LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools Charter School of San Diego
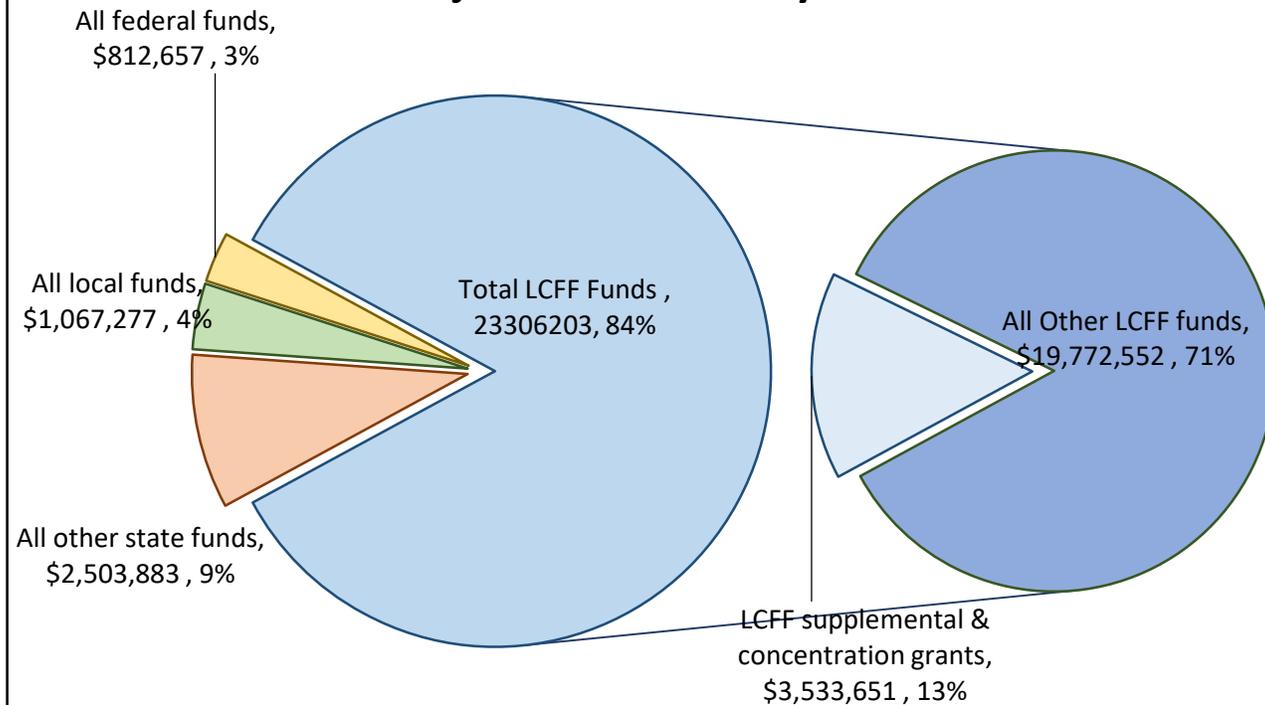
CDS Code: 37683383730959

School Year: 2024-25

LEA contact information: Jay Garrity, Ph: (858) 678-2051, Email: jgarrity@altusschools.net

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $812,657 , 3%

All local funds, $1,067,277 , 4%

Total LCFF Funds , 23306203, 84%

All other state funds, $2,503,883 , 9%

All Other LCFF funds, $19,772,552 , 71%

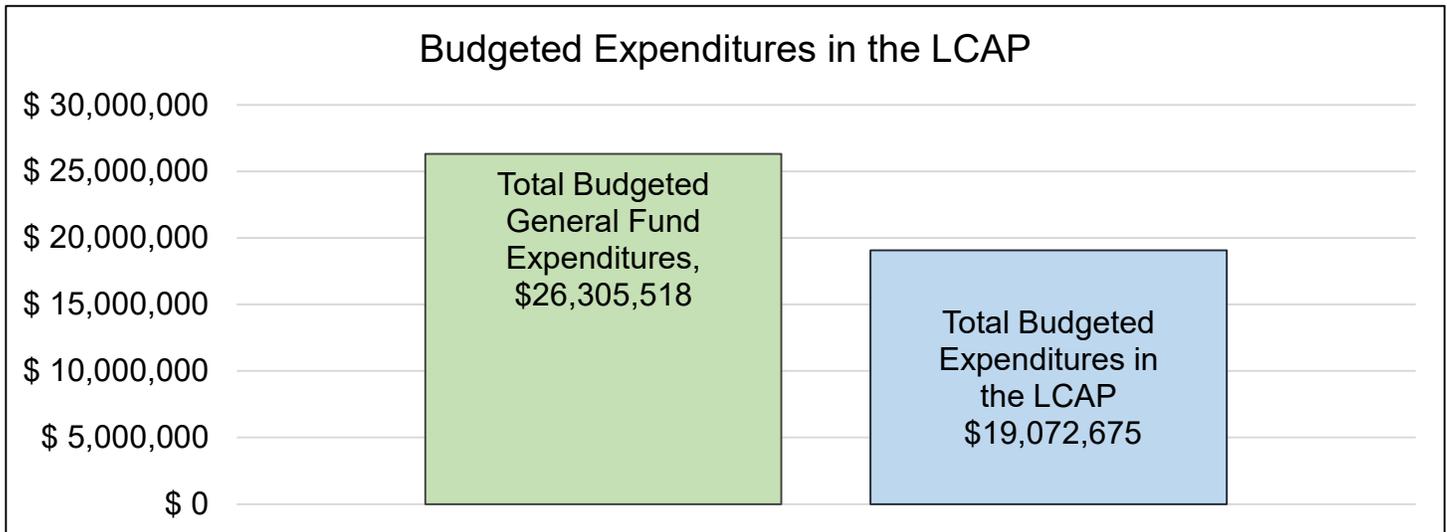LCFF supplemental & concentration grants, $3,533,651 , 13%

This chart shows the total general purpose revenue Altus Schools Charter School of San Diego 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 Altus Schools Charter School of San Diego is $27,690,020.00, of which $23,306,203.00 is Local Control Funding Formula (LCFF), $2,503,883.00 is other state funds, $1,067,277.00 is local funds, and $812,657.00 is federal funds. Of the $23,306,203.00 in LCFF Funds, $3,533,651.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $26,305,518

Total Budgeted Expenditures in the LCAP $19,072,675

Chart y-axis values: $30,000,000 / $25,000,000 / $20,000,000 / $15,000,000 / $10,000,000 / $5,000,000 / $0

This chart provides a quick summary of how much Altus Schools Charter School of San Diego plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools Charter School of San Diego plans to spend $26,305,518.00 for the 2024-25 school year. Of that amount, $19,072,675.00 is tied to actions/services in the LCAP and $7,232,843.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
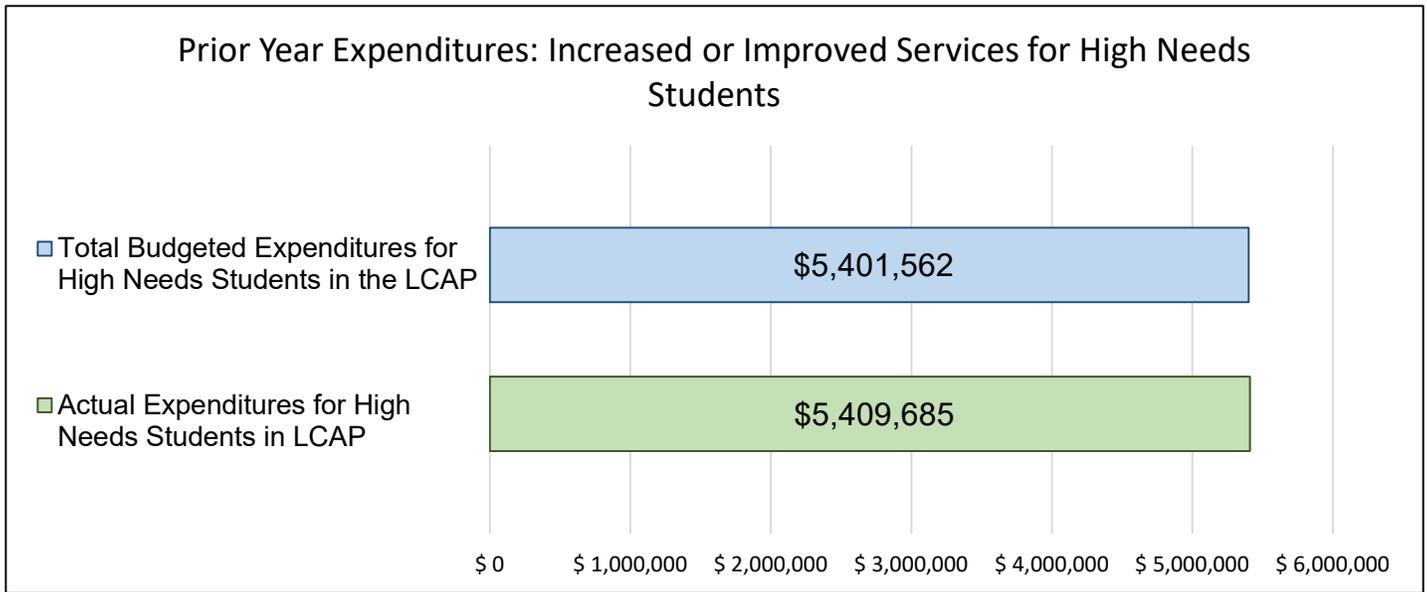
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, temporary agency services, depreciation, audit, legal and oversight fees.

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

In 2024-25, Altus Schools Charter School of San Diego is projecting it will receive $3,533,651.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools Charter School of San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools Charter School of San Diego plans to spend $5,924,001.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$5,401,562
☐ Actual Expenditures for High Needs Students in LCAP	$5,409,685

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000

This chart compares what Altus Schools Charter School of San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools Charter School of San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Altus Schools Charter School of San Diego's LCAP budgeted $5,401,562.00 for planned actions to increase or improve services for high needs students. Altus Schools Charter School of San Diego actually spent $5,409,685.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools Charter School of San Diego	**Jay Garrity** Administrator of Instructional Services	jgarrity@altusschools.net (858) 678-2020

Goals and Actions

Goal

Goal #	Description
Goal 1	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Teachers appropriately assigned and credentialed	**2020-21 Source: Local Reporting** 100% of teachers	**2021-22: Results** 100% of teachers as of April 2022	**2022-23 Results** 95% of teachers as of October 2022 **Data Source**: Locally Reported	**2023-24 Results** 93% of teachers as of October 2023 **Data Source**: Locally Reported	**Desired Outcome for 2023-24** At least 90% of teachers are fully credentialed and appropriately assigned
Pupil Achievement <u>One-Year DASS Graduation Rate</u>: Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	**2020-21 Source: CA School Dashboard** Schoolwide 89.5% Hispanic 88.1% White 93% African American 88.95 2+ Races 88.6% EL 78.1% SED 88.1% SWD 81.6%	**2021-22: Results** Schoolwide 93.8% Hispanic 89.2% White 100% African American 96.6% 2+ Races 94.9% EL 82.9% SED 91.3% SWD 91.7% **Data Source**: CA School Dashboard (Additional Reports)	**2022-23 Results** Schoolwide 89.4% Hispanic 87% White 95.1% African American 90.9% 2+ Races 93.9% EL 81% SED 85.9% SWD 86.2% **Data Source**: CA School Dashboard (Additional Reports)	**2023-24 Results** Schoolwide Not available Hispanic Not available White Not available African American Not available 2+ Races Not available EL Not available SED Not available SWD Not available **Data Source**: CA School Dashboard (Additional Reports) **Note:** 2024 School Dashboard results will be available in Fall 2024	**Desired Outcome for 2023-24** Schoolwide >80% Hispanic >80% White >80% African American >80% 2+ Races >80% EL >80% SED >80% SWD >80%

Pupil Achievement **Combined Four- and Five-Year Graduation Rate:** Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average	**Note:** Only the DASS One-Year Grad Rate was available for the 2020-21 school year		

2021-22 Results

Schoolwide	55.8%
Hispanic	45.6%
White	77.5%
African American	57.1%
2+ Races	64%
EL	41%
SED	51.3%
SWD	42.8%

Data Source: CA School Dashboard

2021-22 Results

State DASS Average	57.3%
San Diego County DASS Average	55.1%

Data Source: Locally Reported

2022-23 Results

Schoolwide	52.7%
Hispanic	47.7%
White	59.2%
African American	65.1%
2+ Races	53.3%
EL	48.1%
SED	48.3%
SWD	45.6%

Data Source: CA School Dashboard

2022-23 Results

State DASS Average	54.2%
San Diego County DASS Average	49.3%

Data Source: Locally Reported

2023-24 Results

Schoolwide	Not available
Hispanic	Not available
White	Not available
African American	Not available
2+ Races	Not available
EL	Not available
SED	Not available
SWD	Not available

Data Source: CA School Dashboard

2023-24 Results

State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24

Schoolwide	>80%
Hispanic	>80%
White	>80%
African American	>80%
2+ Races	>80%
EL	>80%
SED	>80%
SWD	>80%

Pupil Engagement

Chronic Absenteeism:

Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average

2020-21 Source: CA School Dashboard	
Schoolwide	12.9%
Hispanic	11.1%
White	7.9%
African American	37.5%
2+ Races	14.3%
EL	14%
SED	18.5%
SWD	21.7%

2021-22: Results	
Schoolwide	8.2%
Hispanic	8.5%
White	9.5%
African American	6.7%
2+ Races	8.2%
EL	6.2%
SED	10.7%
SWD	10.2%

Data Source: CA School Dashboard

2021-22 Results	
State DASS Average	55.9%
San Diego County DASS Average	27.2%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	5.1%
Hispanic	5.8%
White	1.3%
African American	6.7%
2+ Races	11.5%
EL	4.8%
SED	6.3%
SWD	4.3%

Data Source: CA School Dashboard

2022-23 Results	
State DASS Average	47.1%
San Diego County DASS Average	22.2%

Data Source: Locally Reported

2023-24 Results	
Schoolwide	Not available
Hispanic	Not available
White	Not available
African American	Not available
2+ Races	Not available
EL	Not available
SED	Not available
SWD	Not available

Data Source: Locally Reported

Note: Cumulative Chronic Absenteeism Rate as of April 2024

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	<10%
Hispanic	<10%
White	<10%
African American	<28.5
2+ Races	<10%
EL	<10%
SED	<10%
SWD	<12.7

Pupil Achievement

Smarter Balanced ELA Summative Assessments:

Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average

2018-19 Source: CA School Dashboard	
Schoolwide	-4.8
Hispanic	-12.4
White	19.1
African American	-41.1
2+ Races	21.7
EL	-58.1
SED	-12
SWD	-46.7

2021-22: Results	
Schoolwide	-20.5
Hispanic	-38.4
White	22.2
African American	-66.5
2+ Races	-6.9
EL	-91.3
SED	-41.4
SWD	-95.8

Data Source: CA School Dashboard

2021-22 Results	
State DASS Average	-114.7
San Diego County DASS Average	-90.8

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-7.7
Hispanic	-20.7
White	-14.5
African American	-7.5
2+ Races	54.5
EL	-85
SED	-21.6
SWD	-76.6

Data Source: CA School Dashboard

2022-23 Results	
State DASS Average	-118.2
San Diego County DASS Average	-134.9

Data Source: Locally Reported

Note: 2023 School Dashboard results will be available in Fall 2023

2023-24 Results	
Schoolwide	Not available
Hispanic	Not available
White	Not available
African American	Not available
2+ Races	Not available
EL	Not available
SED	Not available
SWD	Not available

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-0.1
Hispanic	>-3.4
White	>-0.1
African American	>-32.1
2+ Races	>-0.1
EL	>-49.1
SED	>-3
SWD	>-37.7

Pupil Achievement

Smarter Balanced <u>Mathematics</u> Summative Assessments:

Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups; or exceed the County DASS schools or State DASS schools average

2018-19 Source: CA School Dashboard	
Schoolwide	-96.3
Hispanic	-103.7
White	-80.3
African American	-151.4
2+ Races	-54.8
EL	-134.5
SED	-105.2
SWD	-136.9

2021-22: Results	
Schoolwide	-99.1
Hispanic	-121.6
White	-60.7
African American	-113.5
2+ Races	-71.7
EL	-152
SED	-121
SWD	-152.3

Data Source: CA School Dashboard

2021-22 Results	
State DASS Average	-164.6
San Diego County DASS Average	-157.3

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-101.6
Hispanic	-120
White	-69.6
African American	-105.6
2+ Races	-63.4
EL	-156.5
SED	-120.8
SWD	-138.2

Data Source: CA School Dashboard

2022-23 Results	
State DASS Average	-192.8
San Diego County DASS Average	-203.3

Data Source: Locally Reported

Note: 2023 School Dashboard results will be available in Fall 2023

2023-24 Results	
Schoolwide	Not available
Hispanic	Not available
White	Not available
African American	Not available
2+ Races	Not available
EL	Not available
SED	Not available
SWD	Not available

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-87.3
Hispanic	>-94.7
White	>-71.3
African American	>-142.4
2+ Races	>-45.8
EL	>-125.5
SED	>-96.2
SWD	>-127.9

Pupil Achievement Increase the annual percentage of grade 11 students who score at least a Level 3 'Standard Met' on the Smarter Balanced Summative ELA and Mathematics Assessments (EAP Measure)	**2018-19 Source: DataQuest** 	ELA	53.6%
Mathematics	15.31%		**2021-22: Results** | ELA	44.84%
Mathematics	16.6% | **Data Source:** DataQuest CAASPP Results	**2022-23 Results** | ELA	61.88%
Mathematics	16.57% | **Data Source:** DataQuest CAASPP Results	**2023-24 Results** | ELA	Not available
Mathematics	Not available | **Data Source:** DataQuest CAASPP Results **Note:** 2024 School Dashboard results will be available in Fall 2023	**Desired Outcome for 2023-24** | ELA	>53.6%
Mathematics	>15.31%
Pupil Achievement English Learner Progress Indicator: More than 45% of English Learners are making progress towards English Language proficiency	**2018-19 Source: CA School Dashboard** | English Learners	49%		**2021-22: Results** | English Learners	48.9% | **Data Source**: CA School Dashboard	**2022-23 Results** | English Learners	53.8% | **Data Source**: CA School Dashboard	**2023-24 Results** | English Learners	Not available | **Data Source**: CA School Dashboard **Note:** 2024 School Dashboard results will be available in Fall 2024	**Desired Outcome for 2023-24** | English Learners	>45%
Pupil Achievement English Learner Reclassification Rate: Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total	**2019-20 Source: DataQuest** 	CSSD Total	13.6%
San Diego County Total	14.7%
State Total	13.8%		**2021-22: Results** | CSSD Reclassification Rate	Not available | **Data Source**: DataQuest **Note:** Annual Reclassification (RFEP) Counts and Rates are unavailable in DataQuest as of May 2023	**2022-23 Results** | School Reclassification Rate	10% | **Data Source**: Locally Reported	**2023-24 Results** | School Reclassification Rate	Not available | **Data Source**: Locally Reported **Note:** 2024 EL Reclassification Rates will be available in Fall 2024	**Desired Outcome for 2023-24** | CSSD Reclassification Rate	>13.8%

Pupil Achievement Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Reading</u> growth target	**2020-21 Source: Local Reporting**		**2021-22: Results**		**2022-23 Results**		**2023-24 Results**		**Desired Outcome for 2023-24**	
	Schoolwide	72%	Schoolwide	69%	Schoolwide	74%	Schoolwide	Not available	Schoolwide	>60%
	Hispanic	69%	Hispanic	65%	Hispanic	74%	Hispanic	Not available	Hispanic	>60%
	White	83%	White	85%	White	73%	White	Not available	White	>60%
	African American	75%	African American	76%	African American	79%	African American	Not available	African American	>60%
	2+ Races	N/A	2+ Races	68%	2+ Races	83%	2+ Races	Not available	2+ Races	>60%
	EL	62%	EL	63%	EL	76%	EL	Not available	EL	>60%
	SED	71%	SED	65%	SED	72%	SED	Not available	SED	>60%
	SWD	69%	SWD	65%	SWD	70%	SWD	Not available	SWD	>60%
			Data Source: Locally Reported		**Data Source**: Locally Reported		**Data Source**: Locally Reported **Note:** Student Group results will be available in Summer 2024			

Pupil Achievement Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Language</u> growth target	**2020-21 Source: Local Reporting**		**2021-22: Results**		**2022-23 Results**		**2023-24 Results**		**Desired Outcome for 2023-24**	
	Schoolwide	69%	Schoolwide	75%	Schoolwide	77%	Schoolwide	Not available	Schoolwide	>60%
	Hispanic	69%	Hispanic	76%	Hispanic	71%	Hispanic	Not available	Hispanic	>60%
	White	80%	White	67%	White	85%	White	Not available	White	>60%
	African American	53%	African American	81%	African American	89%	African American	Not available	African American	>60%
	2+ Races	N/A	2+ Races	70%	2+ Races	95%	2+ Races	Not available	2+ Races	>60%
	EL	61%	EL	71%	EL	67%	EL	Not available	EL	>60%
	SED	69%	SED	75%	SED	76%	SED	Not available	SED	>60%
	SWD	65%	SWD	65%	SWD	69%	SWD	Not available	SWD	>60%
			Data Source: Locally Reported		**Data Source**: Locally Reported		**Data Source**: Locally Reported **Note:** Student Group results will be available in Summer 2024			

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual <u>Mathematics</u> growth target

2020-21 Source: Local Reporting	
Schoolwide	66%
Hispanic	66%
White	65%
African American	61%
2+ Races	N/A
EL	55%
SED	66%
SWD	64%

2021-22: Results	
Schoolwide	69%
Hispanic	71%
White	59%
African American	68%
2+ Races	67%
EL	65%
SED	68%
SWD	58%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	76%
Hispanic	74%
White	82%
African American	79%
2+ Races	74%
EL	76%
SED	76%
SWD	75%

Data Source: Locally Reported

2023-24 Results	
Schoolwide	Not available
Hispanic	Not available
White	Not available
African American	Not available
2+ Races	Not available
EL	Not available
SED	Not available
SWD	Not available

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

California <u>Science</u> Test:

Improve the annual percentage of All Students and Student Groups scoring proficient

2018-19 Source: DataQuest	
Schoolwide	18.8%
Hispanic	12.45%
White	33.7%
African American	5.26%
2+ Races	37.5%
EL	7.41%
SED	12.85%
SWD	11.83%

2021-22: Results	
Schoolwide	24.79%
Hispanic	19.58%
White	37.34%
African American	20%
2+ Races	27.5%
EL	2.17%
SED	15.56%
SWD	14.49%

Data Source: DataQuest CAASPP Results

2022-23 Results	
Schoolwide	23.65%
Hispanic	20.41%
White	31.15%
African American	20%
2+ Races	34.62%
EL	0%
SED	19.48%
SWD	9.84%

Data Source: DataQuest CAASPP Results

2023-24 Results	
Schoolwide	Not available
Hispanic	Not available
White	Not available
African American	Not available
2+ Races	Not available
EL	Not available
SED	Not available
SWD	Not available

Data Source: DataQuest CAASPP Results

Note: 2024 DataQuest CAASPP results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>18.8%
Hispanic	>12.45%
White	>33.7%
African American	>5.26%
2+ Races	>37.5%
EL	>7.41%
SED	>12.85%
SWD	>11.83%

Pupil Engagement Cumulative <u>Student Participation/Attendance Rate</u>: Exceed 84% or improve 3% from prior year for All Students and Student Groups **Note**: Independent Study Attendance is earned based on time value of assignments as determined by the certificated teacher employed by the LEA, or the combined time value of pupil work product and pupil participation in synchronous instruction (Source: [California Department of Education Independent Study Program Summary](#))	**2020-21 Source: Local Reporting**		**2021-22: Results**		**2022-23 Results**		**2023-24 Results**		**Desired Outcome for 2023-24**	
	Schoolwide	86.8%	Schoolwide	89.5%	Schoolwide	89.3%	Schoolwide	91.6%	Schoolwide	>84%
	Hispanic	85%	Hispanic	88.3%	Hispanic	89.2%	Hispanic	91%	Hispanic	>84%
	White	91.7%	White	92.7%	White	90.9%	White	93%	White	>84%
	African American	85.3%	African American	90.1%	African American	87.9%	African American	92.5%	African American	>84%
	EL	83.2%	EL	88.3%	EL	90.4%	EL	93.2%	EL	>84%
	SED	84.2%	SED	88.2%	SED	87.9%	SED	90.6%	SED	>84%
	SWD	83.8%	SWD	86.5%	SWD	89.6%	SWD	92.7%	SWD	>84%
	Foster Youth	75.2%	Foster Youth	84.1%	Foster Youth	*	Foster Youth	*	Foster Youth	>84%
	Homeless	80.9%	Homeless	83.8%	Homeless	83.9%	Homeless	90.1%	Homeless	>84%
	Cadet Corps	90.1%	Cadet Corps	93.5%	Cadet Corps	95.8%	Cadet Corps	97.6%	Cadet Corps	>84%
	Pregnant/Parent	64.9%	Pregnant/Parent	63.4%	Pregnant/Parent	*	Pregnant/Parent	77.2%	Pregnant/Parent	>73.4%
			Note: Results as of April 2022		**Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2023		**Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of March 2024			
Pupil Engagement <u>Middle School Dropout Rate</u>: Maintain a dropout rate less than 5% for All Students	**2020-21 Source: CALPADS**		**2021-22: Results**		**2022-23 Results**		**2023-24 Results**		**Desired Outcome for 2023-24**	
	Middle School	0.5%	Middle School	0%	Middle School	0.1%	Middle School	0%	Middle School	<5%
			Note: Middle School Dropout Rate as of April 2022		**Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2023		**Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2024			
Pupil Engagement <u>High School Dropout Rate</u>: Maintain a dropout rate less than 5% for All Students	**2020-21 Source: CALPADS**		**2021-22: Results**		**2022-23 Results**		**2023-24 Results**		**Desired Outcome for 2023-24**	
	High School	4.3%	High School	2.6%	High School	1.9%	High School	0.5%	High School	<5%
			Note: High School Dropout Rate as of April 2022		**Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2023		**Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2024			

Other Pupil Outcomes	2020-21 Source: Local Reporting	2021-22: Results	2022-23 Results	2023-24 Results	Desired Outcome for 2023-24
Student Confidence Survey: More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment	Schoolwide 94%	Schoolwide 94% **Note:** Results as of April 2022	Schoolwide 94% **Data Source**: Locally Reported **Note:** Results as of April 2023	Schoolwide 95% **Data Source**: Locally Reported **Note:** Results as of March 2024	Schoolwide >90%

Goal Analysis

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, and Illuminate Assessments to inform teaching and learning systems.

- **Action 2:** Implemented the school's English Language Development (ELD) Plan for all English Learner students.

- **Action 3**: Provided a PPEP to each student. School staff used key platforms, including School Pathways and Naviance, to monitor student progress towards individual academic goals and plan for postsecondary pathways. Counselors actively participated in the school's MTSS to support students' unique needs and advised students and parents on viable graduation pathways. Teachers provided live academic instruction focused on enhancing student skills in Math and ELA.

- **Action 4**: Provided additional academic tutoring opportunities primarily for unduplicated pupils, including instructional support staff and an ongoing partnership with a non-profit tutoring organization. Counselors, Equity and Inclusion staff, and Homeless and Foster Youth Liaison provided support and coordinated services to meet the needs of special populations.

- **Action 5**: Implemented all Special Education services for qualifying students as outlined in their IEP.

- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Illuminate, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.

- **Action 7**: Utilized Ellevation for English Learner monitoring and instructional planning throughout the year. Data and Assessment Department staff provided ongoing, timely Monthly Storybooks summarizing unduplicated pupils' progress and achievement on key indicators to inform staff decision-making regarding existing programs and services.

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.

Differences in estimated actual and budgeted expenditures were primarily due to:

Goal 1.4

Budgeted Expenditures: $2,346,301

Estimated Actual Expenditures: $ 2,059,294

Material Difference: decrease of $287,007.

Explanation: Action 4 decreased because the budgeted Certificated Teacher Resource (CTRs) positions were not filled due to the shortage in the labor market.

Goal 1.5

Budgeted Expenditures: $3,351,785

Estimated Actual Expenditures: $2,889,884

Material Difference: decrease of $461,901.

Explanation: Action 5 decreased because the budgeted Special Education Teacher positions were not filled due to the shortage in the labor market.

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

The school is confident that **all actions** taken under Goal 1 are **effective** and contribute to successful student outcomes, which are appropriate for a school identified as DASS. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Teachers appropriately assigned and credentialed
- One-Year DASS Graduation Rate
- Combined Four- and Five-Year Graduation Rate
- Chronic Absenteeism
- Smarter Balanced ELA and Math Summative Assessments
- Grade 11 SBA Results
- English Learner Progress Indicator
- English Learner Reclassification Rate
- NWEA Spring Growth: Reading, Language and Mathematics
- Student Attendance/Participation
- Middle and High School Dropout Rate
- Student Confidence

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.

In response to a Very Low Performance Status on the Combined Four- and Five-Year Graduation Rate, the school has adjusted Goal 1 Action 4 to prioritize enhancing this critical academic engagement indicator. Our commitment is to improve the Graduation Rate for all

students, with a special focus on Student Groups currently performing at a Very Low level.

The school have also included a new metric for SY 2024-24: Teachers Appropriately Assigned and Credentialed. This is Metric 1.2, and it includes the Full-Time Equivalent (FTE) and Clear status as reported by DataQuest and available on the School Dashboard.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2024-25:

- Action 1d: Utilization of the California Educators Reporting System (CERS) to assess student academic progress.

- Action 2g: Implementation of Summit K12 for an enhanced Designated ELD Program.

- Action 2h: Greater emphasis on systematic and efficient usage of English Learner program data platforms.

- Action 2i: Prioritize multilingual's native language literacy to provide equitable access to the education program.

- Action 5b: Improved collaboration between general and special education staff regarding student needs, accommodations, and modifications.

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.

Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Availability of standards aligned instructional materials to every student	**2020-21 Source: Local Reporting** 100% of students	**2021-22: Results** 100% of students	**2022-23 Results** 100% of students **Data Source**: Locally Reported	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**Desired Outcome for 2023-24** 100% of students
Course Access Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2020-21 Source: Local Reporting** All students had access and were enrolled in a broad course of study	**2021-22: Results** All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year CSSD Course Offerings: https://charterschool-sandiego.net/prospective-students/course-offerings/	**2022-23 Results** All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year **Data Source**: Locally Reported	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**Desired Outcome for 2023-24** Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study
Course Access Design and implement programs and services to <u>pupils with exceptional needs</u> that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2020-21 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2021-22: Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2022-23 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**Desired Outcome for 2023-24** 100% of pupils with exceptional needs

Course Access Increase the annual number of students completing <u>college credit</u> courses	2020-21 Source: Local Reporting 8 students earned early college credit	2021-22: Results 	Dual Enrollment	59
Articulated Credit	8
Total early college credit	67 | **Note:** Results as of April 2022	2022-23 Results | Dual Enrollment	75
Articulated Credit	22
Total early college credit	97 | **Data Source**: Locally Reported	2023-24 Results | Dual Enrollment	Not available
Articulated Credit	Not available
Total early college credit	Not available	 **Data Source**: Locally Reported **Note:** Early College Credit results will be available in Fall 2024	Desired Outcome for 2023-24 	Number of students completing college credit courses	>8 students	
Course Access Increase annual student participation in <u>Advanced Placement (AP)</u> Courses	2020-21 Source: Local Reporting | Number of AP Courses Assigned	221		2021-22: Results | Number of AP Courses Assigned	127 | **Note:** Results as of April 2022	2022-23 Results | Number of AP Courses Assigned	109 courses | **Data Source**: Locally Reported **Note:** Results as of February 2023	2023-24 Results | Number of AP Courses Assigned	140 courses | **Data Source**: Locally Reported **Note:** Results as of March 2024	Desired Outcome for 2023-24 | Number of AP Courses Assigned	>221	
Course Access Maintain High-Quality and relevant established <u>CTE Career Pathways</u>	2020-21 Source: Local Reporting Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care	2021-22: Results Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management **Note:** CTE Career Pathways available as of April 2022	2022-23 Results Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management **Data Source**: Locally Reported	2023-24 Results Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Desired Outcome for 2023-24 Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management
Implementation of State Standards 100% of Core Courses will be aligned to CCSS	2020-21 Source: Local Reporting | Core Courses Aligned to CCSS	100%		2021-22: Results | Core Courses Aligned to CCSS	100%		2022-23 Results | Core Courses Aligned to CCSS	100% | **Data Source**: Locally Reported	2023-24 Results | Core Courses Aligned to CCSS	100% | **Data Source**: Locally Reported	Desired Outcome for 2023-24 | Core Courses Aligned to CCSS	100%	

Implementation of State Standards	2020-21 Source: Local Reporting	2021-22: Results	2022-23 Results	2023-24 Results	Desired Outcome for 2023-24
100% of Science Courses will be aligned to NGSS	Science Courses Aligned to NGSS — 100%	Science Courses Aligned to NGSS — 100%	Science Courses Aligned to NGSS — 100% **Data Source**: Locally Reported	Science Courses Aligned to NGSS — 100% **Data Source**: Locally Reported	Science Courses Aligned to NGSS — 100%
Implementation of State Standards 100% of ELA and Social Science Courses will be aligned to ELD Standards	2020-21 Source: Local Reporting ELA & Social Science Courses Aligned to ELD Standards — 100%	2021-22: Results ELA & Social Science Courses Aligned to ELD Standards — 100%	2022-23 Results ELA & Social Science Courses Aligned to ELD Standards — 100% **Data Source**: Locally Reported	2023-24 Results ELA & Social Science Courses Aligned to ELD Standards — 100% **Data Source**: Locally Reported	Desired Outcome for 2023-24 ELA & Social Science Courses Aligned to ELD Standards — 100%
Implementation of State Standards 100% of Core Courses will be UC A-G approved	2020-21 Source: Local Reporting Core Courses a-g Approved — 100%	2021-22: Results Core Courses a-g Approved — 100%	2022-23 Results Core Courses a-g Approved — 100% **Data Source**: Locally Reported	2023-24 Results Core Courses a-g Approved — 100% **Data Source**: Locally Reported	Desired Outcome for 2023-24 Core Courses a-g Approved — 100%
Implementation of State Standards 100% of CTE Courses will be aligned to CTE Model Curriculum Standards	2020-21 Source: Local Reporting CTE Courses Aligned to CTE Model Curriculum Standards — 100%	2021-22: Results CTE Courses Aligned to CTE Model Curriculum Standards — 100%	2022-23 Results CTE Courses Aligned to CTE Model Curriculum Standards — 100% **Data Source**: Locally Reported	2023-24 Results CTE Courses Aligned to CTE Model Curriculum Standards — 100% **Data Source**: Locally Reported	Desired Outcome for 2023-24 CTE Courses Aligned to CTE Model Curriculum Standards — 100%

Pupil Achievement	2020-21 Source: DataQuest		2021-22: Results		2022-23 Results		2023-24 Results		Desired Outcome for 2023-24	
Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	Schoolwide	2.3%	Schoolwide	1.3%	Schoolwide	1.7%	Schoolwide	Not available	Schoolwide	>2.3%
	Hispanic	2%	Hispanic	.3%	Hispanic	1.5%	Hispanic	Not available	Hispanic	>2%
	White	4%	White	3.9%	White	4%	White	Not available	White	>4%
	African American	5.6%	African American	0%	African American	0%	African American	Not available	African American	>5.6%
	2+ Races	0%	2+ Races	2%	2+ Races	0%	2+ Races	Not available	2+ Races	>0%
	EL	0%	EL	1.2%	EL	0%	EL	Not available	EL	>0%
	SED	2.4%	SED	1.2%	SED	1.9%	SED	Not available	SED	>2.4%
	SWD	1%	SWD	.7%	SWD	0%	SWD	Not available	SWD	>1%
			Data Source: CA School Dashboard		**Data Source**: CA School Dashboard		**Data Source**: CA School Dashboard **Note:** 2024 School Dashboard results will be available in Fall 2024			

Pupil Achievement	2020-21 Source: DataQuest		2021-22: Results		2022-23 Results		2023-24 Results		Desired Outcome for 2023-24	
Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	Schoolwide	7%	Schoolwide	10.2%	Schoolwide	7.5%	Schoolwide	Not available	Schoolwide	>7%
	Hispanic	6.5%	Hispanic	3.9%	Hispanic	6.4%	Hispanic	Not available	Hispanic	>6.5%
	White	14%	White	28.7%	White	14.4%	White	Not available	White	>14%
	African American	0%	African American	9.5%	African American	2.3%	African American	Not available	African American	>0%
	2+ Races	5.7%	2+ Races	4%	2+ Races	2.2%	2+ Races	Not available	2+ Races	>5.7%
	EL	0%	EL	2.4%	EL	1.3%	EL	Not available	EL	>0%
	SED	4.8%	SED	6.5%	SED	5.9%	SED	Not available	SED	>4.8%
	SWD	2.9%	SWD	4.3%	SWD	0.8%	SWD	Not available	SWD	>2.9%
			Data Source: CA School Dashboard		**Data Source**: CA School Dashboard		**Data Source**: CA School Dashboard **Note:** 2024 School Dashboard results will be available in Fall 2024			

Pupil Achievement	2020-21 Source: DataQuest		2021-22: Results		2022-23 Results		2023-24 Results		Desired Outcome for 2023-24	
Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	Schoolwide	0%	Schoolwide	.6%	Schoolwide	1.2%	Schoolwide	Not available	Schoolwide	>0%
	Hispanic	0%	Hispanic	0%	Hispanic	1.5%	Hispanic	Not available	Hispanic	>0%
	White	0%	White	2.3%	White	1.6%	White	Not available	White	>0%
	African American	0%	African American	0%	African American	0%	African American	Not available	African American	>0%
	2+ Races	0%	2+ Races	0%	2+ Races	0%	2+ Races	Not available	2+ Races	>0%
	EL	0%	EL	1.2%	EL	0%	EL	Not available	EL	>0%
	SED	0%	SED	.4%	SED	1.5%	SED	Not available	SED	>0%
	SWD	0%	SWD	0%	SWD	0%	SWD	Not available	SWD	>0%
			Data Source: CA School Dashboard		**Data Source**: CA School Dashboard		**Data Source**: CA School Dashboard **Note:** 2024 School Dashboard results will be available in Fall 2024			

Pupil Achievement	2020-21 Source: CA School Dashboard		2021-22: Results		2022-23 Results		2023-24 Results		Desired Outcome for 2023-24	
Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher	Schoolwide	0%	Schoolwide	.9%	Schoolwide	0.5%	Schoolwide	Not available	Schoolwide	>0%
	Hispanic	0%	Hispanic	.3%	Hispanic	0.3%	Hispanic	Not available	Hispanic	>0%
	White	0%	White	1.6%	White	1.6%	White	Not available	White	>0%
	African American	0%	African American	0%	African American	0%	African American	Not available	African American	>0%
	2+ Races	0%	2+ Races	0%	2+ Races	5%	2+ Races	Not available	2+ Races	>0%
	EL	0%	EL	0%	EL	0%	EL	Not available	EL	>0%
	SED	0%	SED	1%	SED	0.5%	SED	Not available	SED	>0%
	SWD	0%	SWD	0%	SWD	0%	SWD	Not available	SWD	>0%
			Data Source: CA School Dashboard		**Data Source**: CA School Dashboard		**Data Source**: CA School Dashboard **Note:** 2024 School Dashboard results will be available in Fall 2024			

Other Pupil Outcomes	2020-21 Source: Local Reporting	2021-22: Results	2022-23 Results	2023-24 Results	Desired Outcome for 2023-24
Maintain a compliant and accessible Work Experience Education (WEE) Program	Met compliance requirements set forth by the California Department of Education	WEE Program remains compliant and available to all students for the 2021-22 school year	WEE Program remains compliant and available to all students for the 2022-23 school year **Data Source**: Locally Reported	WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

Goal Analysis

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

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

Goal 2 focuses on providing a comprehensive, rigorous, and accessible course of study to **all students**, preparing them for college and career pathways. There are three actions included in Goal 2. After reviewing each action, the school concluded that there are **no substantive differences** to report. Below is a summary of these actions:

- **Action 1**: The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Additionally, APAC adjusted both online and textbook curricula based on feedback from teachers and students. There was a commitment to refining curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advanced curriculum offerings and offered AP Exams at school sites.

- **Action 2:** The school successfully provided all students in need of home technology with a school-issued Chromebook and internet connectivity. In addition, the school's ELD program is fully implemented and sustained. Historically underserved student groups continue to have access to a rigorous course of study, including Honors and AP courses, and specialized instructional materials and coursework to rapidly build foundational skills, literacy, and recover failing credits needed for grade-level advancement and graduation. School counselors and E&I staff provided ongoing academic advising, support services, and training to the school community.

- **Action 3:** School staff received ongoing and sustained professional learning opportunities focused on planning and preparing students for post-secondary pathways. Counselors provided multiple opportunities for the school community to receive information and training related to key college and career aspects, including meeting the College Career Indicator (CCI) Prepared Criteria, applying for financial aid, earning early college credit, CTE, the Early Assessment Program (EAP), AP exam registration, and work experience education. The school organized a College and Career Week, featuring guest speakers from various career fields and colleges, to increase awareness of requirements, timelines, and processes. There were eleven fully developed Career CTE Pathways available 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.

Differences in estimated actual and budgeted expenditures were primarily due to:

Goal 2.1

Budgeted Expenditures: $1,016,411

Estimated Actual Expenditures: $909,020

Material Difference: Increase of $107,391

Explanation: Action 1 decreased due to the anticipated technology needs for the students and families being lower than originally budgeted.

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

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students.
- Provide all students with access to a broad course of study.
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions.
- Students earning early college credits.
- Availability of CTE Career Pathways to all students.
- Core courses aligned to CCSS.
- Science courses aligned to NGSS.
- ELA and Social Science courses aligned to ELD Standards.
- Core courses are UC a-g approved.
- CTE courses aligned to CTE Model Curriculum Standards.
- Students completing UC a-g requirements for entrance to UC or CSU.
- Compliant and accessible Work Experience Education Program.

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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.

In response to a Low Performance Status on the College/Career Indicator (CCI), the school has revised Goal 2 Action 3 to prioritize improvement in this area. While our commitment is to enhance the CCI for all students, there is a particular emphasis on supporting the lowest-performing student groups.

All Goal 2 Metrics for SY 2024-25 will remain the same as the prior year. Each Metric's desired outcome focuses on continuous academic improvement and maintaining a culture of high expectations for a DASS program. Additionally, there is a schoolwide emphasis on creating a sense of urgency.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1a: The school's Science Department will research and adjust the Science curriculum to be aligned to the California Science Test (CAST) Blueprint and Next Generation Science Standards. This effort is in preparation for the CAST being added to the School Dashboard and accountability system in coming years.

- Action 2a: Enhance the efficiency of the Chromebook check-out process for both staff and students by implementing a more streamlined and user-friendly system.

- Action 3c: Develop a more comprehensive College and Career Week designed to inspire and motivate students to embrace a college-going mindset or explore potential CTE pathways they may not have previously considered. This initiative will include engaging activities, guest speakers, and interactive sessions to broaden students' perspectives on their future opportunities.

- Action 3d, 3e, and 3f: All three actions are dedicated to increasing the percentage of graduates who can earn two college credits while still in high school. To achieve this, the school has established several partnerships with local community colleges, aiming to streamline the enrollment process and secure class seats for students. Additionally, these partnerships foster open lines of communication, ensuring students receive the support and guidance needed to succeed in their college courses.

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.

Goal

Goal #	Description
Goal 3	Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards 90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2020-21 Source: Local Reporting** 100% of teachers	**2021-22: Results** 100% of teachers as of April 2022	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2023-24 Results** Not Available **Data Source**: Locally Reported	**Desired Outcome for 2023-24** >90% of teachers
Implementation of State Standards 90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2020-21 Source: Local Reporting** 94% of teachers	**2021-22: Results** 94% of teachers as of April 2022	**2022-23 Results** 98% of teachers as of April 2023 **Data Source**: Locally Reported	**2023-24 Results** Not Available **Data Source**: Locally Reported	**Desired Outcome for 2023-24** >90% of teachers
Implementation of State Standards English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2020-21 Source: Local Reporting** 10 ELAD trainings as of April 2021	**2021-22: Results** 10 ELAD trainings as of April 2022	**2022-23 Results** 11 ELAD trainings **Data Source**: Locally Reported	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**Desired Outcome for 2023-24** At least six annual ELAD trainings

Implementation of State Standards	2020-21 Source: Local Reporting	2021-22: Results	2022-23 Results	2023-24 Results	Desired Outcome for 2023-24
90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	85% of teachers completed LEC	91% of teachers as of April 2022	100% of teachers **Data Source**: Locally Reported	100% of teachers **Data Source**: Locally Reported	>90% of instructional staff
Implementation of State Standards 90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	2020-21 Source: Local Reporting 97% of staff	2021-22: Results 97% of staff as of April 2022	2022-23 Results 97% of staff as of April 2023 **Data Source**: Locally Reported	2022-23 Results 100% of staff as of April 2024 **Data Source**: Locally Reported	Desired Outcome for 2023-24 >90% of instructional staff
School Climate 90% of students surveyed will report high levels of satisfaction with their overall educational experience at CSSD	2020-21 Source: Local Reporting 97% of students as of April 2021	2021-22: Results 98% of students as of April 2022	2022-23 Results 100% of students **Data Source**: Locally Reported	2023-24 Results 99% of students **Data Source**: Locally Reported	Desired Outcome for 2023-24 >90% of students
School Climate 90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at CSSD	2020-21 Source: Local Reporting 98% of parents and family members as of April 2021	2021-22: Results 97% of parents and family members as of April 2022	2022-23 Results 99% of parents and family **Data Source**: Locally Reported	2023-24 Results 99% of parents and family **Data Source**: Locally Reported	Desired Outcome for 2023-24 >90% of parents and family members

Goal Analysis

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

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

Goal 3 focuses on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and their families. There are two actions included in Goal 3. A thorough review of each action revealed that all strategies, except one, were implemented. For Action 2f, the school was unable to provide staff training related to Writing Redesigned for Innovative Teaching Equity (WRITE), a specialized literacy training provided by the San Diego County Office of Education (SDCOE). This WRITE training has been rescheduled for the 2024-25 school year. Below is a summary of Goal 3 Actions:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners before the start of the school year. Throughout the year, the school provided training related to the effective implementation of State Standards, with a special emphasis on Mathematics and ELA, as both are critical areas of need. Additionally, school staff participated in various trainings, including CTE, LEC, Special Education, GATE, Executive Studies, Fellows Projects, MTSS, New Teacher Training, Professional Growth Training, YMHFA, and ALICE.

- **Action 2:** The school's English Learner Achievement Department (ELAD) provided specialized training to instructional staff focused on implementing English Language Development (ELD). The Math Specialist offered support and training to instructional staff on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and training included Achieve3000 implementation for EL students, equity and inclusion in a school setting, facilitating social-emotional learning, AVID, and supporting children and youth in transition (CYT).

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 not material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.

- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

The school's Professional Learning System clearly meets the unique needs and requirements of its educational partners. Although school administration is pleased with the Goal 3 Metric results, there is a consensus that instructional staff require ongoing and sustained training and coaching to further improve math and ELA achievement. This continued focus will ensure that all students benefit from high-quality instruction and are well-prepared for academic success. The commitment to professional development remains a top priority to maintain and enhance teaching excellence.

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.

In response to a Very Low Performance Status on the Mathematics indicator, the school has introduced Goal 3 Action 3 to prioritize improvement in this critical area. While our dedication to enhancing Mathematics achievement extends to all students, there is a special emphasis on supporting the lowest-achieving student groups currently performing at a Very Low level.

The Goal 3 Metrics will remain unchanged for the 2024-25 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 3a: In September, we will host a Math Literacy Summit centered on data analysis, evidence-based instructional strategies, and tailored support for special populations. This summit aims to enhance teaching practices and improve Mathematics achievement across all student groups.

- Action 3b: Collaborate with a mathematical expert or organization to deliver ongoing, sustained professional learning focused on culturally responsive instructional practices. This partnership aims to equip educators with the skills and knowledge needed to effectively support diverse student populations in Mathematics.

- Action 3c: Establish a Math Study Group that convenes regularly to explore and discuss effective academic interventions and instructional strategies within an independent study framework. This collaborative group will provide a platform for educators to share best practices, analyze student progress, and develop innovative approaches to Mathematics instruction. By fostering a community of continuous learning and support, the Math Study Group aims to enhance student outcomes and promote academic excellence.

- Action 3d: Offer instructional staff training, support, and dedicated time to use the California Educators Reporting System (CERS) for analyzing individual student math achievement data. This data analysis will guide instructional planning, specifically targeting underperforming student groups.

- Action 3e: A Math Specialist will deliver professional learning and support to staff on implementing Virtual Reality (VR) in Mathematics instruction. This initiative aims to establish schoolwide protocols for integrating VR into the core curriculum, enhancing student engagement and achievement.

- Action 3f: A Math specialist will train teachers, education specialists, and CTRs on effectively using the curriculum and instructional strategies to support English Learners. This will help English Learners access grade-level content and improve their academic vocabulary.

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.

Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	**2020-21 Source: DataQuest** Suspension Rate — 0%	**2021-22: Results** Suspension Rate — 0% **Data Source**: CA School Dashboard	**2022-23 Results** Suspension Rate — 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2023	**2023-24 Results** Suspension Rate — 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**Desired Outcome for 2023-24** Suspension Rate — <1.5%
School Climate Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	**2020-21 Source: DataQuest** Expulsion Rate — 0%	**2021-22: Results** Expulsion Rate — 0% **Data Source**: Locally Reported	**2022-23 Results** Expulsion Rate — 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2023	**2023-24 Results** Expulsion Rate — 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**Desired Outcome for 2023-24** Expulsion Rate — <1%
School Climate More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	**2020-21 Source: Local Reporting** 96% of students as of April 2021	**2021-22: Results** 97% of students as of April 2022	**2022-23 Results** 99% of students **Data Source**: Locally Reported	**2023-24 Results** 98% of students **Data Source**: Locally Reported	**Desired Outcome for 2023-24** >90% of students
School Climate More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	**2020-21 Source: Local Reporting** 97% of parents and family members as of April 2021	**2021-22: Results** 98% of parents and family members as of April 2022	**2022-23 Results** 99% of parents and family **Data Source**: Locally Reported	**2023-24 Results** 98% of parents and family **Data Source**: Locally Reported	**Desired Outcome for 2023-24** >90% of parents and family members
School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	**2020-21 Source: Local Reporting** School Safety Plan met compliance requirements set forth by local, county and state agencies	**2021-22: Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year	**2022-23 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year **Data Source**: Locally Reported	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**Desired Outcome for 2023-24** Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant

Goal Analysis

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

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

Goal 4 is dedicated to fostering a safe environment and a supportive school culture for all educational partners. Throughout the 2023-24 school year, **all three Actions under this goal were fully implemented and sustained, and there were no substantive differences to report**. These efforts have contributed to creating a more inclusive and positive atmosphere for students, staff, and the community. Below is a summary of the Actions taken under Goal 4, highlighting the key initiatives and their impact.

- **Action 1**: The Executive School Safety Committee met regularly to address potential safety concerns and ensure the effective implementation of the School Safety Plan. The school actively engaged educational partners, providing numerous opportunities for input on safety procedures and training needs. To support this, a Mental Health & Wellness Hub was established, offering quick access to information, resources, and partnerships related to bullying prevention/intervention, child human trafficking, mental health support, suicide prevention, teen dating violence, and more. School nurses played a crucial role in maintaining the physical health of the school community. Additionally, Operations and Facilities staff ensured that all school sites' systems and structures were well-prepared for emergency scenarios, significantly enhancing overall safety and readiness.

- **Action 2**: The school's Healthy Youth Therapist and Department provided comprehensive counseling services, referrals, and case management to address all students' needs. The school also actively recruited students for the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website with health and wellness information, and offered a Meal Program accessible to all students at resource centers.

- **Action 3**: These actions were specifically designed to address the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification and case management services, collaborated with community partners, and provided staff training. Specialized school staff offered live social-emotional learning opportunities (RISE) for students as part of the school's Multi-Tiered System of Supports (MTSS).

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.

Differences in estimated actual and budgeted expenditures were primarily due to:

Goal 4.1

Budgeted Expenditures: $494,381

Estimated Actual Expenditures: $555,013

Material Difference: Increase of $60,632

Explanation: Action 1 increased because the installation of Brivo card access controls for resource centers and offices costs being higher than anticipated.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2023-24 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

All Goal 4 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1h: Continue to enhance the school's Mental Health & Wellness Hub to better meet the needs of educational partners by refining both its content and user interface. These improvements aim to ensure that the hub remains a valuable, accessible resource for addressing mental health and wellness concerns within the school community.

- Action 1j: Provide staff with training focused on contemporary issues impacting youth, including comprehensive Fentanyl awareness and education. This training aims to equip educators with the knowledge and skills necessary to address these critical issues, ensuring a safer and more informed school community.

- Action 3d: Integrate comprehensive content and resources specifically tailored for low-income and foster youth into the school's Mental Health and Wellness Hub. This enhancement aims to ensure that these vulnerable student groups have easy access to the support and information they need, promoting their overall well-being and success.

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.

Goal

Goal #	Description
Goal 5	Provide innovative, engaging and community-based resource centers to service and support students, parents and family members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic 100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2020-21 Source: Local Reporting** 100% of school facilities	**2021-22: Projected** 100% of school facilities as of April 2022	**2022-23 Results** 100% of school facilities **Data Source**: Locally Reported	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**Desired Outcome for 2023-24** 100% of school facilities
Parental Involvement Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2020-21 Source: Local Reporting** Opportunities for parental participation included: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings	**2021-22: Projected** The following parental participation opportunities have been provided as of April 2022: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings	**2022-23 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**Desired Outcome for 2023-24** Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students

Parental Involvement	2020-21 Source: Local Reporting	2021-22: Projected	2022-23 Results	2023-24 Results	Desired Outcome for 2023-24
Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	Opportunities for parental participation included: • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings	The following parental participation opportunities have been provided as of April 2022: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings	The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance **Data Source**: Locally Reported	The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Maintain or expand opportunities for parental and family member participation for students with exceptional needs
Parental Involvement Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members	**2020-21 Source: Local Reporting** 30 community-based partnerships	**2021-22: Projected** 29 community-based partnerships	**2022-23 Results** 29 community-based partnerships **Data Source**: Locally Reported	**2023-24 Results** 29 community-based partnerships **Data Source**: Locally Reported	**Desired Outcome for 2023-24** Maintain community-based partnerships that support the unique needs of all educational partners

Parental Involvement Provide six Family Learning Series Trainings to all parents and family members	**2020-21 Source: Local Reporting** Seven Family Learning Series Trainings were facilitated	**2021-22: Projected** Nine Family Learning Series were facilitated as of April 2022	**2022-23 Results** Ten Family Learning Series were provided **Data Source**: Locally Reported	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**Desired Outcome for 2023-24** At least six annual Family Learning Series offered to parents and family members
Parental Involvement 90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2020-21 Source: Local Reporting** 94% of parents and family members as of April 2021	**2021-22: Projected** 97% of parents and family members as of April 2022	**2022-23 Results** 99% of parents and family members **Data Source**: Locally Reported	**2023-24 Results** 98% of parents and family members **Data Source**: Locally Reported	**Desired Outcome for 2023-24** >90% of parents and family members

Goal Analysis

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

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

Goal 5 aims to establish community-based resource centers that are innovative in design and actively engage students, parents, and family members. Although the school operates with a non-classroom based instructional model, school leadership is committed to offering a physical school environment. This environment will allow students to interact with peers, participate in live instruction, access school equipment, and meet with school staff throughout the week. There are two Actions included in Goal 5, and upon reviewing each, **school staff have determined that there are no substantive differences to report**. Below is a summary of the key Actions.

- **Action 1**: The school offered numerous opportunities for students, parents, and family members to engage with staff and learn about essential programs and services. These events included Open House, Senior Night, and the Family Learning Series. During these gatherings, staff provided valuable instruction on utilizing various communication and academic tools, such as the School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, the school website, and Naviance. These interactions ensured that families were well-informed and equipped to support their students' educational journeys.

- **Action 2**: These targeted actions aim to support English Learners, Low-Income, and Foster Youth. Key initiatives include providing bus passes to Foster Youth to ensure reliable transportation, facilitating engaging English Learner Advisory Committee (ELAC) meetings to boost parent involvement, and employing bilingual staff to offer translation services. Additionally, the school has made translated materials and resources available to families, ensuring they have access to vital information in their preferred language.

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 for Goal 5.

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

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- The school maintained formal partnerships with community-based organizations to support the needs of the 'Whole Child'.

- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed a LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

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.

All Goal 5 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2024-25 school year to better meet our goals and enhance our initiatives:

- Action 1l: The school is implementing Virtual Reality (VR) across the curriculum, with a particular focus on Career and Technical Education (CTE) and Mathematics, to innovate teaching and learning methods. This cutting-edge technology aims to provide immersive, hands-on experiences that enhance student engagement and understanding. By integrating VR into these key areas, we are preparing students for future careers and fostering a deeper comprehension of complex mathematical concepts. This initiative represents our commitment to innovative educational practices that meet the evolving needs of our students.

- Action 2d: We are placing greater emphasis on actively engaging families of English Learner (EL) students to collaborate on individual goals. This will be achieved by utilizing an ELD progress report card as a key communication tool. By involving families in this process, we aim to create personalized support plans tailored to each student's unique needs and aspirations. This collaborative approach ensures that English Learners receive the targeted support necessary for their academic success.

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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

  - ▪ The reasons for the ineffectiveness, and

  - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools Charter School of San Diego	**Jay Garrity** Administrator of Instructional Services	jgarrity@altusschools.net (858) 678-2020

Plan Summary: 2024-25

General Information

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

The journey to create Altus Schools Charter School of San Diego (CSSD) began in 1993, when charter law was implemented in California. After a year of planning, charter revisions, and collaboration with San Diego Unified School District staff and members of the community, the SDUSD Board of Education unanimously approved CSSD's petition and charter as the **first approved charter school in San Diego**.

CSSD opened for student enrollment in 1994. It was established as a visionary model for educational reform. Specifically aimed at students whose futures are at risk because conventional schooling has failed them, CSSD provides a unique educational environment for students whose academic and social needs are not met by traditional approaches.

In 2015 and 2021, CSSD was the recipient of the **Malcom Baldrige National Quality Award** for performance excellence through innovation, improvement, and visionary leadership. This award establishes CSSD as a role model for education. This honor is a tribute to excellence across many sectors. It is awarded to organizations that demonstrate quality and performance excellence. Organizations are judged on their Leadership/ Governance, Strategic Planning, Customer Focus, Knowledge Management, Workforce Focus, Operations, and Results.

CSSD is an educational option that serves students in grades 6-12 and received a Six-Year Accreditation Status by WASC through June 30, 2029. CSSD operates 13 neighborhood resource centers within San Diego Unified School District boundaries. Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. CSSD is a non-classroom based, independent study program.

CSSD is an Altus School. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At CSSD, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on

specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at CSSD are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, CSSD works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

CSSD is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled

b) Suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting

e) Recovered Dropouts

f) Habitually Truant

g) Retained more than once in kindergarten through grade eight

h) Students who are credit deficient

i) Students with a gap in enrollment

j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In February 2024, CSSD had a total enrollment of 1,633 students. The demographic breakdown of this student population is as follows:

Socioeconomic Status:

• Socioeconomically Disadvantaged: 1,176 students (72%)
• Non-Socioeconomically Disadvantaged: 457 students (28%)

Special Populations:

- Students with Disabilities: 408 students (25%)
- Gifted and Talented Education (GATE): 163 students (10%)
- English Learners: 227 students (14%)
- Homeless: 196 students (12%)
- Foster Youth: 0 students (0%)

Ethnicity:

- Hispanic: 1,029 students (63%)
- White: 294 students (18%)
- Black or African American: 131 students (8%)
- Other Ethnicities: 179 students (11%)

Reflections: Annual Performance

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

CSSD's educational partners are satisfied with the school's commitment to providing a personalized instructional program for all students that meets their individual needs. As a result, there were many **successes** reported in the 2023 School Dashboard:

- **Chronic Absenteeism** was a **Green (Low) Performance Level**. There were no student groups performing in the Red (Very Low) Performance level.

- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups performing in the Red (Very High) Performance Level.

- **English Learner Progress** was a **Green (High) Performance Level**. 53.8% of English Learner students are making progress towards English language proficiency.

- **English Language Arts** was a **Yellow (Medium) Performance Level**. There were no student groups performing in the Red (Very Low) Performance Level.

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 89.4%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	395	353	89.4%
English Learners	42	34	81.0%
Foster Youth	4	*	*
Homeless	28	23	82.1%
Socioeconomically Disadvantaged	262	225	85.9%
Students with Disabilities	87	75	86.2%
African American	33	30	90.9%
Asian	11	10	90.9%
Filipino	10	*	*
Hispanic	223	194	87.0%
Native Hawaiian or Pacific Islander	1	*	*
White	82	78	95.1%
Two or More Races	33	31	93.9%

Based upon a thorough analysis of the 2023 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were 8 Student Groups that performed Very Low: African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged,

Students with Disabilities, and White. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad Rate as a modified method for DASS schools. *However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied.* While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE: [Graduation Rate by Student Group](#).

- **College/Career** was a Low Performance Status. The California Department of Education did not provide Performance Colors to schools for the 2023 School Dashboard. However, CSSD had 7 Student Groups that performed Very Low: African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities. To enhance performance in this indicator, counselors will dedicate their efforts to actively recruit and guide student participation in Early College Credit Programs, CTE Pathways, and Leadership/Military Science coursework. Additionally, the school will refine its monitoring systems to track individual student progress toward meeting the CCI Prepared criteria effectively.

- **Mathematics** was a Red (Very Low) Performance Level. There were 3 Student Groups that performed Very Low: English Learners, Hispanic, and Socioeconomically Disadvantaged. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups.
In September 2024, Altus Schools will host a **Math Literacy Summit**, a dedicated event aimed at equipping all instructional staff with valuable insights into mathematics instruction. Throughout the full-day summit, attendees will engage with research-backed mathematical strategies proven to enhance both student engagement and achievement. While the summit will cover strategies applicable to all students, there will be a particular emphasis on addressing the needs of high-needs student groups. Furthermore, our utilization of the **California Educators Reporting System (CERS)** will improve the school's data-analysis capabilities, empowering staff to identify and support students who may be at risk of falling below grade-level standards. This enhanced data-driven approach will ensure that all students receive the targeted instruction that meets their individual academic needs. Additionally, the school has invested in a cutting-edge mathematics **Virtual Reality (VR)** curriculum, customized to target essential grade-level topics and standards. To facilitate seamless integration of these immersive learning experiences into the math curriculum, teachers and staff will benefit from ongoing coaching provided by the Altus Schools Math Specialist. This personalized support will empower educators to harness the full potential of VR technology in their instructional activities, enriching the learning journey for all students.

Reflections: Technical Assistance

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

CSSD is eligible for technical assistance, frequently referred to as Differentiated Assistance, due to results from the 2022 and 2023 State Dashboards. This determination is based upon student group performance on LCFF State Priority Areas.

As part of the Differentiated Assistance (DA) work, CSSD's instructional leadership have analyzed historical Student Dashboard data, and identified the following student groups and prioritized improvement in specific State Priority Areas:

- African American: Graduation Rate and College/Career Indicator
- English Learners: Mathematics, Graduation Rate, and College/Career Indicator
- Hispanic: Graduation Rate, Mathematics, and College/Career Indicator
- Homeless: Graduation Rate and College/Career Indicator
- Socioeconomically Disadvantaged: Graduation Rate, Mathematics, and College/Career Indicator
- Students with Disabilities: Graduation Rate and College/Career Indicator
- Two or More Races: Graduation Rate and College/Career Indicator

CSSD's instructional leadership have partnered with the San Diego County Office of Education (SDCOE) for guidance and support related to Differentiated Assistance. SDCOE has provided a series of professional learning opportunities in Spring 2024 that CSSD leaders have joined and gleaned valuable strategies and resources. As part of this professional learning, CSSD leaders have been focused on data analysis, particularly Satellite and Map data sources, to illuminate patterns of inequity, point us in a general direction for further investigation, and help us identify skills that are needed (students and educators). This data analysis has been essential to the development of the 2024-25 LCAP, particularly Goals, Metrics, and Actions that target All Students and targeted groups.

Based upon root cause analysis protocols, the school has incorporated the following three Actions into the 2024-25 LCAP to elevate student outcomes:

- In response to a **Very Low Combined Four- and Five-Year Graduation Rate**, Goal 1 Action 4 is focused on enhancing academic engagement and increasing the percentage of students graduating on time, particularly benefiting historically marginalized student groups. Key components of this action include the effective implementation of MTSS, the addition of school support staff to provide targeted tutoring, and partnerships with community-based programs to offer high-dosage tutoring. Additionally, counselors dedicated to college and career planning will address the comprehensive needs of each student, ensuring equitable support and resources for historically marginalized groups.

- To address low performance on the **College/Career Indicator**, Goal 2 Action 3 aims to increase the percentage of graduates who meet the Prepared Criteria. Key efforts include aligning curriculum and course offerings with the demands of post-secondary pathways, and providing CTE courses and certification programs that adhere to industry standards. Additionally, the school will host an annual Career Industry and College Week, expand Early College Credit opportunities, and administer AP exams to offer students diverse ways to earn college credits and explore various career paths. Counseling staff will ensure students and their families are well-informed about the benefits of early college credit, registration deadlines, dual enrollment, and work-based learning opportunities, promoting comprehensive preparation for life after high school.

- To elevate student **Mathematics** achievement for all students, particularly the lowest-performing groups, Goal 3 Action 3 is designed to improve performance in this critical area. Key initiatives include hosting a Math Literacy Summit focused on data analysis and evidence-based instruction and partnering with experts for ongoing professional learning in culturally responsive practices. Regular Math Study Group meetings and staff training on utilizing the California Educators Reporting System (CERS) will support targeted instructional

planning for underperforming students. Additionally, implementing VR mathematics and providing professional development to support English Learners will enhance student engagement, access to grade-level content, and academic vocabulary, ultimately boosting math achievement.

Moving forward, CSSD leaders plan to continue gathering and analyzing qualitative data throughout Spring and Summer 2024. The goal of this continued data analysis is to uncover growth opportunities within the system, delve into root causes from the community's perspective, and collect insights that will foster innovative, human-centered solutions. This approach is intended to enhance systemic changes and improve educational outcomes across our school.

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.

Altus Schools Charter School of San Diego (CSSD) is eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

CSSD is eligible for CSI due to the school's three-year average of the Combined Four-Year and Five-Year Graduation Rate, as indicated on the School Dashboard.

Beginning with the 2022 School Dashboard, DASS schools were provided with the Combined Four-Year and Five-Year Graduation Rate, to measure academic performance of high school students. Prior to 2022, the One-Year Graduation Rate was used for accountability for DASS schools because they serve highly mobile and credit-deficient students. However, this is no longer allowable due to concerns raised by the U.S. Department of Education (ED) regarding California's use of a DASS modified graduation rate and academic indicator on the Dashboard.

While the Combined Four-Year and Five-Year Graduation Rate calculation method may be unfavorable to a DASS school, the **school community is committed to continuous improvement and performance excellence**.

The school's Comprehensive Support and Improvement (CSI) Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful feedback from these partners was gathered through various channels, such as surveys, school events, meetings, conferences, and training. This feedback was then systematically collected, organized, and analyzed by the school to identify the educational needs of all students and to devise programs, services, and resource allocations accordingly.

Educational partner involvement played a crucial role in several key aspects of CSI Plan development:

1. **Identification and Refinement of Needs**: Partners participated in data analysis processes to identify areas requiring improvement and refine the understanding of student needs.

2. **Creation of Goals**: Collaboratively, partners established clear goals that align with the identified needs and aspirations of the school community.

3. **Establishment of Metrics:** Together, partners determined appropriate metrics and indicators to measure progress towards the established goals effectively.

4. **Designation of Activities:** Partners contributed to the selection and design of specific activities and interventions aimed at addressing the identified needs and achieving the established goals.

5. **Resource Allocation:** The input from educational partners informed decisions regarding the allocation of resources, ensuring that they were directed towards initiatives with the greatest potential for impact.

Educational partners engaged in a comprehensive **Needs Assessment** process that specifically targeted students who were either failing to meet or at risk of failing to meet state academic standards. To facilitate this assessment, partners followed an Improvement Science Protocol, which provided a structured framework for identifying achievement gaps and formulating strategies for improvement.

During this process, educational partners focused on the current state of graduation rates and established the school's ideal rates of growth as benchmarks for progress. They analyzed a wide range of data and information pertaining to student engagement and achievement, including:

- **School Dashboard Indicators:** These indicators encompass various aspects of school performance and student outcomes, providing a holistic view of the school's effectiveness.

- **Measures of Academic Progress by NWEA:** This assessment tool provides valuable insights into individual student growth and proficiency in key subject areas, helping to identify areas of strength and areas needing improvement.

- **Monthly Storybook Reports:** These reports contain qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a narrative perspective on student performance.

During the Needs Assessment process, all stakeholder groups analyzed historical and trend data for both All Students and unduplicated student groups. This comprehensive approach ensured that the assessment considered the unique needs and challenges faced by various student populations within the school.

As part of this analysis, educational partners carefully reviewed **resource allocation** across different categories. After a thorough analysis, partners reached a consensus that school resources were appropriately allocated to support the needs of all students. Importantly, **no resource inequities were identified**, indicating a fair distribution of resources across different student groups and academic programs.

Moreover, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically highlighted as a systematic approach that provides instructional staff with the tools and strategies necessary to support the academic and social-emotional needs of all students.

The school has embraced a **Continuous Improvement Framework**, which fosters a problem-solving approach and examination of the system responsible for producing outcomes. This framework is pivotal for sustaining program improvement efforts and consists of five fundamental steps: Inform, Select, Plan, Implement, and Analyze. At the heart of each step in this continuous improvement process, educational partners engage in evidence-based decision-making and reflection.

Educational partners adhered to this continuous improvement framework while devising a systematic plan to enhance the graduation rate. The initial step involved analysis, during which educational partners investigated various aspects such as school needs, historical trends, potential challenges and barriers, and current strategies and interventions. Through this process, several key themes emerged that impact the school's graduation rate:

a) **Credit Deficiency:** Upon initial enrollment at CSSD, many high school students enroll with credit deficiencies, jeopardizing their ability to graduate on time with their peers. Some may require an additional year or two to fulfill graduation requirements due to this shortfall.

b) **Academic Preparedness:** High school students generally enroll below grade level in English Language Arts and Mathematics skills, as measured by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to close potential achievement gaps.

c) **Individualized Support:** Students require additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements effectively.

d) **Access to Technology:** Students and families, particularly those from socioeconomically disadvantaged backgrounds, need access to computers and/or home internet to ensure equitable access to the educational program.

e) **Programs and Services:** Providing access to programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit is essential. These initiatives are designed to engage and prepare students for post-secondary pathways.

f) **Role of Counselors:** Counselors play a crucial role in assisting students with college and career planning. This includes academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.

g) **Social-Emotional Learning (SEL):** Students need access to social-emotional learning opportunities and support/resources to foster engagement and achievement in school.

Based upon the Needs Assessment results, the school engaged in a comprehensive selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the school's need to increase Graduation Rate. As a result, the school has integrated specific actions and services into the 2024-25 LCAP which are designed to improve Graduation Rate:

- **Goal 1, Action 3**: Recruit and hire additional instructional support staff that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.

- **Goal 1, Action 4**: Provide a high dosage tutoring program to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.

- **Goal 1, Action 4:** Promote, recruit, and expand AVID Program to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.

- **Goal 2, Action 2**: Provide Chromebooks and internet services to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.

- **Goal 2, Action 3**: Provide an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.

- **Goal 2, Action 3**: Counselors will provide guidance, advising, and training to students and family members focused on preparing for college/career pathways.

- **Goal 3, Action 1**: Professional development for staff focused on implementing the school's MTSS with fidelity to ensure that the 'Whole Child' is being supported.

- **Goal 3, Action 2**: Specialized professional development for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored to individual student needs, students will be motivated and purposeful in completing the required graduation coursework on time.

Monitoring and Evaluating Effectiveness

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

To monitor and evaluate effectiveness of CSI strategies, the school's Combined Four-Year and Five-Year Graduation Rate Metric is included in Goal 1. The desired outcome is to improve annually on this Metric or exceed the County DASS schools' average or State DASS schools' average. The school's Data Department staff analyzed results of the 2023 Dashboard and determined that the State DASS school average was 54.2% and San Diego County DASS school average was 49.3%.

For the 2024-25 school year, school leadership will continue to implement, analyze, and enhance the strategies, and supports embedded in the CSI Plan as part of the Continuous Improvement Framework. To monitor and evaluate the effectiveness of the CSI Plan services and support, the school will use multiple assessment tools, data analysis protocols, and will include key educational partners. To ensure continuous improvement, educational partners will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. Educational partners will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

The following school departments and personnel will support the monitoring of designated strategies and interventions for high school students:

School Data Department

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.

- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as 'not on-track' to graduate.

School Curriculum & Professional Learning Department

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership

- Monitor and evaluate effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data.

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation.

- Conduct ongoing teaching observations, September 2024 to April 2025, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

School Counselors

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS.

- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation.

- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

Teachers

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Teachers	The teacher's voice played a pivotal role in shaping the school's Local Control and Accountability Plan (LCAP). Through a diverse range of engagement activities and methods, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC) Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning, teachers actively contributed their insights and perspectives. This inclusive approach ensured that the LCAP accurately reflects the needs and priorities of our educators, fostering a collaborative environment where all school partners are empowered to drive positive change and create student-centered actions and priorities.
Principals or Learning Leads	Principals or Learning Leads played a crucial role in shaping the 2024-25 LCAP through their active involvement in various forums. Their dedicated participation in weekly Learning Lead Huddles, the Staff LCAP Engagement Survey, SSC meetings, ELAC sessions, Instructional Meetings, All Staff Meetings, and AU Professional Learning sessions ensured that their valuable perspectives were incorporated into the planning process.

Given their expertise in data analysis and instructional programming, their input was particularly instrumental in crafting a comprehensive and strategic LCAP that addresses the diverse needs of our student population while maximizing student learning. Their commitment to collaboration and their focus on data-driven decision-making have been invaluable assets in the development of a plan that aims to maximize student success and achievement. |
| Administrators | School administrators were instrumental in spearheading the development of the LCAP, leveraging their leadership to create meaningful engagement opportunities for all educational partners. Their proactive involvement ensured that diverse perspectives were heard and synthesized into actionable plans that align with the school's goals.

Administrators played a pivotal role in facilitating engagement through various platforms, such as the weekly Superintendent Huddles, Learning Lead Huddles, School Site Council meetings, ELAC sessions, Instructional Meetings, All Staff Meetings, Strategic Planning sessions and AU Professional Learning events. By actively participating in these venues, administrators demonstrated their commitment to collaboration and their dedication to incorporating educational partner feedback into the development process.

Their leadership and strategic guidance were essential in navigating the complexities of educational planning, ultimately resulting in an LCAP that reflects the collective aspirations and priorities of the school community. Through their efforts, administrators fostered a culture of inclusivity and transparency, laying the foundation for continued progress and success. |

Other school personnel or staff	Various school personnel and staff members played integral roles in the development of the 2024-25 LCAP through regular consultation and engagement processes. Their diverse perspectives and expertise were essential in crafting LCAP actions that align with the school's Vision, Mission, and values. Consultation methods included the Staff LCAP Engagement Survey, where staff members had the opportunity to provide valuable feedback and insights. Additionally, participation in SSC meetings, Instructional Meetings, All Staff Meetings, Office Meetings, Strategic Planning sessions and AU Professional Learning offerings provided avenues for staff to contribute their ideas and perspectives. Recognizing the importance of representation from different positions within the school community, efforts were made to ensure that all voices were heard and considered in the development process. By incorporating the input of various school personnel and staff members, the LCAP was enriched with a comprehensive understanding of the needs and priorities of the entire school community, ultimately strengthening its effectiveness in achieving the school's overarching goals.
Parents	Parents played a vital role in shaping the direction of the school's instructional program through regular consultation and engagement. Their input was sought through a variety of formats, reflecting the diverse needs and perspectives of the parent community. Consultation methods included the Parent LCAP Engagement Survey, providing parents with a platform to share their feedback and insights. Open House Events and Senior Night Events provided additional opportunities for parents to engage with school staff and administrators, fostering open communication and collaboration. Participation in School Site Council meetings and English Learner Advisory Committee (ELAC) sessions ensured that parents had a direct voice in decision-making processes related to the school's instructional program. Parent-Teacher Conferences offered personalized opportunities for dialogue between parents and educators, facilitating a deeper understanding of individual student needs. Furthermore, the Family Learning Series provided informative sessions aimed at supporting parents in their role as partners in their child's education. Finally, involvement in Board Meetings allowed parents to contribute to discussions on broader school policies and initiatives. Recognizing the critical importance of the parent perspective on school communication, climate, and holistic child development, efforts were made to ensure that their voices were heard and valued throughout the development of the LCAP. By incorporating parent input, the school was able to create a more inclusive and responsive learning environment that meets the needs of all students.

| Students | The voice of the student was central to the development of the school's LCAP, ensuring that their individual needs and perspectives were heard and valued. Students were provided with a variety of opportunities to contribute their insights on the effectiveness of current school actions and programming in meeting their academic, social-emotional, and behavioral needs.

Through the Student LCAP Engagement Survey, students had a direct platform to share their feedback and suggestions. Their participation in School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings allowed them to engage in discussions on key school initiatives and policies.

Events such as Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided additional avenues for students to provide input and share their experiences. These events fostered open dialogue between students, educators, and administrators, facilitating a deeper understanding of student perspectives and needs.

Furthermore, student-teacher conferences provided personalized opportunities for students to discuss their academic progress, goals, and challenges with their teachers. By actively involving students in the development of the LCAP, the school demonstrated its commitment to creating a student-centered learning environment that promotes academic success, social-emotional well-being, and positive behavior. |
|---|---|

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

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students. For that reason, the school will maintain five LCAP goals for the 2024-25 school year. These five goals address the instructional approach, curriculum, professional development system, school climate, and family engagement. Each LCAP Goal, along with corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2024-25 LCAP are focused on Status and Change, aligned to the California School Dashboard's Five-by-Five Placement approach. There are some Metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Teachers and Staff:
These educational partners provided insights into instructional strategies, curriculum design, professional development needs, and support

services for students. Based on information collected from them, the school have added or refined the following Actions to the 2024-25 LCAP:

- **Goal 1, Action 3**: Recruit instructional support staff that can help supervise students, provide tutoring services, and help provide students with learning feedback.
- **Goal 2, Action 2**: Continue Altus Connect Program that provides students with Chromebooks and internet services to access the educational program from home.
- **Goal 2, Action 3**: Expand Early College Credit Program opportunities and support systems available to all students.
- **Goal 3, Action 3**: Professional learning focused on effective use Virtual Reality teaching and learning in resource centers.
- **Goal 3, Action 3**: Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- **Goal 4, Action 3**: Develop a mental health student referral process that is streamlined and user-friendly.
- **Goal 5, Action 1**: Technology platforms, such as DocuSign, Zoom, Adobe, that allow staff to connect with colleagues and other school community members quickly and efficiently.

Principals, Learning Leads, and Administrators:
These educational provided insights into the school's operations, strategic planning, data analysis, engagement methods, resource allocation, program evaluation, compliance with state priorities, and communication systems. Based on their feedback, the school will implement the following 2024-25 LCAP Actions:

- **Goal 1, Action 1**: Utilize California Educators Reporting System (CERS) to thoroughly assess student academic progress and develop customized interventions that address the unique needs of each student.
- **Goal 1, Action 3**: Targeted recruitment of instructional support staff that can provide high-quality one-on-one and small group instruction to students at risk of or failing to meet content standards.
- **Goal 2, Action 3**: Counseling and advising services focused on helping students plan for post-high school pathways.
- **Goal 3, Action 2**: Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- **Goal 3, Action 3**: Continue to facilitate monthly Math Study Groups sessions focused on research-based strategies to elevate student math achievement.
- **Goal 3, Action 3**: Ongoing math professional learning available to all staff, focused on building skills and knowledge, and effective methods to facilitate peer-to-peer math talk.

Parents, Family Members, and Advisory Committees:
These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2024-25 LCAP Actions and/or Metrics:

- **Goal 1, Action 4**: Offer extra tutoring for English Learner students to enhance their language skills and develop effective academic study habits.

- **Goal 1, Action 7**: Distribute English Language Development progress reports to English Learner families, aligned with the California English Learner Roadmap.
- **Goal 2, Action 3**: Enhance support and provide more resources for college and career planning.
- **Goal 5, Action 1**: Organize engaging school events, such as Open House, Senior Night, and Family Resource Night, to boost parental involvement and raise awareness of educational programs and services aimed at enhancing student academic engagement, achievement, and college/career preparation.
- **Goal 5, Action 2**: Fully utilize Teams and Zoom translation features to better engage families who speak languages other than English.
- **Metric 5.4**: Offer access to community partners and affiliates that concentrate on health and wellness, including physical fitness and mental wellbeing.
- **Metric 5.6**: Integrating innovative technology into the curriculum, teaching students how to use digital tools effectively and responsibly, which is crucial for both college and career success.

Students

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2024-25 LCAP:

- **Goal 1, Action 3**: Organize and provide field trips throughout the academic year that align with student interests and future plans.
- **Goal 2, Action 3**: Continue to offer a range of Career and Technical Education (CTE) pathways and courses that are relevant and prepare students for various post-high school opportunities.
- **Goal 2, Action 3**: Provide access to counselor and advising services that help them navigate the complexities of college applications, financial aid, and scholarship opportunities.
- **Goal 4, Action 1**: Safe and supportive school environment with clear protocols for maintaining safety and clear protocols for emergencies.
- **Goal 4, Action 2**: Access to mental health resources such as counselors, stress management activities, and workshops dealing with issues like anxiety and depression.
- **Goal 5, Action 1**: Incorporate modern tools and platforms, such as Virtual Reality, into the curriculum and learning activities, which prepare them for a technologically advanced world.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CSSD provides academic intervention and support to students facing educational challenges for various reasons. Historically, students entering CSSD are credit deficient and below grade level in Reading, Language, and Mathematics skills, as indicated by NWEA assessments. In response, CSSD is committed to the development and implementation of Pathways Personalized Education Plans (PPEP) for all students. The primary objective is to accelerate student learning, particularly for struggling students, while also assisting them in achieving their individual educational goals and preparing them for success in college, career, and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 93% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 46.5 Clear: 18.3% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Exceed baseline results**	N/A
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 89.4% Hispanic: 87% White: 95.1% African American: 90.9% 2+ Races: 93.9% EL: 81% SED: 85.9% SWD: 86.2% **Data Source**: CA School Dashboard (Additional Reports)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	N/A

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% San Diego County: 49.3%	N/A
		Schoolwide	52.7%				
		Hispanic	47.7%				
		White	59.2%				
		African American	65.1%				
		2+ Races	53.3%				
		EL	48.1%				
		SED	48.3%				
		SWD	45.6%				
		Data Source: CA School Dashboard					
M1.5	Chronic Absenteeism Rate	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% San Diego County: 22.2%	N/A
		Schoolwide	5.1%				
		Hispanic	5.8%				
		White	1.3%				
		African American	6.7%				
		2+ Races	11.5%				
		EL	4.8%				
		SED	6.3%				
		SWD	4.3%				
		Data Source: CA School Dashboard					
M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	N/A
		Schoolwide	-7.7				
		Hispanic	-20.7				
		White	-14.5				
		African American	-7.5				
		2+ Races	54.5				
		EL	-85				
		SED	-21.6				
		SWD	-76.6				
		Data Source: CA School Dashboard					

M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	N/A
		Schoolwide	-101.6				
		Hispanic	-120				
		White	-69.6				
		African American	-105.6				
		2+ Races	-63.4				
		EL	-156.5				
		SED	-120.8				
		SWD	-138.2				
		Data Source: CA School Dashboard					
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	N/A
		ELA	61.88%				
		Data Source: DataQuest CAASPP Results					
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	N/A
		Mathematics	16.57%				
		Data Source: DataQuest CAASPP Results					

M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners — 53.8% **Data Source**: CA School Dashboard	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	N/A
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate — 10% **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 10%**	N/A
M1.12	Measures of Academic Progress by NWEA: Reading	**2023-24 Results** Schoolwide — 72% Hispanic — 72% White — 81% African American — 79% 2+ Races — 57% EL — 66% SED — 71% SWD — 72% **Data Source**: Locally Reported, as of May 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	N/A

M1.13	Measures of Academic Progress by NWEA: Language	**2023-24 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	N/A
		Schoolwide	78%				
		Hispanic	78%				
		White	83%				
		African American	69%				
		2+ Races	82%				
		EL	74%				
		SED	76%				
		SWD	74%				
		Data Source: Locally Reported, as of May 2024					
M1.14	Measures of Academic Progress by NWEA: Math	**2023-24 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	N/A
		Schoolwide	75%				
		Hispanic	77%				
		White	63%				
		African American	79%				
		2+ Races	80%				
		EL	74%				
		SED	75%				
		SWD	68%				
		Data Source: Locally Reported, as of May 2024					
M1.15	California Science Test	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Improve Annually or Exceed the Statewide or County DASS school average:** Statewide: Not available San Diego County: 13.6%	N/A
		Schoolwide	23.65%				
		Hispanic	20.41%				
		White	31.15%				
		African American	20%				
		2+ Races	34.62%				
		EL	0%				
		SED	19.48%				
		SWD	9.84%				
		Data Source: DataQuest CAASPP Results					

M1.16	Student Attendance or Participation Rate	**2023-24 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 84%**	N/A
		Schoolwide	91.6%				
		Hispanic	91%				
		White	93%				
		African American	92.5%				
		EL	93.2%				
		SED	90.6%				
		SWD	92.7%				
		Foster Youth	*				
		Homeless	90.1%				
		Cadet Corps	97.6%				
		Pregnant/Parent	77.2%				
		Data Source: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of March 2024					
M1.17	Middle School Dropout Rate	**2023-24 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Less than 5%**	N/A
		Middle School	0%				
		Data Source: Locally Reported **Note:** Middle School Dropout Rate as of March 2024					
M1.18	High School Dropout Rate	**2023-24 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Less than 5%**	N/A
		High School	0.5%				
		Data Source: Locally Reported **Note:** High School Dropout Rate as of March 2024					

| M1.19 | Student Confidence Survey | **2023-24 Results**

 Schoolwide \| 95%

 Data Source: Locally Reported

 Note: Results as of March 2024 | Available in 2025-26 LCAP | Available in 2026-27 LCAP | **Greater than 90%** | N/A |

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps. b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning. c) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student. d) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.	$27,243	No

| 2 | English Language Learner Assessment and Support Framework | a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans.

b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.

c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support.

d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems.

e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition.

f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners.

g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning.

h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support | $751,713 | Yes |

| | | comprehensive, data-informed instructional support.

i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy. | | |

3	Personalized Academic Instruction and Support for All Students	a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program. b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs). c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors. d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades. e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' learning styles and preferences. f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways. g) Teachers will provide live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school. h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement.	$4,461,421	No

| | | i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.

j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.

k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.

l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential | | |

4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity. b) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework. c) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency. d) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness. e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. f) Equity and Inclusion (E&I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.	$2,413,440	Yes

| 5 | Academic Instruction and Support for Students with Disabilities | a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals.

b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP.

c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities.

d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty.

e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas.

f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities.

g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth.

h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities. | $2,967,513 | No |

| 6 | Systematic Approach to Monitor Academic Engagement and Achievement for All Students | a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.

b) School staff will maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.

c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.

d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success. | $90,999 | No |

| 7 | Systematic Approach to Monitor Academic Performance and Progress for English Learners | a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.

b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.

c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.

d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.

e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems. | $1,385,928 | Yes |

Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CSSD is dedicated to providing a curriculum that is relevant and effective in preparing students for success in the modern world. By emphasizing 21st-century learning skills, such as critical thinking, collaboration, creativity, and communication, the school aims to equip students with the competencies necessary for navigating a rapidly changing global landscape. Aligning the curriculum with California Content Standards ensures that students are meeting state-mandated educational requirements while also setting high academic expectations. Finally, by ensuring accessibility for all students, the school promotes equity and inclusivity, providing every learner with the opportunity to thrive academically and achieve their full potential in a variety of college/career pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100%**	N/A
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100%**	N/A
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100%**	N/A
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment — 75 Articulated Credit — 22 Total early college credit — 97 **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 97 early college courses**	N/A

M2.5	Increase annual student participation in Advanced Placement (AP) Courses	**2023-24 Results** | Number of AP Courses Assigned	140 courses | **Data Source**: Locally Reported **Note:** Results as of March 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 140 AP courses**	N/A
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	N/A
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** | Core Courses Aligned to CCSS	100% | **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** | Science Courses Aligned to NGSS	100% | **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100% of courses**	N/A

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards — 100% **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved — 100% **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards — 100% **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide — 1.7% Hispanic — 1.5% White — 4% African American — 0% 2+ Races — 0% EL — 0% SED — 1.9% SWD — 0% **Data Source**: CA School Dashboard	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	N/A

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	N/A
		Schoolwide	7.5%				
		Hispanic	6.4%				
		White	14.4%				
		African American	2.3%				
		2+ Races	2.2%				
		EL	1.3%				
		SED	5.9%				
		SWD	0.8%				
		Data Source: CA School Dashboard					
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	N/A
		Schoolwide	1.2%				
		Hispanic	1.5%				
		White	1.6%				
		African American	0%				
		2+ Races	0%				
		EL	0%				
		SED	1.5%				
		SWD	0%				
		Data Source: CA School Dashboard					
M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results**		Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	N/A
		Schoolwide	0.5%				
		Hispanic	0.3%				
		White	1.6%				
		African American	0%				
		2+ Races	5%				
		EL	0%				
		SED	0.5%				
		SWD	0%				
		Data Source: CA School Dashboard					

| M2.16 | Maintain a compliant and accessible Work Experience Education (WEE) Program | **2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported | Available in 2025-26 LCAP | Available in 2026-27 LCAP | **Fully compliant and accessible WEE Program** | N/A |

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Course of Study and Curriculum for All Students	a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS). b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements. c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint. d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP). e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.	$872,536	No

| 2 | Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students | a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.

b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.

c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.

d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.

e) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.

f) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. | $972,642 | Yes |

| 3 | Strategies and Resources for All Students Designed to Increase College and Career Preparedness | a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.

b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.

c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.

d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.

e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.

f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.

g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.

h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.

i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce. | $171,880 | No |

Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to providing targeted and data-informed professional learning to directly align teaching strategies with the specific academic needs and strengths of students, as revealed through analysis of performance data. This approach ensures that professional learning is not only relevant but also effective in enhancing instructional quality, thereby maximizing teacher impact on student learning. Additionally, by focusing on data-driven insights, the school can continually adapt and refine teaching practices to meet evolving educational standards and student needs, fostering an environment of continuous improvement and excellence in education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2023-24 Results** Not Available **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2023-24 Results** Not Available **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	N/A

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**90%**	N/A
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 100% of staff as of April 2024 **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**90%**	N/A
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 99% of students **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**90%**	N/A
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 99% of parents and family **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**90%**	N/A

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing

| 1 | Professional Learning Focused on Improving Academic Performance for All Students | a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.

b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.

c) Learning Leads will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.

d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).

e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.

f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.

g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.

h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.

i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values. | $205,013 | No |

		j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students. k) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement. l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area. m) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements. n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets. o) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention. p) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident. q) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.		

| 2 | Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth | a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.

b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies.

c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth.

d) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.

e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills.

f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.

g) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools. | $110,843 | Yes |

| 3 | Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth | a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations.

b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices.

c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting.

d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups.

e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement.

f) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary. | $107,920 | Yes |

Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Educational partners continue to require a safe, secure, and supportive educational setting. A positive school climate is foundational for optimal learning, fosters a sense of belonging and trust among students and teachers, and is vital for encouraging open communication, collaboration, and the free exchange of ideas. Moreover, a supportive atmosphere enhances resilience, encourages academic perseverance, and helps in developing social-emotional skills that are essential for success in and beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate — 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Less than 1.5%**	N/A
M4.2	Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate — 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Less than 1%**	N/A
M4.3	More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	**2023-24 Results** 98% of students **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M4.4	More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	**2023-24 Results** 98% of parents and family **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M4.5	Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Compliant School Safety Plan**	N/A

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing

| 1 | Safe and Supportive School Environment for All Students | a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.

b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.

c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.

d) Sustained implementation of ZenDesk to facilitate facility ticketing/monitoring systems.

e) Installation of Brivo card access controls at all resource centers and office

f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.

g) Provide nursing services to support the overall health and social-emotional well-being.

h) Provide a Mental Health & Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.

i) Provide students and parents with opportunities for input into safety planning.

j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid. | $555,313 | No |

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports. b) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student. c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care. d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies. e) Character and Leadership Development Program to promote health, wellness, and academic achievement. f) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness. g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability. h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services. i) Meal and Nutrition Program to promote student health and well-being.	$348,144	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.	$745,373	Yes
		b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.		
		c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.		
		d) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.		

Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Innovative and engaging school sites are crucial as they adapt to the evolving educational demands and cater to diverse learning styles, ensuring that all students can thrive in an environment that stimulates engagement, curiosity, and creativity. These community-based resource centers foster a sense of community and belonging, crucial for building strong relationships among students, teachers, and families, which in turn enhances educational outcomes. Additionally, by incorporating state-of-the-art facilities and resources, these schools can offer a wide range of programs and services that meet the comprehensive needs of all educational partners, preparing students more effectively for future challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**100% of school facilities**	N/A
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	N/A

| M5.3 | Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences | **2023-24 Results** The following parental participation opportunities were provided:
• Post-secondary transition meetings to discuss student outcomes
• SELPA community advisory meetings for special education
• IEP educational benefit meetings in addition to annual meetings and triennial meetings
• Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP
• Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance
• Provide families to participate in community events centered on post-secondary transition pathways | Available in 2025-26 LCAP | Available in 2026-27 LCAP | **Maintain or expand opportunities for parental and family member participation for students with exceptional needs** | N/A |
| M5.4 | Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members | **2023-24 Results** 29 community-based partnerships
Data Source: Locally Reported | Available in 2025-26 LCAP | Available in 2026-27 LCAP | **At least 29 community partners** | N/A |

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**At least 6 trainings**	N/A
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 98% of parents and family members **Data Source**: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**More than 90%**	N/A

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Engagement Opportunities and Innovative Teaching Approaches for All Students	a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members. c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000, and Naviance. d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members. e) Technology and Operations staff will maintain innovative resource centers, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement. f) School staff will maintain facilities, equipment, and instructional materials to meet the "best practices" standards for Next Generation Science Standards lab work. g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program. h) Communications Department staff will update the school's website features and content to provide accurate and timely information to parents and community members. i) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners. j) School staff will update the school's online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration,	$2,727,004	No

		and communication. k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners. l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods. m) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. n) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.		
2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups. b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services. c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. d) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development. e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.	$157,750	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,533,651	$132,574

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
17.871%	0%	$0	17.871%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 1, Action 4	a) Holistic support system that addresses not only academic needs but also emotional, social, and behavior. b) Increase academic progress and credit completion rates for required graduation coursework. c) Improve daily study habits and academic proficiency in core subjects. d) Build healthy learning habits, content knowledge, and prepare for college/career pathways. e) Counseling staff that can meet with students and address the interconnected areas of academics, emotional health, and behavior. f) Equity and Inclusion staff that provide support for underrepresented students, advocate for students who may face bias, help students access resources that may be necessary for their success, create safe spaces where students can discuss issues related to identify/experiences, and implement programs that promote diversity/inclusion.	a) To address the holistic needs of each student, the school has designed a comprehensive Multi-Tiered System of Support (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity. b) To increase academic progress and credit completion rates for EL, LI, and FY, the school will employ additional instructional support staff that can provide individualized attention and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences. c) To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit	a) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); Student Confidence Survey (M1.19) b) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) c) DASS One-Year Graduation Rate (M1.3); Combined Four-and Five-Year Graduation Rate (M1.4) d) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14) e) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) f) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)

organization that can provide high dosage tutoring opportunities for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.

d) To build academic skills, knowledge, and preparation for future pathways, the school will provide an AVID Program. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.

e) To meet the social-emotional needs of students, counselors are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.

f) To help meet the needs of learners from diverse backgrounds, the school will provide Equity and Inclusion (E&I) staff that can act

		as advocates for underserved students, ensuring their needs are met within the school system. E&I staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	

	Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 2, Action 2	a) Families lack home computers and internet services to access the full educational program. b) Develop a school curriculum that is accessible, meaningful, and relevant to all learners. c) Specialized programs to increase the percentage of English Learner students making progress towards English language proficiency. d) Supplemental academic support for ELs to build literacy skills and access content area knowledge. e) Recruit additional EL students to participate in advance coursework and earn early college credit while in high school. f) Specialized programs to promote recovery of instructional time and pacing towards high school graduation.	a) To close the digital divide, the school will provide a Chromebook and/or internet service to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication. b) To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates Universal Design for Learning (UDL) guidelines into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	a) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Standards Aligned Materials (M2.1) b) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14); Broad Course of Study (M2.2); Programs and Services to Pupils with Exceptional Needs (M2.3) c) NWEA Reading (M1.12); English Learner Progress Indicator (M1.10) d) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) e) Participation in AP Courses (M2.5); AP Exams (M2.15) f) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); DASS One-Year Graduation Rate (M1.3); Combined Four- and Five-Year Graduation Rate (M1.4)

		c) To improve English language proficiency rates, the school will implement Achieve3000, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers. d) To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects. e) To increase college and career readiness for English Learners, the school will conduct	

targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide.

f) To address the needs of new students who enroll credit deficient, our school is implementing Edgenuity Prescriptive Testing courses for qualifying students. These courses are designed to facilitate the recovery of instructional time and accelerate progress toward high school graduation. Research highlights that credit recovery classes not only ensure timely graduation but also facilitate a smoother transition to postsecondary education or the workforce. By enabling students to efficiently regain credits, these programs significantly broaden their future educational and career prospects. The implementation of these courses is expected to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds, reinforcing

		our commitment to support all students in completing their high school education and accessing further opportunities.	

	Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 3, Action 3	a) Professional learning for instructional staff centered on evaluating student mathematics achievement data and applying evidence-based teaching methods to address the distinct learning requirements of special populations. b) Offer professional learning for instructional staff centered on methods to link mathematical concepts with students' cultural contexts, thereby improving comprehension and fostering greater interest in the subject. c) Organize a Math Study Group that meets regularly to explore new pedagogical techniques, integrating technology into math instruction, analyze key standards and topics, discuss effective teaching and intervention methods. d) Offer professional learning opportunities for staff aimed at enhancing their skills in analyzing student achievement data. This is crucial for identifying and addressing any existing disparities, ensuring that every student, irrespective of their background, can meet grade-level standards and be successful. e) Provide professional learning for instructional staff focused on leveraging the immersive and interactive capabilities of Virtual Reality (VR) technology to increase student engagement in mathematics, making abstract concepts more tangible and understandable.	a) To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field. b) To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment,	a) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) b) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) c) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) d) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) e) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9); Innovative Learning Opportunities for Students

f) Offer sustained professional learning to instructional staff to ensure that they are equipped with the necessary skills and strategies to effectively support English Leaner students, enabling these students to access and comprehend grade-level content.

students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.

c) To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.

d) To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can

(M5.6)

f) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9)

significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.

e) To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.

f) To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and

		equitable learning environment where every student can excel.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

	Identified Needs of English Learners:	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 1, Action 2	a) Accurately identify students who are new to the state or country and whose primary language is not English to appropriately provide language support and educational resources. b) Monitor English proficiency progress among English learner students to guide instructional planning, provide targeted supports, and help make informed decision on reclassification. c) Ensure that the specific language learning needs of English Learner students are addressed alongside their disability accommodations. d) Schoolwide evidence-based strategies to support the unique learning needs of English learner students. e) Schoolwide formative and summative assessment tools to monitor language acquisition. f) A comprehensive English Learner Plan, uniquely designed for an Independent Study, with evidence-based strategies to reinforce language acquisition of mastery of core content knowledge. g) Provide Designated ELD to English Learner students that offers personalization, blended learning opportunities, tailored to grade level, and language proficiency. h) Use a combination of English Learner Program data platforms to support instructional planning.	a) To provide language support and educational resources for EL students, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment. b) To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to mee the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities. c) To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning	a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) d) Chronic Absenteeism Rate (M1.5); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) f) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language

i) Investigate assessment tools to evaluate emerging English Learners' native literacy, ensuring access to rigorous, standard-aligned courses, primary language support, and biliteracy development.	environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond. d) To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students. e) To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps	(M1.13) g) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) h) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) i) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)

identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.

f) To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.

g) To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only

enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.

h) To enhance instructional planning and teaching methods for EL students, the school will utilize programs such as Ellevation, Achieve3000, NWEA, and Summit K12. By utilizing a variety of instructional tools, school staff can gain a holistic view of each student's language acquisition progress, strengths, and areas needing improvement. This unified approach enables educators to tailor their instructional strategies more effectively, ensuring that interventions are specifically targeted to meet the individual needs of EL students. Ultimately, this facilitates a more personalized learning experience, accelerating language development and academic achievement for English Learners.

i) To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.

	Identified Needs of English Learners:	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 1, Action 7	a) Monitor the progress for all English Learner students, including Long-term ELs, newcomer, and Reclassified Fluent English Proficient (RFEP).	a) To monitor and the analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)
	b) Monitor the unique academic and language development challenges that LTELs face, which can differ significantly from those of other student groups.		b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)
	c) Prepare individual English Learner progress reports that provide a holistic view of each student's educational progress.		c) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)
	d) Communicate EL progress with parents and families, to build a strong school-home partnership that enhances parental engagement and involvement.	b) To actively monitor LTELs academic progress, school instructional leaders will collaborate with teachers at strategic points throughout the school year: July, October, and January. These regular, scheduled reviews help educators make data-driven decisions, adjust educational strategies, and provide targeted support to address any emerging needs or challenges these students face. These PPEP Meetings serve as a structured opportunity for collaboration among educators, fostering a unified approach to enhance the educational trajectory of LTELs students towards achieving proficiency and academic success.	d) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)
	e) Monthly data report summarizing English Learners' performance on specific engagement and achievement indicators that guide decision-making related to instruction, curriculum, professional learning, and E&I initiatives.		
		c) To report and evaluate each EL students' educational progress, the school will create an EL Progress Report aligned to the CA EL Roadmap. Teachers and staff will prepare these Progress Reports semesterly and identify areas where ELs may be struggling and how they can support development in	e) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student

		critical areas. Progress reports help maintain accountability by documenting and communicating the learner's advancements and remaining hurdles towards reclassification as Fluent English Proficient, ensuring that all educational partners, including teachers, parents, and administrators, are informed and can collaboratively support the student's educational path.	Attendance (M1.16)
		d) To improve accountability and involvement of families of EL students, the school will provide ELD Progress Reports which highlight their child's language acquisition progress and academic achievements. Offering opportunities for families to meet and discuss these report cards with teachers facilitates open communication, enabling parents to better understand the educational system and their child's specific needs and goals.	
		e) To enhance data analysis actions, the school's Data and Assessment Department staff will prepare a Monthly Storybook that summarizes student achievements for All Students, but for significant student groups as well, including English Learners. This regular, data-driven snapshot offers valuable insights into trends, areas needing attention, and opportunities gaps. Additionally, by focusing on equity and inclusion, the Monthly Storybook helps in identifying disparities in educational outcomes, prompting targeted professional development and/or adjustments to practices to support all English Learners comprehensively.	

	Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 3, Action 2	a) Train school staff on how to support English learner students, aligned to key components of the CA EL Roadmap. b) Provide professional learning to school staff centered on effectively implementing the Altus Schools English Learner Plan. c) Provide professional learning to school staff focused on utilization of Summit K12 as an effective ELD instructional tool. d) Equip instructional staff with skills and knowledge necessary to support and integrate newcomer, immigrant, and refugee students in the school system. e) Enhance school staff's ability to effectively integrate Achieve3000 into their teaching for English Learners. f) Equip school counselors with specialized knowledge and skills to effectively support low-income, foster youth, and first-generation students in preparing for and navigating the college application process, thereby increasing their college access and success rates. g) Train school staff to support and engage Homeless and Foster Youth.	a) To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness. b) To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners. c) To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that	a) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) b) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6) c) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) d) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6); Parent Satisfaction (M3.7) e) Professional Development Hours (M3.1); ELAD

	students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11)
	d) To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	f) Student Satisfaction (M3.6); Parent Satisfaction (M3.7); UC a-g Requirements (M2.13) g) Professional Development Hours (M3.1); Training Relevance (M3.4); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)
	e) To improve staffs' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	
	f) To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and	

| | | provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.

g) To engage and support Homeless and Foster Youth, the school will equip staff with trauma-informed practices that create a safe and nurturing academic environment, sensitive to their unique experiences and needs. Training will also focus on how teachers can connect these students with school resources and community services to address barriers to learning, such as access to basic needs and mental health support. The school expects this action to improve engagement in school activities. | |

	Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 4, Action 3	a) A Homeless and Foster Youth Liaison who can identify and proactively address and support their academic, physical, mental health, and social-emotional needs. b) Provide specialized support and case management services to Foster Youth. c) Counseling and therapy for English Learner students, Low Income, and Foster Youth, helping them cope with trauma, stress, and emotional challenges. d) Provide resources and information for Foster Youth and Low-Income families to ensure these vulnerable groups have easy access to essential support and services.	a) To ensure that the unique needs of Foster Youth are met, the school will employ a Liaison whose primary work function is to identify, monitor, and proactively address their unique needs. This proactive approach fosters a supportive and stable school environment, promoting better educational and personal outcomes for these vulnerable students. b) To provide specialized services to Foster Youth, the school's Homeless and Foster Youth Liaison will provide case management support by coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will monitor student progress, offer ongoing mentorship, and facilitate access to essential services like tutoring, mental health counseling, and necessities. Additionally, they will serve as advocates, ensuring students' rights are protected and their voices are heard within the school system. c) To meet the counseling needs of English Learner Students, Foster Youth, and Low Income, the school will employ a licensed therapist that can provide services. This support enhances students' overall well-being, enabling them to focus better on their academics and participate more fully in school activities. Additionally, therapists provide a safe space for students to express themselves, fostering resilience and promoting a positive school environment.	a) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) b) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) c) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) d) Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6); Parent Satisfaction (M3.7); Community Partners (M5.4)

| | | d) To provide Foster Youth and Low-Income families with information and resources, the school will utilize a Health and Wellness online hub. This hub will offer valuable information on physical and mental health, academic assistance, and community resources, helping to bridge gaps in care and support. Additionally, it empowers families and students by providing them with tools and information to navigate challenges, promoting overall well-being and academic success. | |

	Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):	The Actions below correspond with the identified Needs:	The Metrics below correspond with the Needs and Actions:
Goal 5, Action 2	a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on available educational programs and services, uniquely designed for EL, LI, and FY. b) Coordinate transportation services for FY to ensure they have consistent and reliable access to education, including interaction opportunities with school staff and peers. c) Provide opportunities for parents of English Learner students to advocate for their children's educational needs and contribute to school policies and programs that support their academic success. d) Provide clear and detailed updates to parents of English Learner students regarding language development and academic progress. e) Provide translated materials and resources to non-English speaking parents to ensure they have equal access to essential information and can fully participate in their child's education.	a) To inform and educate parents and family members regarding specialized programs and services, the school will host an annual Family Resource Night to empower them to better support their children's academic journey. This event fosters stronger school-family partnerships, enhancing communication and collaboration between educators and families of historically underserved student groups. Additionally, it promotes equity by ensuring all families have the information and resources needed to access and benefit from the school's educational offerings, ultimately improving student outcomes. b) To ensure that Foster Youth receive equitable access to education and interaction opportunities, the school will coordinate transportation services. This stability supports their academic achievement and emotional well-being by allowing them to remain in a familiar school environment. Additionally, it ensures compliance with legal mandates, promoting equity and educational continuity for foster youth. c) To increase parental engagement and advocacy opportunities, the school will facilitate interactive ELAC meetings, fostering a collaborative environment where parents' insights and concerns may shape strategies. This engagement leads to more tailored support for English learners, improving their academic outcomes and overall school experience. Additionally, conducting an annual Needs Assessment ensures that the English Learner Plan remains responsive to	a) Parental Involvement (M5.2); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Parent Satisfaction (M3.7) b) Community Partners (M5.5); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) c) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) d) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) e) Parental Involvement (M5.2); Parent Satisfaction (M3.7)

| | | evolving needs and challenges faced by English learners and their families. | |
| | | d) To report student language development and academic progress to parents of English Learners, the school will develop and share ELD Progress Reports thru conferences. This engagement helps parents better understand their child's strengths and areas for improvement, enabling them to contribute meaningfully to goal setting. Consequently, this collaborative approach ensures that educational strategies are more personalized and effective in supporting the success of English Learners.

e) To ensure that all parents can access essential information, the school will provide translated materials and resources by hiring multilingual staff or professional translation services to accurately translate important documents and communication. Additionally, the school will use translation technology tools to make real-time translation available for meetings and events. The school will also establish a dedicated support system, such as a multilingual help desk or family advocate, to assist parents in accessing and understanding these translated materials. | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which were Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach

ensures that all planned improvements are financially sustainable and effectively contribute to our overall goals.

Additional Concentration Grant Funding

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

CSSD is a charter school and does not have such comparison schools by which to calculate staff increases. The school, like many other LEAs, using the additional Concentration Grant funding to increase staffing has been a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions. However, the school has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

As outlined in Goal 1, Action 4, these additional support staff positions will provide targeted tutoring to increase student progress and course completion rates, particularly for unduplicated pupils. These roles are essential for facilitating one-on-one and small group instruction focused on improving student proficiency in Mathematics and English Language Arts. Educational partners believe that these additional support staff will help the school improve performance in metrics related to student engagement, achievement, and college/career readiness.

The school's Human Resources (HR) Department is committed to enhancing recruitment strategies to find and retain high-quality instructional support staff. To achieve this, HR has expanded their recruitment channels to tap into broader talent pools and connect with highly skilled individuals. They utilize platforms such as EDJOIN, LinkedIn, and Handshake for recruitment. Additionally, HR participates in both virtual and in-person job fairs, posts flyers throughout the community, and partners with surrounding colleges and universities. These efforts reflect the school's dedication to securing the best possible staff to support student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	61:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	19:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 19,772,552	$ 3,533,651	17.871%	0.000%	17.871%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 15,432,546	$ 2,973,687	$ -	$ 666,442	$ 19,072,675.00	$ 15,715,283	$ 3,357,392

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ -	$ 27,243	$ 9,543	$ -	$ -	$ 17,700	$ 27,243	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 751,713	$ -	$ 700,904	$ 50,809	$ -	$ -	$ 751,713	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 4,339,148	$ 122,273	$ 4,215,857	$ 245,564	$ -	$ -	$ 4,461,421	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 2,238,183	$ 175,257	$ 2,111,210	$ 93,050	$ -	$ 209,180	$ 2,413,440	0.000%
1	5	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 2,286,073	$ 681,440	$ 705,109	$ 2,060,384	$ -	$ 202,020	$ 2,967,513	0.000%
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	All	No	LEA-wide	All	All	Ongoing	$ 90,999	$ -	$ 90,999	$ -	$ -	$ -	$ 90,999	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 1,385,928	$ -	$ 1,138,563	$ 50,809	$ -	$ 196,556	$ 1,385,928	0.000%
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	No	LEA-wide	All	All	Ongoing	$ 683,376	$ 189,160	$ 781,346	$ 91,190	$ -	$ -	$ 872,536	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 794,218	$ 178,424	$ 903,028	$ 46,190	$ -	$ 23,424	$ 972,642	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 171,880	$ -	$ -	$ 171,880	$ -	$ -	$ 171,880	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 205,013	$ -	$ 191,156	$ 13,857	$ -	$ -	$ 205,013	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	$ 110,843	$ -	$ 110,843	$ -	$ -	$ -	$ 110,843	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	Ongoing	$ 107,920	$ -	$ 107,920	$ -	$ -	$ -	$ 107,920	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 409,927	$ 145,386	$ 536,689	$ 6,929	$ -	$ 11,695	$ 555,313	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 348,144	$ -	$ 315,842	$ 26,435	$ -	$ 5,867	$ 348,144	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	Ongoing	$ 690,373	$ 55,000	$ 693,783	$ 51,590	$ -	$ -	$ 745,373	0.000%
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	All	No	LEA-wide	All	All	Ongoing	$ 943,795	$ 1,783,209	$ 2,662,004	$ 65,000	$ -	$ -	$ 2,727,004	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	$ 157,750	$ -	$ 157,750	$ -	$ -	$ -	$ 157,750	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 19,772,552	$ 3,533,651	17.871%	0.000%	17.871%	$ 5,924,001	0.000%	29.961%	**Total:**	$ 5,924,001
								LEA-wide Total:	$ 3,122,158
								Limited Total:	$ 2,801,843
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 700,904	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 2,111,210	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 1,138,563	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	$ 903,028	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	$ 110,843	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	$ 107,920	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	$ 693,783	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	$ 157,750	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 21,086,467.00	$ 19,492,480.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	$ 29,524	$ 27,749
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	$ 834,381	$ 781,932
1	3	Academic Instruction and Support for All Students	No	$ 4,911,200	$ 4,469,542
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	$ 2,346,301	$ 2,059,294
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 3,351,785	$ 2,889,884
1	6	Systematic Monitoring of Academic Performance for All Students	No	$ 91,562	$ 91,750
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 1,461,199	$ 1,402,309
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 1,016,411	$ 909,020
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	$ 1,107,939	$ 1,061,953
2	3	College/Career Pathways for All Students	No	$ 22,374	$ 21,980
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	$ 227,559	$ 213,254
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 176,097	$ 179,145
4	1	Safe and Supportive Schools for All Students	No	$ 494,381	$ 555,013
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	$ 330,720	$ 326,781
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	$ 672,554	$ 682,960
5	1	Engagement Opportunities for All Students	No	$ 3,879,956	$ 3,690,159
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 132,524	$ 129,754

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,410,639	$ 5,401,562	$ 5,409,685	$ (8,123)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Systematic Approach to Monitor Student Learning for All Students	No	$ -	$ -	0.00%	0.00%
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	$ 790,144	$ 701,375.00	0.00%	0.00%
1	3	Academic Instruction and Support for All Students	No	$ -	$ -	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	$ 1,509,212	$ 1,744,668.00	0.00%	0.00%
1	5	Academic Instruction and Support for Students with Disabilities	No	$ -	$ -	0.00%	0.00%
1	6	Systematic Monitoring of Academic Performance for All Students	No	$ -	$ -	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 1,205,813	$ 1,162,748.00	0.00%	0.00%
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ -	$ -	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	$ 963,347	$ 858,853.00	0.00%	0.00%
2	3	College/Career Pathways for All Students	No	$ -	$ -	0.00%	0.00%
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	$ -	$ -	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 163,968	$ 179,145.00	0.00%	0.00%
4	1	Safe and Supportive Schools for All Students	No	$ -	$ -	0.00%	0.00%
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	$ -	$ -	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	$ 636,554	$ 633,142.00	0.00%	0.00%
5	1	Engagement Opportunities for All Students	No	$ -	$ -	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 132,524	$ 129,754.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 19,372,582	$ 3,410,639	0.00%	17.61%	$ 5,409,685	0.00%	27.92%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

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

    - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - o   Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

    - o   Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    - o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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
November 2023