC ELA 74.29% of SCHS students met or exceeded standards.</p> <p>Student Groups 2019 ELA Performance data:</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 36.59% met or exceeded standards.</li> <li>• Economically Disadvantaged 68.21% met or exceeded standards.</li> <li>• Fluent English Language Proficient and English Only 78.91% met or exceeded standards.</li> <li>• English Learner 25% met or exceeded standards.</li> </ul>	<p>Overall achievement in grade 11: SBAC ELA 66.67% of SCHS students met or exceeded standards.</p> <p>Student Groups 2020-21 ELA Performance data:</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 32.14% met or exceeded standards.</li> <li>• Economically Disadvantaged 58.73% met or exceeded standards.</li> <li>• Fluent English Language Proficient and English Only 69.56% met or exceeded standards.</li> <li>• English Learner 18.18% met or exceeded standards.</li> </ul>	<p>487 SCHS Students Participated in the SBAC in 2022.</p> <p>Overall achievement in grade 11: SBAC ELA 66.19% of SCHS students met or exceeded standards.</p> <p>All students scored "High" in their grade level standards on the English Language Arts Assessment. This year's performance was 34.8 points above the standard compared to a 'Low' measurement in the state-wide performance that was 12.2 points below standard.</p> <p>Student Groups 2021-22 ELA Performance data:</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 31.82% met or exceeded standards.</li> </ul>		<p>students who met or exceeded standards in ELA will increase by 3% and and by 6% for each student group that performed below the 2019 all student ELA average of 74.29%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• African American 60% met or exceeded standards.</li> <li>• Hispanic or Latino 69.37% met or exceeded standards.</li> <li>• White 78.91% met or exceeded standards.</li> <li>• Two or More Races 90% met or exceeded standards.</li> <li>• American Indian or Alaska Native no data</li> <li>• Asian no data</li> <li>• Filipino no data</li> <li>• Pacific Islander no data</li> </ul> standards. <ul style="list-style-type: none"> <li>• Homeless no data</li> <li>• Foster Youth no data</li> </ul>	<ul style="list-style-type: none"> <li>• African American 56% met or exceeded standards.</li> <li>• Hispanic or Latino 59.9% met or exceeded standards.</li> <li>• White 76.26% met or exceeded standards.</li> <li>• Two or More Races 68.96% met or exceeded standards.</li> <li>• American Indian or Alaska Native no data</li> <li>• Asian no data</li> <li>• Filipino no data</li> <li>• Pacific Islander no data</li> </ul> standards. <ul style="list-style-type: none"> <li>• Homeless no data</li> <li>• Foster Youth no data</li> </ul>	<ul style="list-style-type: none"> <li>• Economically Disadvantaged 57.33% met or exceeded standards.</li> <li>• Fluent English Language Proficient and English Only 70.33% met or exceeded standards.</li> <li>• English Learner 20.00% met or exceeded standards.</li> <li>• African American 63.63% met or exceeded standards.</li> <li>• Hispanic or Latino 52.27% met or exceeded standards.</li> <li>• White 59.38% met or exceeded standards.</li> </ul>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Female 80.77% met or exceeded standards.</li> <li>• Male 66.96% met or exceeded</li> </ul>	<ul style="list-style-type: none"> <li>• Female 71.8% met or exceeded standards.</li> <li>• Male 61.54% met or exceeded</li> </ul>	<ul style="list-style-type: none"> <li>• Two or More Races 76.47% met or exceeded standards.</li> <li>• American Indian or Alaska Native no data</li> <li>• Asian no data</li> <li>• Filipino no data</li> <li>• Pacific Islander no data</li> </ul> standards. <ul style="list-style-type: none"> <li>• Homeless no data in order to protect student privacy because 10 or fewer students tested.</li> <li>• Foster Youth no data</li> <li>• Female 71.26% met or exceeded standards.</li> <li>• Male 60.92% met or exceeded</li> </ul>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Performance - Math	<p>2019 Math Academic Performance Data: Overall achievement in grade 11: SBAC Math 41.46% of SCHS students met or exceeded standards.</p> <p>Student groups 2019 Math Performance data</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 9.76% met or exceeded standards.</li> <li>• Economically Disadvantaged 33.34% met or exceeded standards.</li> <li>• Fluent English Language Proficient and English Only 43.86% met or</li> </ul>	<p>2020-21 Math Academic Performance Data: Overall achievement in grade 11: SBAC Math 45.38% of SCHS students met or exceeded standards.</p> <p>Student groups 2020-21 Math Performance data</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 0% met or exceeded standards.</li> <li>• Economically Disadvantaged 35.13% met or exceeded standards.</li> <li>• Fluent English Language Proficient and English Only 47.41% met or</li> </ul>	<p>2021-22 Math Academic Performance Data: Overall achievement in grade 11: SBAC Math 32.77% of SCHS students met or exceeded standards.</p> <p>Student groups 2021-22 Math Performance data</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 0% met or exceeded standards.</li> <li>• Economically Disadvantaged 27.95% met or exceeded standards.</li> <li>• Fluent English Language Proficient and English Only 34.85% met or</li> </ul>		<p>2023-24 The overall SCHS Average of all students who met or exceeded standards in math will increase by 3% and and by 6% for each student group that performed below the 2019 all student math average</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>exceeded standards.</p> <ul style="list-style-type: none"> <li>• English Learner 11.11% met or exceeded standards.</li> <li>• African American 34.29% met or exceeded standards.</li> <li>• Hispanic or Latino 32.14% met or exceeded standards.</li> <li>• White 51.71% met or exceeded standards.</li> <li>• Two or More Races 50% met or exceeded standards.</li> <li>• American Indian or Alaska Native no data</li> <li>• Asian no data</li> <li>• Filipino no data</li> </ul>	<p>exceeded standards.</p> <ul style="list-style-type: none"> <li>• English Learner 13.04% met or exceeded standards.</li> <li>• African American 16.67% met or exceeded standards.</li> <li>• Hispanic or Latino 39.67% met or exceeded standards.</li> <li>• White 53.9% met or exceeded standards.</li> <li>• Two or More Races 54.83% met or exceeded standards.</li> <li>• American Indian or Alaska Native no data</li> <li>• Asian no data</li> <li>• Filipino no data</li> </ul>	<p>exceeded standards.</p> <ul style="list-style-type: none"> <li>• English Learner 10.00% met or exceeded standards.</li> <li>• African American 6.90% met or exceeded standards.</li> <li>• Hispanic or Latino 24.45% met or exceeded standards.</li> <li>• White 45.14% met or exceeded standards.</li> <li>• Two or More Races 44.12% met or exceeded standards.</li> <li>• American Indian or Alaska Native no data</li> <li>• Asian no data</li> <li>• Filipino no data</li> </ul>		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Pacific Islander no data</li> </ul> standards. <ul style="list-style-type: none"> <li>Homeless no data</li> <li>Foster Youth no data</li> <li>Female 41.93% met or exceeded standards.</li> <li>Male 40.95% met or exceeded</li> </ul>	<ul style="list-style-type: none"> <li>Pacific Islander no data</li> </ul> standards. <ul style="list-style-type: none"> <li>Homeless no data</li> <li>Foster Youth no data</li> <li>Female 42.64% met or exceeded standards.</li> <li>Male 48.19% met or exceeded</li> </ul>	<ul style="list-style-type: none"> <li>Pacific Islander no data</li> </ul> standards. <ul style="list-style-type: none"> <li>Homeless no data</li> <li>Foster Youth no data</li> <li>Female 28.69% met or exceeded standards.</li> <li>Male 37.02% met or exceeded</li> </ul>		
Career Technical Education (CTE) Pathway Completion	2020: SCHS CTE Offerings: 13 total sections 7 Concentrator Courses 6 Completer Courses  2020 Graduation Cohort 2020 CTE Concentrators: 91 Students 2020 CTE Completers: 61 Students	2020-21: SCHS CTE Offerings: 4 Introductory Course 6 Concentrator courses 5 Capstone courses  Graduating Cohort: 33 Completers 1 Individualized Education Plan Students (IEP) 14 Socio-Economically Disadvantaged (SED) 2 English Learners (EL) 3 Armed Forces 12 White	2021-22: SCHS CTE Offerings: 4 Introductory courses 6 Concentrator courses 5 Capstone courses  Graduating Cohort: 37 Completers 0 Individualized Education Plan Students (IEP) 23 Socio-Economically Disadvantaged (SED) 1 English Learner (EL) 18 White 15 Hispanic 0 African American		2023-24 That 6 CTE sections are added to the line up of offerings at SCHS and that all student groups including unduplicated are represented equitably in CTE participation with an increase of 6% for all student groups credited as certified completers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>16 Hispanic 2 African American 2 Two or more races 1 Filipino</p> <p>Current SCHS CTE Offerings:</p> <ul style="list-style-type: none"> <li>- total sections</li> </ul> <p>Percent of all students in graduating cohort who were considered A-G (61%)</p> <p>Of those A-G students in the graduating cohort, 5% completed a CTE Pathway</p> <p>Percent of Student Groups in graduating cohort who completed a CTE Pathway</p> <ul style="list-style-type: none"> <li>African American 9.5%</li> <li>Hispanic 5.8%</li> <li>White 4.3%</li> <li>Two or More Races 3.2%</li> <li>Socio-economically</li> </ul>	<p>3 Two or more races 1 Asian</p> <p>Current SCHS CTE Offerings:</p> <p>45 total CTE sections within 31 offerings</p> <p>Percent of all students in graduating cohort who were considered A-G (62.3%) Of those A-G students in the graduating cohort, 5% completed a CTE Pathway</p> <p>Percent of Student Groups in graduating cohort who completed a CTE Pathway</p> <ul style="list-style-type: none"> <li>Asian 16.6%</li> <li>Hispanic 6%</li> <li>White 9.9%</li> <li>Two or More Races 9.1%</li> <li>Socio-economically Disadvantaged 7.4%</li> </ul>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Disadvantaged 5%			
College Credit Courses	2020: SCHS offers 3 on-campus college sections with approximately 85 student participating.	2021: SCHS offers 11 on-campus college sections with approximately 300 students participating.  College Course Counts by Race/Ethnicity Hispanic 16 Students White 37 Students Black or African, Not Hispanic 37 Students Filipino 3 Students Two or More Races, Not Hispanic 8 Students Total Students: 67  2021 College Course Counts by Grade Level Ninth Grade - 1 Tenth Grade - 20 Eleventh Grade - 27 Twelfth Grade - 19	2022: SCHS offers 14 courses that will afford our high school students college credit on-campus with approximately 350 students participating. SCHS is planning to work through the new course protocol for Biology 130 and 131 in 2023-24.  College Course Counts by Race/Ethnicity Hispanic Students 112 White Students 101 Black or African, Not Hispanic Students 12 Filipino Students 2 Students Two or More Races, Not Hispanic Students 28 Students Asian 9 Students Total Students: 265		2023-24 SCHS will offer 6 additional on-campus college sections and all student groups are represented and successfully participating in dual-enrollment. The goal is to increase offerings and have an increased total of 265 students participating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2021 College Course Counts by Grade Level Ninth Grade - 20 Tenth Grade - 76 Eleventh Grade - 64 Twelfth Grade - 105		
Advanced Placement (AP) Exams	2020: 71% AP Exam Pass Rate 492 AP Students earned a 3 or better  822 of the 1160 AP Exams yielded a passing score of 3 or better. Exam Score Results (Rubric score of 3 or better needed to earn college credit) Students who earned a '3': 365 Students who earned a '4': 293 Students who earned a '5': 181  Student Groups AP Participation Rate:	2021: 57% AP Exam Pass Rate  521 of the 929 Exams yielded a passing score of 3 or better  Exam Score Results (Rubric score of 3 or better needed to earn college credit) Students who earned a '3': 228 Students who earned a '4': 206 Students who earned a '5': 87  Student Groups AP Participation Rate: SED- Not available at the time of this report EL- Not available at the time of this report	2022 69.4% AP Exam Pass Rate  620 of the 894 Exams yielded a passing score of 3 or better  Exam Score Results (Rubric score of 3 or better needed to earn college credit) Students who earned a '3': 245 Students who earned a '4': 235 Students who earned a '5': 140  38% of the graduating class scored 3 or higher in at least one AP exam.		2023-24 That all student groups are represented equitably in AP participation and are earning 6% growth in earning a 3 or better on their exams since the 2019-20 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED- 27.44% (236 of the 860 students took an exam)</p> <p>EL- 4.97% (8 of the 167 students took an exam)</p> <p>Two or More Races- 33.54% (54 of the 161 students took an exam)</p> <p>White- 36.38% (279 of the 767 students took an exam)</p> <p>Hispanic- 26.86% 271 of the 1009 students took an exam)</p> <p>Filipino- 41.94% 13 of the 31 students took an exam)</p> <p>Black/African American- 23.44% (30 of the 128 students took an exam)</p> <p>Am Indian/Alaskan Native- 22.22% (2 of the 9 students took an exam)</p> <p>Homeless- 16.67% (1 of the 6 identified homeless students took an exam)</p> <p>Male- 26.42% (274 of the 1037 students took an exam)</p>	<p>Two or More Races- 6.5% (61 of the 929 exams taken)</p> <p>White- 47% (437 of the 929 exams taken)</p> <p>Hispanic- 36% (339 of the 929 exams taken)</p> <p>Filipino- Asian- 6% (56 of the 929 exams taken)</p> <p>Black/African American- 2.26% (21 of the 929 exams taken)</p> <p>Am Indian/Alaskan Native- .2.% (2 of the 929 exams taken)</p> <p>Homeless- Not available at the time of this report</p> <p>Male- 44.5% (414 of the 929 exams taken)</p> <p>Female- 55% (513 of the 929 exams taken)</p> <p>Total AP Test Pass Percentage</p> <p>Representation by Student group of the 521 tests that scored 3 or better:</p> <p>Two or More Races- 11.7%</p> <p>White - 27%</p>	<p>Student Groups AP Participation Rate:</p> <p>Black or African American - 21 Students</p> <p>Asian - 25 Students</p> <p>American Indian or Alaska Native -1 Student</p> <p>White - 217 Students</p> <p>Two or More Races - 31 Students</p> <p>Hispanic or Latino - 209</p> <p>Total AP Test Pass Percentage</p> <p>Representation by Student group of the 620 tests that scored 3 or better:</p> <p>Two or More Races- 45</p> <p>White - % 310</p> <p>Asian- % 28</p> <p>Hispanic- % 216</p> <p>Filipino- N/A</p> <p>Black/African Am- % 12</p> <p>Nat Hwiin/Othr Pac Islndr- N/A</p> <p>Am Indian/Alskn Nat- 0%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Female- 35.23% (391 of the 1110 students took an exam)</p> <p>Student Groups Total AP Test Passed versus how many taken by each group:</p> <p>All Students- 822/1160 (71%)</p> <p>SED- 259/395 (66%)</p> <p>EL- 6/9 (67%)</p> <p>Non-EL- 816/1151 (71%)</p> <p>Two or More Races- 67/96 (70%)</p> <p>White- 360/496 (79%)</p> <p>Asian- 26/30 (87%)</p> <p>Hispanic- 318/458 (69%)</p> <p>Filipino- 21/31 (68%)</p> <p>Black/African Am- 29/45 (64%)</p> <p>Nat Hwiin/Othr Pac Islndr- 1/1 (100%)</p> <p>Am Indian/Alskn Nat- 0/2 (0%)</p> <p>Homeless- 0/1 (0%)</p> <p>Male- 386/502 (77%)</p> <p>Female- 436/658 (66%)</p>	<p>Asian- 4.5%</p> <p>Hispanic- 18%</p> <p>Filipino- N/A</p> <p>Black/African Am- .6%</p> <p>Nat Hwiin/Othr Pac Islndr- N/A</p> <p>Am Indian/Alskn Nat- .2%</p> <p>Homeless- N/A</p> <p>Male- 27%</p> <p>Female- 28%</p>	Homeless- N/A		
A-G Completion	2020 Percent of student population	2021 Percent of student population	2022 Percent of student population		2023-24 That Steele Canyon will increase its

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>that met A-G by student group:</p> <p>All Students- 63.64%</p> <p>SED- 55.90%</p> <p>EL-17.65%</p> <p>Non-EL- 66.95%</p> <p>Two or More Races- 77.5%</p> <p>White- 71.27%</p> <p>Asian- 85.71%</p> <p>Hispanic- 54.82 %</p> <p>Filipino- 77.78%</p> <p>Black/African Am- 62.16%</p> <p>Nat Hwiin/Othr Pac Islndr- 0%</p> <p>Am Indian/Alskn Nat- 0%</p> <p>Homeless- 0%</p> <p>Male- 55.70%</p> <p>Female- 70.63%</p>	<p>that met A-G by student group:</p> <p>All Students- 59.4%</p> <p>SED- 54.3%</p> <p>EL- 37%</p> <p>Students with Disabilities- 15.5%</p> <p>Non-EL- %</p> <p>Two or More Races- 65.9%</p> <p>White- 63.5%</p> <p>Asian- %</p> <p>Hispanic- 54.4 %</p> <p>Filipino- %</p> <p>Black/African Am- 55.6%</p> <p>Nat Hwiin/Othr Pac Islndr- 0%</p> <p>Am Indian/Alskn Nat- 0%</p> <p>Homeless- 0%</p> <p>Male- 55.70%</p> <p>Female- 70.63%</p> <p>Of the 61% of graduate students who were designated College and Career Ready, 93.4% (283) Students were also A-G Completers.</p>	<p>that met A-G by student group:</p> <p>All Students- 62.5%</p> <p>SED- 37.6%</p> <p>EL- 26.7%</p> <p>Students with Disabilities- 15.5%</p> <p>Non-EL- 65.7%</p> <p>Two or More Races- 66.7%</p> <p>White- 71.30%</p> <p>Asian- 83.3%</p> <p>Hispanic- 53.80 %</p> <p>Filipino- 100%</p> <p>Black/African Am- 63%</p> <p>Nat Hwiin/Othr Pac Islndr- 100%</p> <p>Am Indian/Alskn Nat- N/A</p> <p>Homeless- 44%</p> <p>Male- 58.3%</p> <p>Female- 66.0%</p>		amount of students who meet A-G by 6%
State Seal of Biliteracy	2020 Students who earned the State Seal of Biliteracy:	2020 Students who earned the State Seal of Biliteracy:	2021-22		2023-24 That Steele Canyon will increase its

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students - 5% SED - 6.12% EL - 10.17% Non-EL - 4.40% Two or More - 0% Hispanic - 10.67% Filipino - 0% African American - 0% White - 1.0% Native American - 0% Pacific Islander - 0% Asian - 0% Homeless - 0% Male - 4.12% Female - 5.90%	All Students - 67  Of the 61% of graduate students who were designated College and Career Ready, 8.6% (26) Students received the State Seal of Biliteracy.	47 Students met the SSB requirements in 21-22.  Of the 62.3% of students that met A-G, 41 of those also met SSB (13.0 %).		amount of students who earn the State Seal of Biliteracy by 5%
Graduation Rate	2019-20 94.6% SCHS Graduation Rate  Graduation Rate by Student Group African American: 96.8% (31 Students) Two or More Races: 95.7% (47 Students) White: 95.4% (216 Students) English Learners: 92.5% (53 Students) Hispanic: 93.1% (204 Student) SocioEconomically Disadvantaged: 92.7% (248 Students)	2020-21 96.2% of all students in the graduating cohort met all SCHS graduation criteria.  Graduation Rate by Student Group African American: 94.4% (17 of 18 Students) Two or More Races: 100% (44 of 44 Students) White: 95.% (159 of 167 Students) English Learners: 88.9% (48 of 54 Students)	2021-22 511 graduates reflecting 99% of all students in the graduating cohort met all SCHS graduation criteria.  Graduation Rate by Student Group African American: 100% (28 of 28 Students) Two or More Races: 100% (33 of 33 Students) White: 98.4% (185 of Students)		2023-24 That Steele Canyon will maintain its historically high Graduation Rate as it increases the amount of graduates classified as College Career Ready by 6% for each student group that performed below the 2019 all student CCR average of 56.6%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student with Disabilities: 90.2% (51 Students) No Data: American Indian Asian Filipino Foster Youth Homeless Pacific Islander	Hispanic: 96% (238 of 248 Student) SocioEconomically Disadvantaged: 96.1% (248 of 258 Students) Student with Disabilities: 87.9% (51 of 58 Students) No Data: American Indian Asian Filipino Foster Youth Homeless Pacific Islander	English Learners: 100% (45 of 45 Students) Hispanic: 99.2% (251 of Students) SocioEconomically Disadvantaged: 99% (314 of Students) Student with Disabilities: 95.3% (43 of Students) No Data due to less than 11 students - Data not displayed for privacy: American Indian Asian Filipino Foster Youth Homeless		
Suspension Rate	2019-20 by Ethnicity: African American- 3.1% Am Ind or Alaska Native- No data Asian- 0% Filipino- 0% Hispanic or Latino- 7.4% Pacific Islander- no data White- 7.1% Two or More Races- 14.3%	2020-21 by Ethnicity: African American- 0% Am Ind or Alaska Native- No data Asian- 0% Filipino- 0% Hispanic or Latino- 0% Pacific Islander- no data White- 0% Two or More Races- 0%	2021-22 Total Students: 3.3% of the 2178 SCHS students were suspended for at least one day.  Students with Disabilities: 19 of 202 Students or 9.4% suspended for at least one day		2023-24 Steele Canyon will have a proportional representation of student groups to percent of population and will reduce any student group disparities by 3%.  Steele Canyon will have a 10% reduction in the amount of unduplicated students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20 Unduplicated Count of Students Suspended: All students: 52 African American- 4 Hispanic or Latino- 27 White- 14 Two or More Races- 7	2019-20 Unduplicated Count of Students Suspended: All students: 0 African American- 0 Hispanic or Latino- 0 White- 0 Two or More Races- 0	English Learners: 6 of 213 students or 2.8% suspended for at least one day.  Socio Economically Disadvantaged: 44 of 1,123 or 3.9% of students were suspended for at least one day  Suspensions by Ethnicity: African American- 4.5% Am Ind or Alaska Native- No data Asian- 0% Filipino- 0% Hispanic or Latino- 2.9% Pacific Islander- no data White- 3.3% Two or More Races- 3.8%  2021-22 Unduplicated Count of Students Suspended: All students: 73 African American- 5 Hispanic or Latino- 34 Filipino- 1		suspended compared to 19-20 baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White- 25 Two or More Races- 6		
Absenteeism	2019 Chronic Absenteeism Rate by Ethnicity African American: 10.1% (13 of 129 students) Hispanic or Latino: 9.3% (91 of 977 students) White: 9.8% (80 of 815 students) Two or More Races: 11.4% (19 of 167 students) *Other Student Groups Data Negligible	2020-21 Chronic Absenteeism Rate for all students: 272/2191 (12.4%)  Chronic Absenteeism Rate by Ethnicity African American: 16.2% (17 of 105 students) Hispanic or Latino: 15.7% (169 of 1078 students) White: 9% (69 of 764 students) Two or More Races: 6.5% (11 of 169 students) *Other Student Groups Data Negligible	2021-22 Chronic Absenteeism Rate for all students: 469/2157 (21.7%)  Chronic Absenteeism Rate by Ethnicity African American: 25% (27 of 108 students) Hispanic or Latino: 24.1% (260 of 1080 students) White: 18.7% (141 of 755 students) Two or More Races: 20.8% (32 of 154 students) *Other Student Groups Data Negligible		2023-24 That Steele Canyon will reduce its Chronic Absenteeism Rate by 3% for all reported baseline data student groups.
English Learners Progress	2019 English Learner Progress:  63.8% of the 116 EL Students are making progress towards English Language Proficiency.	2020 English Learner Progress:  Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020	2022 English Learner Progress:  55.3% of the 141 EL Students are making progress towards English Language Proficiency.		2023-24 That Steele Canyon will increase its percentage of EL students who are making progress towards English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>40.5% of EL students progressed at least one ELPI level</p> <p>23.2% of EL students maintained their ELPI level 4</p> <p>13.7% of EL students maintained their current ELPI level</p> <p>22.4% of EL students decreased at least one ELPI level</p>	<p>and 2021 California School Dashboard.</p> <p>The most recent data available from the CDE is the 2019 English Learner Progress which is already listed as the baseline data for the LCAP.</p>	<p>41.8% of EL students progressed at least one ELPI level</p> <p>13.5% of EL students maintained their ELPI level 4</p> <p>18.4% of EL students maintained their current ELPI level</p> <p>26.2% of EL students decreased at least one ELPI level</p>		Language Proficiency by 9%.
College-Going Rate	<p>College-Going Rate for Steele Canyon High School by student group:</p> <p>All Students 77.7%</p> <p>African American- 84.8%</p> <p>Hispanic or Latino- 73.8%</p> <p>White- 80.2%</p> <p>Two or More Races- 80%</p> <p>Asian- no data</p> <p>Filipino- no data</p> <p>American Indian or Alaska Native- no data</p>	<p>2021 Graduating Cohort Self-Reported by Student on internal system Naviance:</p> <p>All Students 74.2%</p> <p>Two-Year College 204 of 497: 41%</p> <p>Four Year College 165 33.2%</p>	<p>2022 Graduating Cohort Self-Reported by Student on internal system Naviance:</p> <p>4 Year College - 186 / 506 = 36.76%</p> <p>2 Year College - 99 / 506 = 19.57%</p> <p>2 or 4 year - 285 / 506 = 56.32%</p>		2023-24 Steele Canyon will have a 6% increase in the rate of college-going students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander- no data				

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement	<p>SCHS will provide the resources and expenditures necessary to ensure that all students have open access and ample opportunities to graduate college and career ready. Over the span of this LCAP cycle, the school will improve performance in English Language Arts (ELA) and mathematics for all identified students, including unduplicated students. This will be achieved through full alignment with the California Common Core Standards including the ELD standards in the following content areas: ELA, mathematics, Career Technical Education, Computer Science, Health Education, History-Social Science, Exercise, and Nutritional Science, Science, Arts Education, and World Languages. We will continue to recruit, retain and provide continued training to highly qualified teachers and paraprofessionals who provide and support high-quality standards-based instruction. We will also refine current programs and develop new programs in the area of AP, Dual Enrollment, and CTE in order to provide ample opportunities for students to demonstrate college and career readiness upon graduation.</p>	\$179,883.00	No
1.2	Academic Support	<p>SCHS will provide the resources and expenditures to ensure that all students have the necessary academic supports to graduate college and career ready. SCHS is committed to providing all students with a rigorous and relevant education but also recognizes equally that high levels of support are necessary in order for all students to reach their potential and personal goals. The Grade Level Team (GLT) structure is provided to each grade level and provides a heightened level of support and monitoring of academic progress. The GLT is made up of</p>	\$1,410,197.92	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>an Assistant Principal, Counselor, Academic Advisor, and Grade Level Secretary who work together to successfully transition 9th graders to high school, develop an individualized 4-year plan, and support that plan as they follow their grade level cohort through the grade levels as they progress towards graduation. In order to successfully monitor student progress, we staff a full-time Data and Assessment Coordinator who provides the GLTs with the necessary reports and data to support student outcomes and interventions. The additional support staff is provided to all students to support their health record keeping and attendance including a full-time nurse on site, registrar, and two attendance technicians.</p> <p>SCHS partnered with the San Diego County Office of Education in a 3-Year effort to establish an academic Multi-Tiered System of Student Support schoolwide. This plan will unfold and expand over the course of this LCAP cycle. A part of this effort, a Teacher on Special Assignment (TOSA) was established to provide academic coaching to teachers who are stipended and participate in the schoolwide MTSS development. Looking ahead, we hope to provide releases to each member of the MTSS team to further the important work they did this year. In addition, Cougar Cave is designated tutorial support available to all 9th-grade students and all other students who are in need of targeted academic support. It is overseen by a Student Support Coordinator who has a staff of trained college graduate Academic Coaches and Tutors who provide academic supports for each block. Our teachers also provide additional targeted tutoring services after school called Beyond-the-Bell. We also run a robust credit recovery program with an A-G online learning system that is run by our credentialed teachers from block to block. We also offer students an option for independent study in a program called iAcademy that allows students who may struggle in a traditional setting to work at their own pace online with a credentialed teacher mentor as support. Steele Canyon also offers a robust AVID program with two AVID cohorts at each grade level.</p> <p>In an effort to improve outcomes on the SBAC, we will investigate assessment benchmark opportunities such as iReady or the like. We</p>		

Action #	Title	Description	Total Funds	Contributing
		will continue to use targeted Interim Assessment Blocks (IABs) in designated classes for identified students groups, and SBAC Bootcamps for all 11th-grade students and targeted student groups so that all students are prepared and able to demonstrate a 3 or better on their 11th grade Smarter Balance Assessment in order to be considered college and career ready.		
1.3	Social-Emotional Support	SCHS will provide the resources and expenditures to ensure that all students have the necessary social-emotional supports to graduate college and career ready. This effort will include adding an additional school psychologist, social worker interns, Unity Days, Camp Lead, Friday Night Live, staff collaboration/retreat, and Family Support Events.	\$88,395.00	No
1.4	English Learners and English Language Development	SCHS will support English Learner Students by integrating the California English Language Development (ELD) Standards in all classrooms. We will increase the amount of ELD sections and provide the necessary facilities. We will focus on providing additional effective and highly trained paraprofessionals to support Designated ELD and Integrated ELD. We will have continued professional learning for teachers and paraprofessionals in SDAIE strategies, the integration of common formative assessments, and reading technique strategies to inform instruction for English Learners and improve English Learner language acquisition and academic achievement. Additional materials, programs, materials, and tutorial support offerings will be made available to all Designated ELD and Integrated ELD students in regular and summer school sessions.	\$57,996.00	Yes
1.5	Professional Learning	SCHS will provide the resources and expenditures to support professional learning and growth for our staff to meet the needs of our diverse population of students in order to ensure that all are college and career-ready. A Teacher Mentor (TOSA ) will be available to all	\$40,284.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>probationary teachers to provide support and resources for their success and a Technology Mentor (TOSA) will be available to ensure staff technology training needs are met. Extensive professional Learning opportunities will be provided to SCHS certificated and classified staff in the form of a collaborative 3-year Professional Learning Plan by focus categories which include: Learning, Building Community, Communication, Equity, and Technology. This plan is designed to meet the articulated school-wide goals and targets established in our SCHS Charter, WASC, and LCAP which will include but is not limited to the following:</p> <p>Focus on Learning:  Equitable Grading Practices  Activities that produce evidence of learning  First Best Lesson - planning for mistakes/misunderstandings and how we will support all students  Motivation - Extrinsic/Intrinsic, how to get the best out of students  ELD Frameworks  College Career Readiness (CCR)</p> <p>Building Community:  Restorative Practices  Trauma-Informed Care  Progressive ladder of consequences and interventions for encouraging positive behavior</p> <p>Communication:  Formative Assessment  Student discourse  MTSS -Learning Objective &amp; Success Criteria</p> <p>Equity:  Check-Ins  Implicit Bias  Microaggressions</p> <p>Technology:</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>Canvas for new teachers  Canvas for advanced users - Pre-reqs, embedding Illuminate, Secure Browser  SWIVL  Grade Guardian  e-Referrals (AP, Counseling, Attendance), Communicating with parents/students</p> <p>Teacher Mentor (TOSA) and Tech Mentor (TOSA) and Instructional Coach (TOSA) - led training in their area of expertise.</p>		
1.6	College & Career Readiness	<p>SCHS will provide learning opportunities at no cost for all students 9-12 which integrates academic subjects with relevant, challenging technical and occupational knowledge through Career Technical Education (CTE) Pathways, Dual Enrollment, State Seal of Bi-Literacy, internships, work experience, A-G completion, and Advanced Placement (AP) courses. These pathways and opportunities will allow students to incorporate applied learning across all disciplines preparing them for both college and career. SCHS will develop a 4-year college career readiness student plan that will be monitored by each Grade Level Team to ensure the mission for all students to attain proficiency and demonstrate readiness for post-secondary and career options.</p>	\$309,494.00	No
1.7	Special Education	<p>SCHS will provide the resources and expenditures necessary to ensure our students with disabilities have access to their least restrictive environment and the supports needed to graduate college and career ready. An additional Special Education Teacher and School Psychologist will join our support team beginning next school year.</p>	\$244,113.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The continued commitment to ALL students not only graduating from Steele Canyon High School but graduating College and Career Ready is our driving focus. While ambitious, we continue to refine our practices, focus our actions, and allocate resources to this endeavor. We recognize that in order to achieve this goal then each individual student and student group performance outcomes must be analyzed in order to overcome unique barriers to their success. This focus is especially important for our unduplicated students. Our work has been resilient in the face of challenges and has subsequently progressed according to plan. SCHS has made progress in aligning instruction and materials to the frameworks for ELD, ELA, math, history social science, NGSS, and world language. SCHS increasingly invests in professional learning on literacy strategies, academic discourse, small group instruction, gradual release, restorative practices, social emotional, and behavioral supports educational technology, integrated and designated ELD, and data analysis, all through the lens of a developing Multi-Tiered System of Student Support (MTSS). We continue to enhance and empower our teacher leaders who make up the heart of our MTSS program development with the dedicated support of our administrative team. As discussed in last year's LCAP narrative, we wanted to expand the level of participation by our highly dedicated and effective staff members. I am happy to report that that planned action came to fruition. A substantive change in the area of goal one is 5 additional release sections provided to the MTSS team. This is an increase from the previous year of one release with stipends for the additional teacher leaders developing the MTSS plan for SCHS. In an effort to improve performance outcomes for ALL students including unduplicated students, we have also provided release periods to expert English Language Arts and mathematics teachers to focus on standards alignment and SBAC preparation.

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.

The material differences in expenditures are due to increased investment in our schoolwide initiatives as they gain momentum and require spread to sustain and yield the intended outcomes. Examples of this are newly introduced block Teachers on Special Assignments in ELA and Mathematics. The purpose of these releases is to mine out the essential standards to bolster the outcomes of the Smarter Balance Assessment Consortium (SBAC) for both English and Math so that all students and teachers are better prepared to reach a minimum of a 3 or better score on the standardized testing that occurs in the 11th grade. In the same goal, we have transitioned from stipended certificated staff to block TOSA release in all areas so that we can further our initial phase of MTSS development focus on Learning Intention and Success Criteria. As other COVID funding sources are exhausted, the initiatives that best serve our unduplicated students are being retained and the funding source is transitioning to LCFF funding. Finally, we have significantly increased our Dual Enrollment offerings by vetting our teachers in certain subjects with the community college so that they can serve our students as adjunct professors affording them simultaneous high school and college credits for certain courses.

An explanation of how effective the specific actions were in making progress toward the goal.

After a review of the data associated with the specific actions in goal one, the actions and services have been effective in moving Steele Canyon High School closer to the desired goal of having all students not only graduate but also be considered College and Career Ready according to the state of California's CCR Indicator. The lack of longitudinal data from the State of California has caused our gains to not be public for multiple years. This is partly due to the CCR metric hiatus during the pandemic and also the recalibration of the measures that require a baseline to be generated as a foundation. This lack of dependability has caused us to develop equal if not superior measurement tools within our Aeries Student Information System. We are diving into the data analysis of contributing aspects of college career readiness and all that goes into supporting that process for all student groups. The data is helping lay out action plans to celebrate what is working and address the areas of needed improvement.

Our SBAC results were admittedly disappointing in 2021-22 in both ELA and mathematics. We remained the same as the previous year in ELA but dropped approximately 12% in Math. We were expecting gains due to the investment in standards alignment and assessment preparation. Our MTSS program is still very much in the development stages and we are confident this will lead to increases for all student groups. We believe this investment is establishing a foundation of practice that will yield increased gains in both ELA and Math as we identify barriers to learning and achievement. With that said, in ELA, 'All Students' scored 'High' in their grade level standards on the English Language Arts Assessment. This year's performance was 34.8 points above the standard compared to a 'Low' measurement in the state-wide performance that was 12.2 points below the standard. English Learners scored 20.00% met or exceeded standards which is almost a 2% increase over the previous year but we hope to move that percentage closer to the 70.33% achievement demonstrated by our 'Fluent English Language Proficient and English Only' students. Students with disabilities (SWD) maintained their performance level as did 'Economically Disadvantaged' students. Our Aeries Student Information System boasts a tool that is being embraced by our counseling team. As mentioned in the previous year's update, we make this tool available to our students and parents and encourage them to select full sequences of Career Technical Education (CTE) courses. Collaboration with families, counselors, and our CTE Advisory Board has proven to be essential to our success. We have industry members working alongside our instructors creating an authentic experience for all participating students. We will be adding an Intermediate Professional Music course which will serve as a concentrator along with an Advanced Professional Music course which will serve as a capstone. We have created a Pathway for Public Service which is a sector that is in high demand and high wages which prepares students to meet the standards of the respective profession. The implementation of AP Computer Science developing into a full pathway and the introduction of Administration of Justice along with preparations for a STEAM Dual Enrollment Biology puts us in a much stronger position to offer workforce opportunities to our deserving students. Using the new tool in our student information system called the '4 Year plan', not only can we automatically enroll students in the full sequence of CTE courses to facilitate completion but with the help of our new college and career counselor we can monitor student progress and assist/guide students in completing their pathways. We have implemented specific data analysis around the student groups' participation and completion trends and created strategies to improve student engagement in the full breadth of our CTE offerings. We have partnered with our community college and our feeder middle school to create opportunities for students post-secondary as a CTE pipeline. We have created exploration opportunities for CTE pathways from middle school to high school to community college and into the workforce. Ongoing meetings with educational partners such as counselors and the CTE Advisory Board will be critical to our success in calibrating. The CTE Advisory Board was created in partnership with a professional representative from every industry in which we operate a CTE pathway. This effort has so far resulted in six industry members working alongside the instructors. We increased our Strong Workforce Program (SWP) grant by \$112k adding to the existing \$105k. (first year 105k 2nd year 217k, 3rd year 286k 4th year 213k) We also wrote two CTEIG grants which brought

another \$124k and 172K to enrich our theatre pathways. (Stage tech and Theatre) We adjusted our singular Graphic Design course to be an Animation and Graphic Design offering in order to be two unique pathways that are meeting the industry standard. Mr. Harris and Mr. Dorsha obtained their full CTE credential and the equipment used in their courses was renewed. Some of that equipment included high-powered computers capable of handling the sophisticated programs associated with their courses and established a partnership with 3-Design a CAD program company. Mrs. Labella's theatre and stage tech program became a CTE offering in the AME area last year and we held a full year of courses under the CTE label. There is still much work to do to ensure that all student groups meet or exceed the various metrics required to demonstrate college and career readiness. Our focus is on academic, social-emotional, and behavioral supports and interventions. We look forward to next year's outcomes as we strive to create structure and practices that lend themselves to achieving our goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goals remain the same but the level of investment to reach those goals has significantly increased with the period release of teachers versus stipends in order to expand and pursue increased student achievement among our unduplicated population.

**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.**

# Goals and Actions

## Goal

Goal #	Description
2	<p>Community Partnerships and Communication: Steele Canyon will foster a shared responsibility in engaging parents and collaborating with businesses and community partners to support student success.</p> <p>LCFF Priorities: 1. Basic Services, 2. Implementation of Standards, 3. Parent Involvement 4. Pupil Achievement, 6. School Climate 7. Course Access, 8. Pupil Outcomes.</p>

An explanation of why the LEA has developed this goal.

Steele Canyon recognizes the relationship and engagement with our educational partners are critical to the success of the school's mission and vision. We believe strongly that our families are our partners in their child's education. We want to ensure that families are well informed and able to participate directly in their child's education. We want to increase involvement and opportunities to provide feedback in English or Spanish to better serve our students and also provide families with the tools to monitor their student's progress and know how to intervene when necessary. We also want to articulate and matriculate with our feeder middle school and also our higher learning institutions to make sure we are successfully preparing our incoming and outgoing students for success. We also want to increase our college-going rate by providing ample opportunities for students to challenge themselves and participate in rigorous honors, AP, and college courses on our campus free of charge.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Forum Participation Rate	2021: 22 Parent Forums were provided in English and Spanish in 2020-21	2022: 19 Parent Forums were provided in English and Spanish in 2020-21	2023: We continue to focus on access and opportunities to build our relationships with our families that we consider educational partners. We maintained the same level of engagement		2023-24 Steele Canyon will have a 15% increase in Parent Forum offerings for educational partner input.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			in forums provided in Spanish and English and added the PiQE program back post covid restrictions.		
Parent Forum Participation Rate (Spanish Speaking)	2021: 40 unique families participated in at least one Spanish Speaking Parent Forum	2022: 38 unique families participated in at least one Spanish Speaking Parent Forum	2023: 40 unique families participated in at least one Spanish Speaking Parent Forum		2023-24 Steele Canyon will have a 6% increase in families who participate in at least one Spanish Speaking Forum.
Parent Institute for Quality Education (PIQE) and English Learner Advisory Committee (ELAC) Participation	2021: ELAC Participants TBD  68 PIQE Graduates	2022: All Non-English speaking households were invited and encouraged to attend. We held ELAC meetings during each term at the end of the day in order to provide opportunity for our families to advise our EL program. From those meetings, an ELAC representative was invited to participate in our School Site Council. They were able to successfully inform and sign off on our	2023: All Non-English speaking households were invited and encouraged to attend. We held ELAC meetings during each term at the end of the day in order to provide opportunity for our families to advise our EL program and inform the actions and expenditures of this LCAP. In addition. as an outcome of those meetings, an ELAC representative was invited to participate in our School Site		2023-24 Steele Canyon will increase its ELAC participation by 6% and the number of PIQE graduates by 6%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>School Plan Student Achievement SPSA.</p> <p>We did PIQE outreach and due to the uncertainty of the school year as a result of the pandemic, we were unable to assure our providers of the minimum required participation. We then turned our recruitment effort to the upcoming school year.</p>	<p>Council. They were able to successfully inform and sign off on our School Plan Student Achievement SPSA.</p> <p>PIQE was re-established and the amount of graduates was being calculated at the time of this report.</p>		
Accessibility	2021 Amount of parents that have active student monitoring portals TBD.	2022: 82% of parents have active student monitoring portals through Aeries or Canvas.	2023: 86% of parents have active student monitoring portals through Aeries or Canvas.		2023-24 Steele Canyon will have a 3% increase in the number of students and parents who have Student Information Portals activated.
Enrollment	2021: 2147 Total Student Population	2022: 2147 Total Student Population	2023: 2168 Total Student Population		2023-24 Steele Canyon will increase its total population by 1% to meet school-board enrollment targets totaling a 21 student increase at end of year tally.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summer Bridging Enrollment	2020: No student participation	2021: 45 At-promise students participated in the SCHS Summer Bridging Program	2022: 48 At-promise students participated in the SCHS Summer Bridging Program and the plan is to expand the experience to 2 weeks rather than 1 and offer students 2.5 credits as an incentive to participate.		2023-24 Steele Canyon will have an active Summer Bridging Program that services a minimum of 50 at-promise students each summer
Summer Bridging Cohort College Career Readiness Percentage	2020: No student participation data	2021: College Career Readiness for graduating 2021 cohort participated in Summer Bridging in 2018 as incoming freshmen. The College Career Readiness calculus is still being processed at the time of this report.	2022 College Career Readiness for graduating 2022 cohort participated in Summer Bridging in 2018 as incoming freshmen. The College Career Readiness calculus is not available due to the redesign of the California Dashboard College Career Indicator.		2023-24 Steele Canyon will have an active data collection and monitoring system for all Summer Bridging cohorts so they will graduate college and career ready.
Cougar Crew Freshman Orientation Attendance	2019: 80% of the incoming Freshman class attended 'Freshman Orientation'	2021-22: 85% of the incoming Freshman class attended an in-person	2022-23: 88% of the incoming Freshman class attended an in-person		2023-24 Steele Canyon will have a 10% increase in the amount of incoming freshman



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	No in-person orientation was held in 2020-21 due to the pandemic.	'Freshman Orientation'	'Freshman Orientation'		attending 'Freshman Orientation'
Grade Guardian and Drop-out-Detective Reports	<p>2020-21 The risk index is a score based on last login, current grades, last submitted assignment, grade trend, and other proprietary factors. A student with a risk index between 0-15 is considered low risk, 16-30 is considered medium risk, and &gt;30 is considered high risk.</p> <p>Year long data outcomes TBD but 194 Parent/guardian 'observers' accessed Canvas to monitor student grades in a weeklong snapshot (5/21/21-5/28/21)</p> <p>SWD- 104 High Risk/20 Medium-Risk/66 Low-Risk</p>	2021-22 End of the year calculations were still in progress at the time of this report.	2022-23 End of the year calculations were still in progress at the time of this report.		<p>2023-24 Steele Canyon will have a 3% reduction in students who populate 'DropOut Detective'.</p> <p>Steele Canyon will increase our low risk students by 10% while decreasing the percentage of medium and high risk students by 5% each.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>EL- 120 High Risk/16 Medium-Risk/19 Low-Risk</p> <p>2015 of the 2147 students have active access to Canvas</p>				
Middle School Articulation	2020-21: In-person visits to middle schools (Rah Rah Field Trips) - None due to COVID-19	2021-22: Three feeder schools were visited by the Rah Rah Field Trip to spur incoming freshman enrollment	2022-23: Three feeder schools were visited by the Rah Rah Field Trip to spur incoming freshman enrollment		2023-24 Steele Canyon will increase its articulation to feeder middle schools by executing 3 events.
Community College Partnerships	2020-21: College and Career Access Pathways (CCAP) with Cuyamaca College renewed.	2021-22: College and Career Access Pathways (CCAP) with Cuyamaca College renewed and board approved in June 2022.	2022-23: College and Career Access Pathways (CCAP) with Cuyamaca College renewed and expanded as a 3-year CCAP and board approval is expected in May 2023.		2023-24 Steele Canyon will maintain and expand its CCAP agreement to include additional College Courses on campus.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement	SHCS will provide the necessary resources and expenditures to ensure our community has all the information they need to participate and engage in the learning process with their students.	\$53,950.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>SCHS will seek out every opportunity to engage the community whether in-person or electronically with Parent Forums, Canvas, Aeries, Naviance, Google for Education, Parent Square, Zoom, Thought Exchange, Google Form Surveys, Community Forums (English and Spanish), Translation Services, Parent Institute for Quality Education (PIQE), English Language Advisory Council (ELAC), Paw Prints, Governing Board Meetings, PTO, Boosters, Cougar Congress, and the California Healthy Kids Survey. In addition, annual events such as Spring-Fling, Open-House, Curriculum Night, and Graduation will be reestablished as opportunities that support communication, engagement, and positive student outcomes.</p>		
2.2	Matriculation and Articulation	<p>SCHS will provide the resources and expenditures that ensure a smooth transition for our students and families to high school.</p> <p>This action will include collaboration with SCHS and feeder school teachers to discuss and articulate curriculum, Rah-Rah Field Trip to feeder schools to promote open enrollment, Summer Bridging Program for incoming 9th Grade Students, Cougar Crew, and Freshmen Orientation.</p>	\$4,333.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Steele Canyon High School believes that community partnerships, communication, and engagement are critical to our success, especially with our unduplicated families. The development of this goal has the intention of creating and maintaining relationships with our educational partners in order to advance our goals by gathering feedback so that we make progress and ultimately reach our goal. We have provided funding and established processes for on-site language interpretation services in order to better serve our English Learners, their families, and Spanish Speaking Community Partners. There were no substantive differences in planned actions and actual implementation of these actions in goal two.

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

There are no material differences to report at this time from last year's plan to this year's actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Our work in this area has progressed as planned. We continue to standardize opportunities for our Spanish-speaking families to engage with us whether in English or in their native language as needed. The Coffee with a Principal is a comfortable and relaxed in-person environment that provides families the opportunity to learn and discuss the direction of the school and the impact that is having on their students. These meetings are relatively well attended. For those that are not able to attend in person, a follow-up remote access version is presented as an alternate opportunity and is typically offered in the evening to make it as accessible as possible for our families. We are excited to reestablish our PIQE program which has been a real strength of the school but was impacted by the COVID regulations. Families were invited to participate and responded so that they can actively engage the school community, empower themselves and the school and hopefully influence and transform its future so that it is meeting the needs of our diverse families. We welcome our families to advise the administration and staff in the development of our site plan. We have emphasized that parents should engage in the use of the portal available through our student information system which has a feature to choose a variety of languages. Through this outreach and awareness program, we have been able to increase our percentage of parents actively monitoring their student's grades and responding to prompts and alerts put out by the teacher or the school. Our enrollment numbers have been restored but we still face challenges in the area of attendance.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes planned from reflections on prior practice at this time.

**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.**

# Goals and Actions

## Goal

Goal #	Description
3	<p>Facilities and Infrastructure: Steele Canyon High School will provide a safe and orderly facility and infrastructure that fosters a technologically advanced learning environment where all students and staff can thrive and reach their greatest potential</p> <p>LCFF Priorities: 1. Basic Services, 3. Parent Involvement 4. Pupil Achievement, 6. School Climate 7. Course Access, 8. Pupil Outcomes.</p>

An explanation of why the LEA has developed this goal.

Steele Canyon High School and its community are proud of the campus and its facilities. As the campus ages and technologies advance, we are committed to creating a campus that is safe, inclusive, attractive, and boasts advanced technology capability for staff and students. The technological infrastructure must be able to support the demand placed on it by its educational partners in terms of hardware such as up-to-date devices, servers, bandwidth, and access points, and also the ever-changing software and electronic materials. Equipping each classroom with modern electronic devices, teaching tools, and apps is critical to creating an advanced learning environment to improve teaching and learning. The pandemic shed light on the technology divide that exists amongst our families and staff which we are determined to overcome.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool 'FIT' Score	2020-21 The FIT inspection score was 98.83% which is considered excellent	2021-22 The FIT inspection score was 99.06% which is considered an exemplary rating.	2022-23 The FIT inspection is currently underway and outcomes are not calculated at the time of this report.		2023-24 Steele Canyon will maintain its score on facilities each year according to the rubric metrics of systems, interior, cleanliness, electrical, restrooms/fountains/, safety, structural,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					grounds etc. on the 'FIT' inspection
Technology Gap - Number of families who needed interventions to support student access to adequate internet at home.	2020-21 During the pandemic, Steele Canyon provided 60 internet hotspots to families who were experiencing a technology divide.	2021-22 We were able to maintain the current hotspots that carried over from last year and were able to facilitate families who had new requests.	2022-23 We were able to maintain the current hotspots that carried over from last year and were able to facilitate families who had new requests.		2023-24 Steele Canyon will have 100% of its families able to access wireless connectivity to support student learning.
School Accessibility: Pixellot Cameras	2020-21 3 Cameras installed for community remote streaming access	2021-22 The 3 cameras at the pool, gym and stadium have been maintained to support remote streaming access for our families. We will be using similar technology for the 2022 graduation ceremony to increase access to our families.	2022-23 The 3 cameras at the pool, gym, and stadium have been maintained to support remote streaming access for our families. We will be using similar technology for the 2023 graduation ceremony to increase access to our families. Subscriptions are adding to the return to ASB budget of approximately \$800.		2023-24 Steele Canyon will have streaming capability in all high traffic school event areas
School Accessibility: Number of families streaming school	2020-21 TBD	2021-22 With the reduced amount of pandemic	2022-23 With the reduced amount of pandemic		2023-24 We will have a 3% increase in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
events through Pixellot subscriptions.		requirements and the ability to attend events in person, the subscription rate has not increased, however, there are enough subscriptions to substantiate the existing cameras to remain in place.	requirements and the ability to attend events in person, the subscription rate has not increased, however, there are enough subscriptions to substantiate the existing cameras to remain in place.		amount of families accessing campus electronically through Pixellot subscriptions.
Wireless Access Point Refresh	2020-21 No WAPs were installed on campus	2021-22 Additional Wireless Access Points (WAPs) were installed for office spaces and for the two additional buildings that were put in place. Also, any underperforming WAPs were replaced as they were reported.	2022-23 Additional Wireless Access Points (WAPs) were installed for numerous office spaces and for the several additional buildings that were put in place. Also, any underperforming WAPs were replaced as they were reported. The typical lifespan has been determined to be 1-2 years.		2023-24 Steele Canyon will have 100% of its wireless access points updated to optimize access to wireless connectivity to support student learning.
Student Electronic Device Refresh	2020-21 No student devices were refreshed	2021-22 600 Student Electronic Devices were made available to the incoming Freshman class.	2022-23 600 Student Electronic Devices were made available to the incoming Freshman class along with the 10th, 11th,		2023-24 Steele Canyon will introduce modern devices to 100% of the incoming Freshmen each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and 12th-grade class due to aging equipment that no longer upgrades operating systems. This totaled approx 1500 student computers.		for them to use for their time at SCHS
Staff Electronic Device Refresh	2021-21 No staff devices were refreshed	2021-22 All staff computer devices were refreshed. Tablets and other devices were made available to those who requested them.	2022-23 All staff devices were maintained and additional classified staff became eligible for state of the art devices as a result of policy changes.		2023-24 Steele Canyon will refresh staff devices with modern highly capable technology.
Broadband Capacity	2020-21 Cox Business supplies SCHS with internet and 1 gig of bandwidth is currently being used by the school.	2021-22 1 Gig of bandwidth was maintained and available to the school and a more efficient wifi was introduced and made available to the staff.	2022-23 1 Gig of bandwidth was maintained and available to the school and a more efficient wifi was introduced and made available to the staff.		2023-24 Steele Canyon will increase its broadband capacity to facilitate all electronic educational programs and devices.
Server Replacement	2020-21 No Servers Replaced.	2021-22 No Servers Replaced but the networking infrastructure was upgraded to facilitate efficiency in the current server's	2022-23 Server replacement  Twenty switches that facilitate internet routing were replaced		2023-24 Steele Canyon will replace all aging servers in order to optimize wireless accessibility



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		capacity. We are consulting with companies to possibly migrate completely to the cloud therefore eliminating the need for onsite server hardware.			
Ventilation Systems	2020-21 All filtration systems upgraded	2021-22 All filtration systems were maintained and filters were changed out as recommended by the manufacturer. Additional stand-alone air filters were provided to each classroom and shared space.	2022-23 All filtration systems were maintained and filters were changed out as recommended by the manufacturer. Additional stand-alone air filters were provided to each classroom and shared space.		2023-24 Steele Canyon will maintain all ventilation systems equal to or better than industry standards.
Furniture Refresh			2022-23 The new action for goal 3 is to refresh classrooms and replace all 22-year-old desks in classrooms.		2023-24 Steele Canyon will replace all standard original desks in classrooms that are 23 years old with modern modular desks that facilitate a variety of learning styles

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Surveillance Camera System	2020-21 One state of the art camera was added to front entrance area	2021-22 Multiple surveillance camera company bids were solicited to gather data on upgrading the school system. Bids will be presented to SCHS School Board for approval once finalized.	2022-23 Surveillance camera system underwent a complete overhaul using Verkada as the company who provides SCHS with the equipment and support.		2023-24 Three additional cameras will be added to the current system
Safe School Ambassador Program	2020-21 No Safe School Ambassador Trainings occurred due to COVID-19	2021-22 A Safe School Ambassador recruitment and training took place this school year. 25 students were successfully trained and added to family leader groups to support the preventative safety effort throughout the school year.	2022-23 A Safe School Ambassador recruitment and training took place this school year. 30 students were successfully trained and added to family leader groups to support the preventative safety effort throughout the school year.		2023-24 Steele Canyon will train 120 additional students to be Safe School Ambassadors

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Safety	SCHS will provide the resources and expenditures to ensure our school is a safe place for all students by providing the necessary Personal Protection Equipment (PPE) materials for all staff and	\$1,021,038.00	No

Action #	Title	Description	Total Funds	Contributing
		students, an updated classroom environment with modern furniture, upgraded air ventilation, and filtration in every building, state of the art surveillance systems, appropriate safety signage, campus security, a full-time School Resources Officer, an additional full-time school psychologist, a full-time social worker and distinct markers on each building for first responders.		
3.2	Technology	SCHS will provide the resources and expenditures that help our students and community overcome the technological divide while providing access to a technologically advanced learning environment. This effort will include maintaining a 1-1 device ratio for students and rotating in newer devices to all incoming freshman, upgrading the Informational Technology (IT) on campus such as servers and wireless access points, Pixellot Camera system for wirelessly stream live events, Teacher device refresh, a Teacher Tech Mentor Teacher on Special Assignment (TOSA), Canvas Learning Management System.	\$706,378.00	No
3.3	Operations	SCHS will provide the resources and expenditures that ensure all students have access to wrap-around door-to-door services for years to come by providing top-notch facilities, maintenance, and operations. This includes providing transportation services and child nutrition while maintaining fiscal solvency.	\$13,080.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Steele Canyon recognizes that all systems must be maintained, and modernized and work together to optimize the organization so students and staff can thrive. Fundamental to the pursuit of all students graduating college career ready is that they feel safe and can depend on the orderly and well-maintained facility. Students need a physically and emotionally safe school environment so that teachers can teach and students can learn, SCHS has made significant progress in our intended goals and even surpassed what was planned. This is true in the

area of technology. The school's surveillance system was completely refreshed and brought into a cloud system allowing it to be accessed remotely and greatly improving its reliability. A continued analysis of areas on campus not covered by surveillance was completed and we have created phases of installation to address that issue. The Wireless Access Points that have been installed greatly improved internet access in historically challenging areas of the campus. The Chromebooks made available to students were planned to be phased in as each freshmen class came into our system, but we decided to refresh all computers for students who had a previous version of the Chromebooks that were dated and had less functionality. We also added large projector screens in six classrooms replacing the smaller versions that were harder to read from the back of the room. Staff laptop distribution was increased to our new school psychologists, secretaries, and academic advisors. Twenty new switches were installed to route the available internet more abundantly. Students who are not able to afford internet service at their homes were given a Verizon Hotspot to use so that learning continuity was equitable to all students.

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

There are no material differences to report at this time from last year's plan to this year's actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Steele Canyon High School recognizes that in order to reach our academic, athletic, and support plans, we must have a high-functioning facility that enables the pursuit of all students reaching College, Career Readiness. Our well-maintained facilities and state-of-the-art infrastructure are critical to facilitating our efforts as we conclude our three-year LCAP cycle. We emphasize a welcoming environment for our students, parents, and staff on a daily basis. As our facility ages, we have invested in the repair and maintenance of the facility by partnering with the Grossmont District and various vendors in order to enhance the functionality and reliability of the facility. We continue to perform at an extremely high level as validated by our outcome in our Facility Inspection (FIT) report. The ventilation system continues to be an area where we strive to exceed the requirements so that we can keep the classrooms and meeting areas safe for our students and staff. Technology continues to be a focus so that our facility can be state-of-the-art.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Steele Canyon High School is continuously evaluating its facility and looks to improve our facility when necessary or prudent to do so. We will be continuing to expand our surveillance system in order to create the safest possible campus experience for all students. We also added an action to this plan for the upcoming year in a significant step towards classroom modernization by replacing all of the 23-year-old traditional desks that were not in good repair due to age. This should add functionality to different learning styles with the modular style of the modern desks which facilitates individual, small, and large group learning. As COVID funding sources begin to expire we also are migrating important aspects of our school that support unduplicated students to our LCFF funding source. The School Resource Officer via the San Diego County Sheriff's Office is an example of this along with the surveillance camera system upgrade.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2725500	

## 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
11.00%	95.12%	\$18,532,721.54	106.12%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

English Learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by SCHS SBAC results. Much of goal 1 and its actions are directed at improving the services to our unduplicated student populations (particularly EL students). The services described in this LCAP as a whole will provide the necessary supports to improve academic achievement in ELA and mathematics resulting in outcomes that support our high need populations in reaching college career readiness when they graduate from SCHS. Instructional strategies, formative assessments, Achieve 3000, high-quality mathematics tasks, and other research-based programs and strategies have been shown to improve the academic achievement of unduplicated students. In addition to these research-based programs, and strategies, SCHS is committed to providing in-depth, high-quality professional learning to all ELD resource teachers and general education teachers related to designated ELD and SDAIE methodologies. These instructional ELA/ELD frameworks and high-impact strategies (Jon Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Critical to this targeted research-based professional learning will be an emphasis on continuous administrator data reviews in collaboration with the support of the Data and Assessment Coordinator to monitor the academic achievement of our unduplicated student populations and intervene with supports quickly when needed. To ensure that all students are receiving equitable services, all teachers will continue to receive training on MTSS/SST/PBIS/Restorative Practices/Equity Grading and more. This will not only support the instruction occurring inside the classroom but will also provide thorough and regular monitoring of our unduplicated students with the help of individualized supports. Supported by research, SCHS believes that the combination of services described here and below will

positively impact the achievement of our unduplicated student population and is the most effective use of our funding. Additional ELD paraprofessionals and sections offered will be implemented during the course of this LCAP cycle. The effective use of resource teachers and support staff will provide English Learners additional sections increasing the instructional time that incorporates Designated ELD strategies. Professional Learning on ELPAC data analysis and the integration of Designated ELD into daily instruction for core subjects, MTSS, PBIS, collaborative conversations, close reading, reciprocal teaching, and restorative practice will be provided to all teachers.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

#### Academic Achievement:

With respect to English Language Development, Longitudinal Data show that EL and RFEP students perform below standard in ELA and mathematics and are not achieving at the same level as their peers according to the California Dashboard. The goal is to have English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students improve in reading, writing, speaking, and listening skills in English to be college and career-ready. To overcome this achievement gap, SCHS will implement the following actions:

1. English Learners will have at least 30 minutes of designated English Language Development time daily.
2. Continue to provide EL teachers and/or EL Coordinator to work on providing instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers and instructional assistants related to instructional resources, academic assessment, data analysis and tiered supports for English learner students.
3. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and or Guided Language Acquisition Design (GLAD) strategies.
4. Monitor academic progress in ELA and math for all EL and RFEP students.
5. Schedule and promote English Learner Advisory Committee (D/ELAC) participation.
6. Ensure and support reclassification celebrations and the Seal of Biliteracy for English Learners.
7. Support English learner students by integrating the California English Language Development (ELD) standards in all classrooms.
8. Increase opportunities in all aspects of the College Career Indicator for English Learners.

#### Academic Support:

In an effort to provide support for high-need students, SCHS will increase the support necessary for all aspects of the College Career Indicator for foster youth, English Learners, and low-income students. With the assistance of the Data and Assessment Coordinator, we will be tracking data more deliberately with respect to these populations of students and researching the best practices in providing the targeted support necessary for their success. Through this data collection and subsequent data-driven decision-making, SCHS will provide intervention and enrichment services that support the needs of all learners, especially in ELA and math, particularly for unduplicated students. Use of the LCFF supplemental funds will support unduplicated students. SCHS will implement the following actions:

1. Continue to develop a Multi-Tiered System of Support (MTSS) with a focus on academic, social-emotional, and behavioral tiers of support.
2. Continue with an inclusive approach in providing the least restrictive environment for identified students.
3. Implement a balanced assessment system that offers interim/benchmark assessments to help determine the required support needed.
4. Provide professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning and MTSS.
5. Multiple Core Subject releases for TOSA leadership teaching positions to serve as coaches to research and implement Tier I, II, and III MTSS strategies. Our objective is to provide our students what they need, when they need it.

By implementing the strategies above, we hope to close the achievement gap associated with unduplicated student groups as evidenced in the California Dashboard, and provide them with an equitable opportunity to graduate from Steele Canyon High School College and Career Ready.

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.

Steele Canyon High School's Unduplicated Student count is under the 55% threshold and therefore is not eligible for any additional concentration funds.

<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	1-43	
Staff-to-student ratio of certificated staff providing direct services to students	1-22	



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,783,107.36	\$1,185,217.56		\$160,817.00	\$4,129,141.92	\$2,485,644.92	\$1,643,497.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Achievement	All Students with Disabilities	\$179,883.00				\$179,883.00
1	1.2	Academic Support	All English Learners Foster Youth Low Income	\$945,043.36	\$465,154.56			\$1,410,197.92
1	1.3	Social-Emotional Support	All	\$33,520.00	\$54,875.00			\$88,395.00
1	1.4	English Learners and English Language Development	English Learners Foster Youth Low Income	\$57,996.00				\$57,996.00
1	1.5	Professional Learning	All	\$8,721.00			\$31,563.00	\$40,284.00
1	1.6	College & Career Readiness	All	\$127,734.00	\$181,760.00			\$309,494.00
1	1.7	Special Education	Students with Disabilities	\$244,113.00				\$244,113.00
2	2.1	Family Engagement	All	\$42,920.00	\$11,030.00			\$53,950.00
2	2.2	Matriculation and Articulation	All	\$4,333.00				\$4,333.00
3	3.1	School Safety	All	\$915,096.00			\$105,942.00	\$1,021,038.00
3	3.2	Technology	All	\$214,592.00	\$468,474.00		\$23,312.00	\$706,378.00
3	3.3	Operations	All	\$9,156.00	\$3,924.00			\$13,080.00

## 2023-24 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
24777270	2725500	11.00%	95.12%	106.12%	\$1,003,039.36	11.00%	15.05 %	<b>Total:</b>	\$1,003,039.36
								<b>LEA-wide Total:</b>	\$1,003,039.36
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$945,043.36	10%
1	1.4	English Learners and English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon 9-12	\$57,996.00	1%

**2022-23 Annual Update Table**

<b>Totals</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Expenditures (Total Funds)</b>
<b>Totals</b>	\$3,200,664.95	\$0.00

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Prior Action/Service Title</b>	<b>Contributed to Increased or Improved Services?</b>	<b>Last Year's Planned Expenditures (Total Funds)</b>	<b>Estimated Actual Expenditures (Input Total Funds)</b>
1	1.1	Academic Achievement	No	\$138,592.00	
1	1.2	Academic Support	No Yes	\$1,194,603.20	
1	1.3	Social-Emotional Support	No	\$66,875.00	
1	1.4	English Learners and English Language Development	Yes	\$76,497.00	
1	1.5	Professional Learning	No	\$80,000.00	
1	1.6	College & Career Readiness	No	\$464,254.75	
1	1.7	Special Education	No	\$221,921.00	
2	2.1	Family Engagement	No	\$30,523.00	
2	2.2	Matriculation and Articulation	No	\$1,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	School Safety	No	\$147,444.00	
3	3.2	Technology	No	\$701,757.00	
3	3.3	Operations	No	\$77,198.00	

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
25380615	\$608,427.33	\$1,003,039.36	(\$394,612.03)	30.00%	30.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support	Yes	\$606,300.33	945,043.36	15	15
1	1.4	English Learners and English Language Development	Yes	\$2,127.00	57,996	15	15

**2022-23 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)
19,482,847	25380615		130.27%	\$1,003,039.36	30.00%	35.15%	\$18,532,721.54	95.12%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## **Plan Summary**

### **Purpose**



A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.



Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table



As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022