

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Workforce Innovation High School

CDS Code: 37679830134890

School Year: 2024-25

LEA contact information:

Lindsay Reese

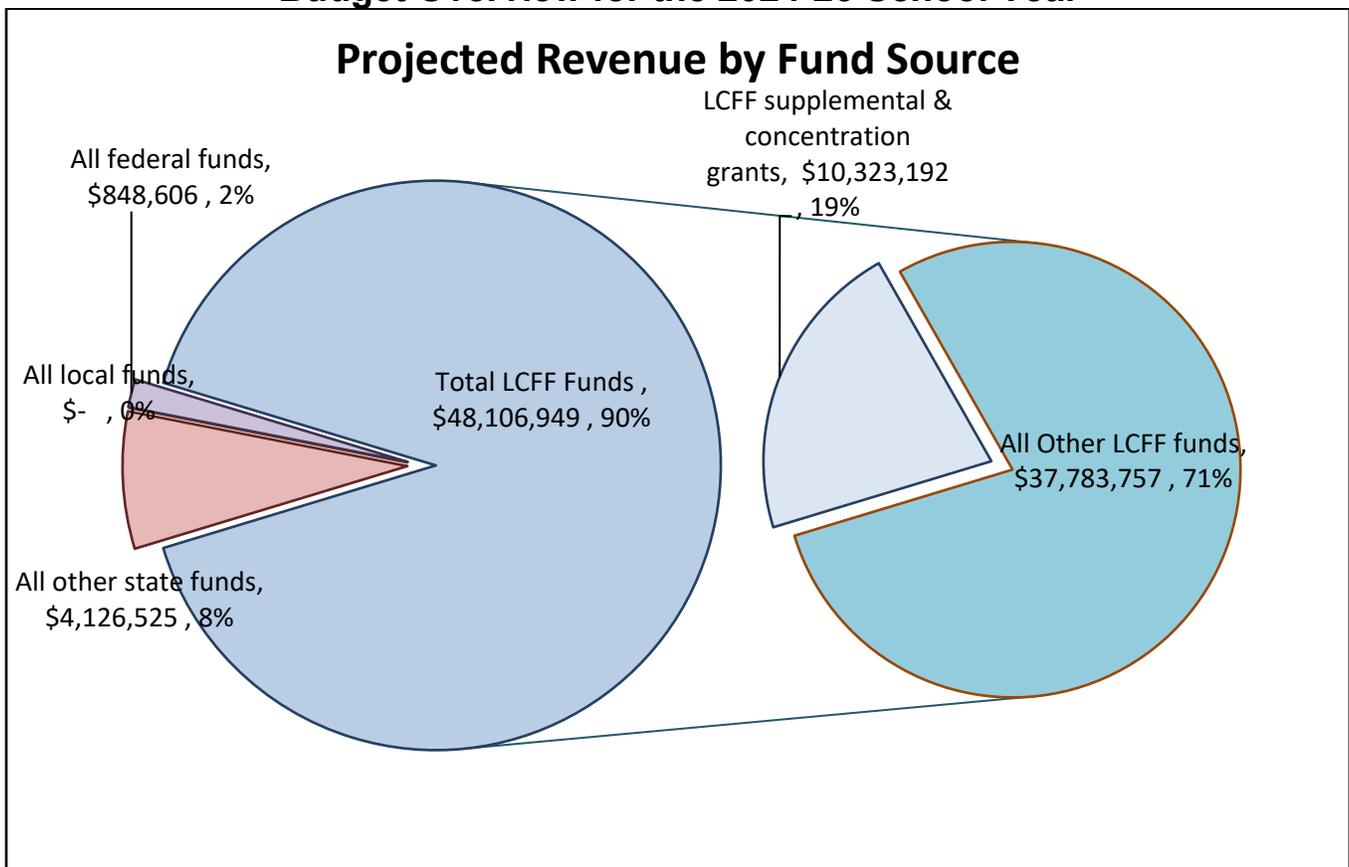
Area Superintendent

principal@innovationsandiego.org

(619) 432-4690

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

### Budget Overview for the 2024-25 School Year

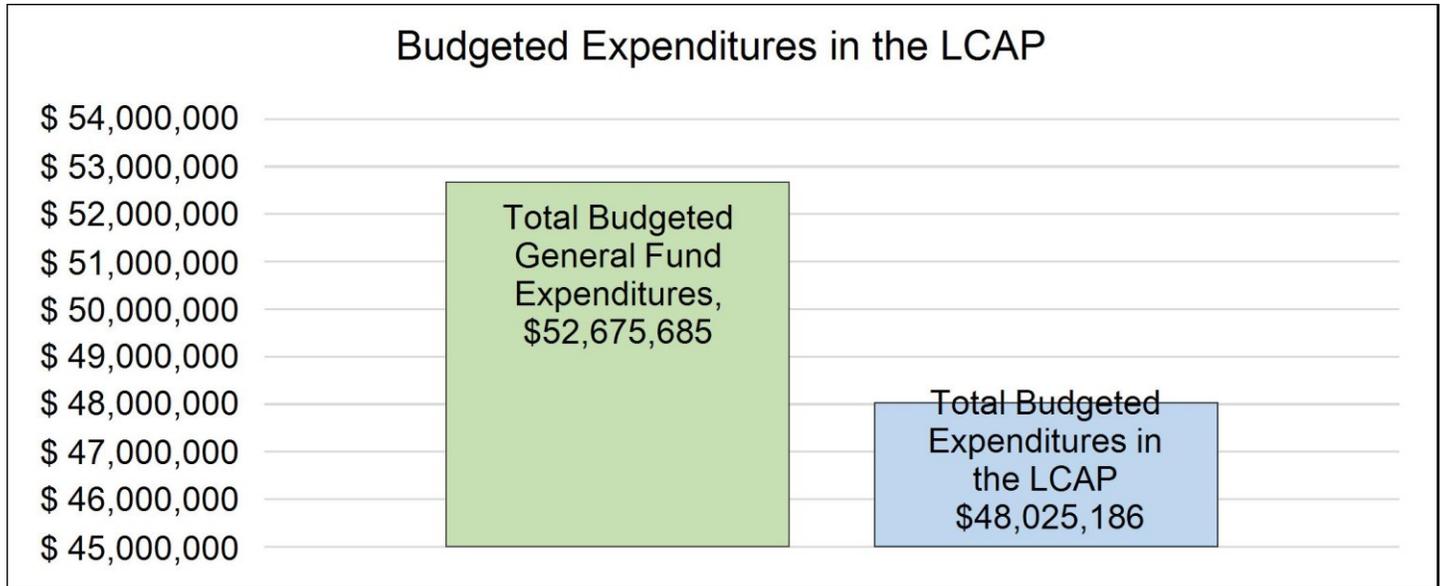


This chart shows the total general purpose revenue San Diego Workforce Innovation High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Workforce Innovation High School is \$53,082,080, of which \$48,106,949.00 is Local Control Funding Formula (LCFF), \$4,126,525 is other state funds, \$0 is local funds, and \$848,606.00 is federal funds. Of the \$48,106,949.00 in LCFF Funds, \$10,323,192.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: San Diego Workforce Innovation High School plans to spend \$52,675,685.00 for the 2024-25 school year. Of that amount, \$48,025,186.00 is tied to actions/services in the LCAP and \$4,650,499 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our independent study program implements a personalized learning experience for all students, including English learners, LTELs, low-income, foster youth, and special education students that is carefully designed to address their unique academic and social-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware, and software. Not included in the LCAP are the following:

- Audit fees
- Legal expenses
- Association fees
- Special Education expenditures
- Mandated Block expenditures
- Ancillary Grants
- A-G Completion Improvement Grant Program expenditures
- Educator Effectiveness Grant expenditures
- Arts, Music, & Instructional Material Block Grant
- Learning Recovery Emergency Block Grant
- Expanded Learning Opportunities Grant Federal expenditure
- California Community Schools Partnership Program
- Arts and Music in Schools Funding – Prop 28 and Ethnic Studies Funding

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

In 2024-25, San Diego Workforce Innovation High School is projecting it will receive \$10,323,192.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Workforce Innovation High School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Workforce Innovation High School plans to spend \$10,323,192.00 towards meeting this requirement, as described in the LCAP.

The Local Control Accountability Plan (LCAP) directs the Supplemental and Concentration funding into goals and actions designed to help high-needs students with social-emotional support, academic interventions, counseling, and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. A brief description of the LCAP is that our first goal is a focus goal and the first action is directed at helping our English learners and LTELs. Our second goal is a broad goal supporting student interest in a career or a higher education. The third goal is a maintenance of progress goal that meets the mission of our school program, which is to retain students and help them graduate. The last LCAP goal is aimed at improving our educational partner engagement, especially for our English learners, low-income and foster youth:

### Goal #1: Increase Academic Progress

- Action 1: English language learners and LTELs support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and support for students.
- Action 4: Counseling students toward graduation and materials
- Action 5: Student activities that increase learning efforts.
- Action 7: Professional Development for English learners.

### Goal #2: Students Will Gain Skills for College and Career Readiness

- Action 1: Career and college-readiness for English learners, LTELs, low-income, and foster youth students.
- Action 2: Professional development addressing English learners, LTELs, low-income, and foster youth students.
- Action 3: Technology for upgrading student programs.
- Action 4: Support for Standards-based Curriculum and Instruction

### Goal #3: Increase Student Retention

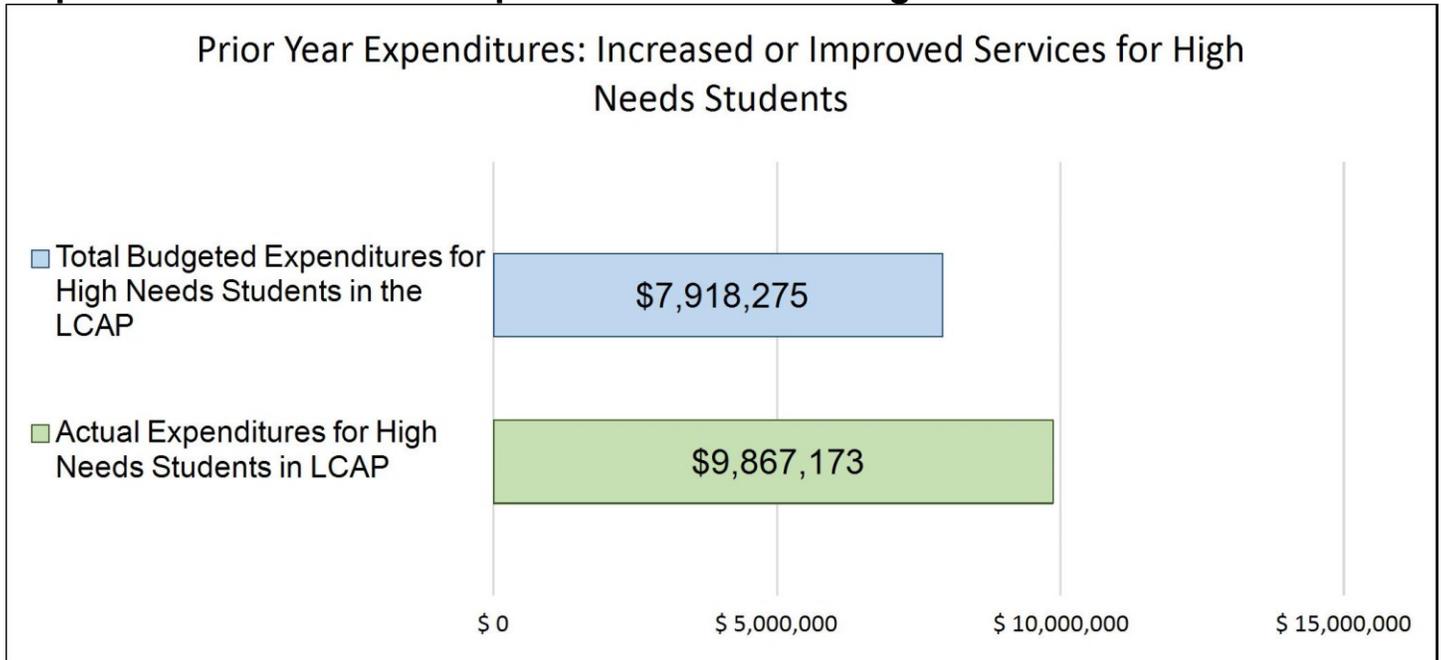
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, and foster youth students.

### Goal #4: Increase Educational Partner Engagement

- Action 1: Community/Parent Liaison and meaningful school activities.
- Action 2: Translation services and contracted services for outreach.
- Action 3: Educational partner events, personnel, and materials for engagement.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, San Diego Workforce Innovation High School's LCAP budgeted \$7,918,275.00 for planned actions to increase or improve services for high needs students. San Diego Workforce Innovation High School actually spent \$9,867,173 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Workforce Innovation High School	Lindsay Reese Area Superintendent	principal@innovationsandiego.org (619) 432-4690

# Goals and Actions

## Goal

Goal #	Description
1	<p>Increase Academic Progress:</p> <p>This is a focus goal for increasing the academic progress of all students, especially the English Language Learners, low-income, and foster youth students who struggled over the last year. In the next three years, SDWIHS will have mitigated the negative learning loss and the school will see improvements in the NWEA, EL reclassification, credit completion, and graduation rates.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are highly qualified– Priority 1	100%	92% Qualified with Full Credential  Data Year: 2021-22 LP1-7 Data Source: Internal HR Tracking	97% Qualified with Full Credential  Data Year: 2022-23 LP1-7 Data Source: Internal HR Tracking	96% Qualified with Full Credential *Only previous school year data available  Data Year: 2022-23 LP1-7 Data Source: Internal HR Tracking	100% Fully Credentialed  Data Year: 2023-24 Data Source: Internal HR Tracking
Teachers are appropriately assigned – Priority 1	100%	100% Appropriately Assigned  Data Year: 2020-21 Data Source: CalSAAS	97% Appropriately Assigned  Data Year: 2021-2022 Data Source: HR internal or CalSAAS when available	100% Appropriately assigned *Only previous school year data available  Data Year: 2022-23 LP1-7 Data Source: Internal HR Tracking	100% Teachers are appropriately assigned  Data Year: 2023-24 Data Source: CalSAAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading – Lexile Growth – local metric	1095	All: 1008 EL: 778 FY: 923 LI: 971 SWD: 821  Data Year: 2021-2022 LP1-7 Data Source: NWEA Reports on PowerBI	All: 962 EL: 686 FY: 731 LI: 927 SWD: 811  Data Year: 2022-23 LP1-7 Data Source: NWEA Reports on PowerBI	All: 974.19 EL: 758.62 FY: 955.14 LI: 946.21 SWD:831.16  Data Year: 2023-24 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1038 EL: 801 FY: 951 LI: 1000 SWD: 846  Data Year: 2023-24 Data Source: NWEA Reports on PowerBI
Mathematics - RIT now Quantile Growth – local metric	899 - Quantile	All: 853 EL: 666 FY: 704 LI: 814 SWD: 654  Data Year: 2021-2022 LP1-7 Data Source: NWEA Reports on PowerBI	All: 828.88 EL: 629 FY: 613 LI: 804 SWD: 665  Data Year: 2022-23 LP1-7 Data Source: NWEA Reports on PowerBI	All: 866.72 EL: 665.21 FY:708.03 LI: 832.73 SWD: 655.65 Data Year: 2023-24 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 879 EL: 686 FY: 725 LI: 838 SWD: 674  Data Year: 2023-24 Data Source: NWEA Reports on PowerBI
Average Credit Completion – local metric	2.23	All: 2.27 EL: 1.9 FY: 1.94 LI: 2.1 SWD: 2.03  Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI as of 1/28/2022	All: 2.54 EL: 2.1459 FY: 2. LI: 2.44 SWD: 2.61  Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI as of 1/28/2023	All: 2.91 EL: 2.42 FY: 2.77 LI: 2.81 SWD: 2.95  Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0  Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassify - Priority 4	5%	6% Data Year: 2021-22 Data Source: Internal Calculation	6% Data Year: 2022-23 Data Source: Internal Calculation	9.0% Data Year: 2023-24 LP1-7 Data Source: Internal Calculation	8.6% State Average Data Year: 2023-24 LP1-7 Data Source: Internal Calculation
EL Annual Progress on ELPAC – Priority 4	Postponed	ELPAC Level Scores: Level 1: 18.56% Level 2: 37.11% Level 3: 35.05% Level 4: 9.28% Data Year: 2021 Data Source: ELPAC, CA Dashboard	ELPAC results show 40.7% making progress Data Year: 2022 Data Source: ELPAC, CA Dashboard	43.6% ELPI Yellow Data Year: 2023 Data Source: ELPAC, CA Dashboard	Moderate Growth Data Year: 2023-24 Data Source: CA Dashboard
DASS 1 Year Graduation Cohort Rate - Priority 5	2019 - 70%	All: 79.3% EL: 71.4% FY: ** LI: 77.3% SWD: 75% Homeless: 91.5% AA: 88.2% H/L: 75.9% WH: 86.1% Data Year: 2021 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small student count.	All: 90.9% EL: 85.5% FY: ** LI: 91.6% SWD: 93.2% Homeless: 92.5% AA: 95.2% H/L: 88.4% WH: 95.3% Data Year: 2022 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small student count.	All: 78.4% EL: 74.1% FY: ** LI: 77.9% SWD: 86.5% Homeless: 75% AA: 69.2% AS: ** H/L: 78.2% WH: 80.6% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 85% EL: 85% FY: 85% LI: 85% SWD: 85% Homeless: 85% AA: 85% H/L: 85% WH: 85% Data Year: 2023-24 Data Source: CA Dashboard – DASS Graduation Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## 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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress in meeting the following goal: Increase academic progress.

Action 1.1: English Learners support staff, interventions, and materials.

Implementation Status: 4 - Full Implementation

SDWIHS has found that English Language Learner students need additional support and scaffolds to be successful. SDWIHS will address this need by providing an ELL paraprofessional or other trained bilingual support staff such as ELL tutors, ELD Leads, and ELD Small Group Instructors. In addition, supplementary materials for the ELD program will be provided as needed. Students will receive individualized support based on their specific English Language proficiency level. SDWIHS uses an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing the designated and integrated ELD program is an integral part of the comprehensive program for every English Language Learner. No substantive difference in the planned action compared to the actual implementation.

Actions 1.2: All academic interventions and program materials.

Implementation Status: 4 - Full Implementation

Around 90% of SDWIHS students have completed the fall NWEA Assessment in Reading and Math. These scores will help determine what intervention courses a student may need in the areas of ELA and Math. Intervention courses are offered one-on-one, independently, as a small group instruction course, and with a tutor for support. Intervention support and courses have been initial implementation. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and support for students.

Implementation Status: 4 - Full Implementation

SDWIHS's Comprehensive Support and Improvement Plan aims to increase the number of students who participate in tutoring. The CSI PLC Team meets every Learning Period to review the tutoring data and provide the administrative team with ways to implement and monitor the CSI Plan. In October, the CSI PLC Team developed a SMART Goal to increase the percentage of unique students tutored each Learning Period. The target is to increase participation in tutoring by 5% for each LP. The data is shared with educational partners during staff and

PAC/ELAC meetings. The goal of the CSI PLC Team is to increase credit completion and graduation rates. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.

Implementation Status: 4 - Full Implementation

The counselors are in constant contact with students. During a student's senior year, the counselors work with each student to complete their FAFSA, determine their post-secondary goals, and apply for college. Counselors collaborate with the staff to provide social-emotional support, college/career field trips and speakers, including post-secondary planning. The counselors work closely with SDCOE's Foster Youth Services Coordinating Programs and Homeless Education Services to provide additional support for SDWIHS's students. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Student activities that increase learning efforts.

Implementation Status: 4 - Full Implementation

SDWIHS students are recognized for their efforts in a variety of ways that are meaningful to them. Students are recognized during award nights, school celebrations, field trips, and enrichment experiences. The school has witnessed how these events can inspire students to continue to be productive and strive to accelerate their learning. SDWIHS believes this action positively impacted work completion and increased graduation rates. No substantive difference in the planned action compared to the actual implementation.

Action 1.6: Teachers and staff are qualified and appropriately assigned.

Implementation Status: 4 - Full Implementation

SDWIHS strives to hire fully credentialed teachers, and staff are monitored to ensure no misassignments. There are no teacher vacancies. New teachers go through an onboarding process where they are assigned a mentor teacher who continues to work with them throughout the year to provide support and guidance. No substantive difference in the planned action compared to the actual implementation.

Action 1.7: Title 1 - Intervention programs and personnel to support students.

Implementation Status: 4 - Full Implementation

The Title I Schoolwide program currently serves all students who are low-performing in reading. The English Department supports students who need to improve on the NWEA Assessment in Reading. Intervention courses are provided one-on-one, independently, as a small group instruction course, and with a tutor for support. All courses provide students with scaffolding, writing strategies, and individual support. No substantive difference in the planned action compared to the actual implementation.

Action 1.8: Professional Development for English Learners.

Implementation Status: 4 - Full Implementation

Professional development for supporting English Language Learners is ongoing. Staff attend professional learning through the California Association for Bilingual Educators. During staff meetings, the EL Department provides workshops on scaffolding the curriculum and SDAIE strategies. The conferences and workshops ensure all students are provided with support and services to succeed with the curriculum. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school was able to implement the actions in this goal and there was no substantive difference in planned actions and actual implementation of these actions. Our school was able to provide a rigorous academic program to students with strong built-in support for intervention. Education staff received targeted training in Professional Learning Communities, literacy across all subjects, and curriculum updates. Essential academic interventions were implemented for the students with the highest needs, including intervention programs and additional tutoring support. Tutors and paraprofessionals provided on-site and virtual support to students to improve their credit completion efforts.

Overall Challenges: Our school was challenged, at times, to get students to attend ongoing appointments twice per week to raise the credit completion rate. SDWIHS was challenged by supporting students with trauma, and social-emotional concerns while returning to a hybrid learning model.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services because actual expenditures were approximately the same as budgeted expenditures and principally directed toward our English Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2023-2024 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds used to support actions in Action 1.7 for interventions were also fully expended.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal: To support the progress in meeting the goal to improve student academic achievement.

Action 1.1: English Learners support staff, interventions, and materials.

Effectiveness of Action: 2 - Somewhat Effective

Metrics: English Learner Progress Indicator and Reclassification Rate

Analysis Statement: As noted in the metric section above, our ELPI status was yellow at 43.6% with growth from the previous year, and our reclassification rate increased by 3 points to 9% which is above the state average. Our NWEA scores for the EL student group increased by +72 points in reading and exceeded our desired outcome. Based on a local needs assessment, SDWIHS has found that English Language Learner students need additional support and scaffolds to be successful. SDWIHS will address this need by providing an ELL

paraprofessional or other trained bilingual support staff such as ELL tutors, ELD Leads, and ELD Small Group Instructors and this adjustment will improve the English Learner's progress. In addition, supplementary materials for the ELD program were provided as needed. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 1.2: All academic interventions and program materials.

Effectiveness of Action: 2 - Somewhat Effective

Metric: NWEA MAP

Analysis Statement: As noted in the metric section above, our NWEA scores increased +12 points in Reading and +38 points in Math. We believe that the targeted intervention courses have had a positive impact on our students because they have a strengths-based approach to learning and there is a correlation between intervention and increased academic outcomes. We expect progress to be sustained or increased as a result of this effective intervention, specifically in Reading. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 1.3: Tutoring and supports for students.

Effectiveness of Action: 2 - Somewhat Effective

Metric: Credit Completion Rate

Analysis Statement: As noted in the metric section above, our credit completion rate increased by +0.68 points, compared to the baseline. Although we grew, our target was 4.0 in three years. Our collaborative CSI/DA Team continues to support and implement our SMART Goal to increase credit completion through intensive tutoring. We believe that by working as a Professional Learning Community and increasing our whole-school approach, more gains will be made in the future. We know that students who receive tutoring earn about 1-3 points more per Learning Period than those who don't receive tutoring. To address this need, tutoring support for credit-deficient English Learners, low-income, and foster youth students will increase to help the speed at which the students finish their courses. Local and virtual tutors are actively engaged in reaching out to English Language Learners, low-income, and foster youth students. Tutors deliver a critical level of support that has been successful in helping address academic gaps effectively and improve student performance. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 1.4: Counseling students towards graduation and materials.

Effectiveness of Action: 2 - Somewhat Effective

Metric: DASS 1-Year Graduation Rate

Analysis Statement: As noted in the metric section above, our one-year graduation rate shows our students are completing our program at 78.4% which is a +8.4 point increase from our baseline but not at our desired outcome of 85%. To address this need, counselors will connect with students, effectively monitor, and guide students to achieve their graduation goals. Our admin team believes that the strategies in this action have been effective and we will continue to implement them with fidelity. Because of the feedback from counselors and students, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 1.5: Student activities that increase learning efforts.

Effectiveness of Action: 2 - Somewhat Effective

Metric: Credit Completion Rate

Analysis Statement: As noted in the metric section above, our credit completion shows an increase of 0.68 from the baseline to 2.91. Our target outcome was to average 4.0 by 2024, which was not achieved. We believe that we can continue to see improved performance by ensuring that there is a comprehensive recognition program that has the buy-in from all staff and students. We plan to work as a team to more effectively monitor what works to inspire students to attain greater levels of credit completion and the correlation between that and meaningful enrichment activities. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 1.6: Teachers and staff are qualified and appropriately assigned.

Effectiveness of Action: 3 - Effective

Metric: Highly Qualified with Full Teaching Credential

Analysis Statement: As noted in the metric section above, our teachers are highly qualified and appropriately assigned. We believe that it's important to have staff that are appropriately assigned and who are fully qualified. Our admin team believes that the strategies in this action have been effective and we will continue to implement them with fidelity. Because of the feedback from admin and teachers, we will continue this action into the new three-year cycle.

Action 1.7: Title 1 - Intervention programs and personnel to support students.

Effectiveness of Action: 2 - Somewhat Effective

Metric: NWEA

Analysis Statement: As noted in the metric section above, our NWEA scores increased in Reading and Math, with individual student gains expected in their individual learning plans. We believe that it's important to have effective interventions for our low performing students. Our admin team believes that the strategies in this action have been effective and we will continue to implement them with fidelity. Because of the feedback from admin and teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 1.8: Professional Development for English Learners.

Effectiveness of Action: 2 - Somewhat Effective

Metric: English Learner Progress Indicator

Analysis Statement: As noted in the metric section above, our reclassification rate did decrease by 3 points to 9% and it was below the expected outcome of 8.6%. Our ELPI was yellow at 43.6% which was a +2.9% increase from the previous year. In our collaborative needs assessment, we determined the need for a professional learning community task force to engage in how to effectively increase student performance in this area. We believe that additional professional development could help with implementation and increase scores. Additionally, we believe that there is a correlation between effectively trained professionals and their impact on student success. To stay above the state average for the English Language Learners' reclassification rate and to make moderate growth on the ELPI, SDWIHS will need additional support from certificated and classified staff who employ effective strategies that will help improve a student's ELPAC scores. To address this need, ELL students will be served by trained support personnel such as ELL paraprofessionals/tutors, ELD Leads, and ELD Small Group Instructors. In addition, supplementary materials for the ELD program will be provided as needed. Staff training may include developing an ELL Tool Kit, implementing effective ELL strategies using Sheltered Instruction Observational Protocol (SIOP), and scaffolding strategies such as modeling, building schema, and contextualization. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

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.

Action 1.1: English Learners support staff, interventions, and materials.

This action did not have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS identified that the ineffectiveness of this action was due to students not being placed in intervention programs and the need for Small Group Instruction Courses. SDWIHS will adjust the design of the action to ensure that English Language learners experience increased success in the upcoming three-year LCAP cycle. This change includes adding an EL paraprofessional to the SGI class to ensure that English Learners and LTELs have quality trained support in their program.

Action 1.2: All academic interventions and program materials.

This action did not have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our PAC/ELAC and student feedback, SDWIHS will continue to take action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS identified that student participation in the NWEA needs to be 95% or higher, and 60% of students will meet their annual growth target. The ineffectiveness of this action was due to students not being placed in intervention programs and the need for Small Group Instruction Courses. Student NWEA performance will be used to place students in courses, and students will be tested twice per year to monitor growth. These modifications will ensure that Differentiated Assistance low performing subgroups on the ELA and Math are being supported in their coursework, graduating students are able to complete their courses to graduate, and students will be able to meet their post-secondary goals.

Action 1.3: Tutoring and supports for students.

This action did not have the intended outcome based on the associated metrics described in prompt 3. Due to educational partner feedback from our PAC/ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS implemented a detailed PLC plan to focus on students who are 30 credits or less from graduating for CSI and teacher referrals for students. In addition, we identified that the reason for the low effectiveness of this action was due to too few students participating in tutoring to raise the average credit completion of the All student group. We know that students who participate in tutoring earn 1-3 more credits than those who don't during a learning period. SDWIHS will adjust the design of the action to ensure all unduplicated students have increased success in the upcoming three-year LCAP cycle.

Action 1.4: Counseling students towards graduation and materials.

This action did not have the intended outcome based on the associated metrics described in prompt 3. Due to educational partner feedback from our PAC/ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS implemented a detailed PLC plan to focus on students who are 30 credits or less from graduating for CSI and teacher referrals for students. Data is pulled monthly to track the success rate of seniors and their credit completion. As a collaborative team, all staff work with their underperforming students to provide additional supports and resources to help support their

learning efforts. SDWIHS will adjust the design of the action to ensure all unduplicated students have increased success in the upcoming three-year LCAP cycle.

Action 1.5: Student activities that increase learning efforts.

This action did not have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and needs assessment of the current action, we identified that the reason for the low effectiveness of this action was due to a weak link between enrichment activities and increased credit completion. We know that we need to learn more about what inspires students to earn 4 credits each learning period. We will adjust the design of the action to ensure that we realize an increase in credit completion in the upcoming three-year cycle. This change could include more carefully monitoring the effectiveness of the strategies in this action and sharing best practices.

Action 1.7: Title 1 - Intervention programs and personnel to support students.

This action did not have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our PAC/ELAC and student feedback, SDWIHS will continue to take action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS identified that student participation in the NWEA needs to be 95% or higher, and 60% of students will meet their annual growth target. The ineffectiveness of this action was due to students not being placed in intervention programs and the need for Small Group Instruction Courses.

Action 1.8: Professional Development for English Learners.

This action did not have the intended outcome based on the associated metrics described in prompt 3. Due to educational partner feedback from our ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS identified that the ineffectiveness of this action was due to a lack of training. SDWIHS will adjust the design of the action to ensure that English Language learners experience increased success in the upcoming three-year LCAP cycle. This change includes adding EL training to ensure that English Learners have quality instruction in their program.

The following action did have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our PAC/ELAC, staff, and student feedback, we will continue to offer the action. Based on a collaborative evaluation of the current action, we believe this action was effective:

Action 1.6: Teachers and staff are qualified and appropriately assigned.

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

# Goals and Actions

## Goal

Goal #	Description
2	<p>Students will Gain Skills for College and Career-Readiness:</p> <p>This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English Language Learners, and foster youth students.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards–aligned materials – Priority 1	100%	100% Data Year: 2021-22 Data Source: Dashboard Fall 2021	100% Data Year: 2022-23 Data Source: Dashboard Fall 2022	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Implement state academic standards and EL access – Priority 2	3.72 out of 5.0	3.98 out of 5.0 Data Year: 2021-22 Data Source: Dashboard Fall 2021	3.98 out of 5.0 Data Year: 2022-23 Data Source: Dashboard Fall 2022	4.80 out of 5.0 Data Year: 2023-24 Data Source: Dashboard Fall 2023	5.0 Full Implementation & Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024
Statewide Assessments: * English Language Arts – Priority 4	Statewide Assessments: English Language Arts - Baseline is 2021	Statewide Assessments: English Language Arts			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
* Mathematics – Priority 4 * Science – Priority 4	CAASPP percentage meeting/exceeding shown in Year 1 Outcome  Mathematics - Baseline is 2021 CAASPP percentage meeting/exceeding shown in Year 1 Outcome  Science - Baseline is 2021 CAASPP percentage meeting/exceeding shown in Year 1 Outcome	All: 31% EL: 4% FY: ** LI: 29% SWD: 14% Homeless: 42% AA: 23% H/L: 29% WH: 41%  Mathematics All: 9% EL: 0% FY: ** LI: 8% SWD: 4% Homeless: 16% AA: 0% H/L: 8% WH: 13%  Science All: 17% EL: 0% FY: ** LI: 16% SWD: 4% Homeless: ** AA: ** H/L: 12% WH: 25%  Data Year: 2021 Data Source: SARC and PowerBI CAASPP Results	All: 29% EL: 7% FY: ** LI: 27% SWD: 5% Homeless: 18% AA: 33% H/L: 28% WH: 33%  Mathematics All: 7% EL: 1% FY: ** LI: 6% SWD: 1% Homeless: 0% AA: 7% H/L: 7% WH: 5%  Science All: 14% EL: 15% FY: ** LI: 11% SWD: 0% Homeless: ** AA: 0% H/L: 13% WH: 23%  Data Year: 2022 Data Source: SARC and PowerBI CAASPP Results	All: 20% EL: 2% FY: ** LI: 21% SWD: 16% Homeless: 13% AA: 23% AS: 25% H/L: 18% WH: 26%  Mathematics All: 6% EL: 4% FY: ** LI: 5% SWD: 2% Homeless: 0% AA: 0% AS: ** H/L: 7% WH: 3%  Science All: 16% EL: 7% FY: ** LI: 14% SWD: 7% Homeless: ** AA: ** AS: ** H/L: 14%	All: 32% EL: 5% FY: ** LI: 30% SWD: 15% Homeless: 43% AA: 24% H/L: 30% WH: 42%  Mathematics All: 10% EL: 1% FY: ** LI: 9% SWD: 5% Homeless: 17% AA: 1% H/L: 9% WH: 14%  Science All: 18% EL: 1% FY: ** LI: 15% SWD: 4% Homeless: ** AA: ** H/L: 13% WH: 26%  Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		**Data suppressed due to small student count	**Data suppressed due to small student count	WH: 29% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	**Data suppressed due to small student count
Participants in career-ready courses – Priority 8 local metric	Career Technical Education – 58 Professional Skills - 1645	Career Technical Education – 38 Professional Skills – 806  Data Year: 2021-22 Data Source: Internal PowerBI	Career Technical Education – 90 Professional Skills – 784  Data Year: 2022-23 Data Source: Internal PowerBI	CTE – 150 JAG – 661 Pro Skills - 635  Data Year: 2023-24 LP 1-7 Data Source: Internal PowerBI	Career Technical Education – 60 Increase students in career-ready courses each year to 1699  Data Year: 2023-24 Data Source: Internal PowerBI
Percentage of CTE course and pathway completers – Priority 4	48.42% – CTE Course Completion & 1.14% - CTE Pathway graduate completer rate	30.77% - CTE Course completer rate  Data Year: 2021-22 Data Source: Internal PowerBI  1.2% – CTE Pathway graduate completer rate  Data Year: 2020-21 Data Source: CDE DataQuest	51.91% - CTE Course completer rate  Data Year: 2022-23 Data Source: Internal PowerBI  0% – CTE Pathway graduate completer rate  Data Year: 2021-22 Data Source: CDE DataQuest	44.34% CTE course completion rate  Data Year: 2023-24 Data Source: Internal PowerBI  1.3% CTE pathway completer rate  Data Year: 2022-23 Data Source: CDE DataQuest	55.5% – CTE Course Completion  Data Year: 2023-24 Data Source: Internal PowerBI  2.7% – CTE Pathway graduate completer rate  Data Year: 2023-24 Data Source: CDE DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to broad range of courses – Priority 7	100%	100%  Data Year: 2021-22 Data Source: Dashboard Fall 2021	100%  Data Year: 2021-22 Data Source: Dashboard Fall 2022	100%  Data Year: 2023-24 Data Source: Dashboard Fall 2023	100% of students have access to broad range of courses.  Data Year: 2023-24 Data Source: CA Dashboard 2024
Graduates complete A-G courses and CTE pathway completers with A-G – Priority 4	2.15% NA	2.1% - Graduates completing A-G 0% - Graduates completing CTE pathway and A-G  Data Year: 2020-21 Data Source: CDE DataQuest	3.72% - Graduates completing A-G  0% - Graduates completing CTE pathway and A-G  Data Year: 2021-22 Data Source: CDE DataQuest	1.9% Seniors completing A-G courses 0.1% Seniors completing CTE and A-G  Data Year: 2022-2023 Data Source: CDE DataQuest	3.6% of graduates with A-G completion 1.5% A-G and CTE completion by graduates  Data Year: 2023-24 Data Source: CDE DataQuest
CA Dashboard English Language Arts and Mathematics Status	Suspended	Suspended	ELA - very low Math - very low  Data Year: 2021-22 Data Source: Dashboard Fall 2022	ELA - Declined 20.6 Pts, Red Math - Declined 17.2 Pts, Red  Data Year: 2022-23 Data Source: Dashboard Fall 2023	ELA status will improve by 1 level. Math status will improve by 1 level.  Data Year: 2023-24 Data Source: CA Dashboard 2024

## 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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.

Implementation Status: 4 - Full Implementation

Students complete CTE pathways and courses in Child Development, Business Management, Food Service and Hospitality, Information Support and Services, Operations, Patient Care, and Performing Arts. The A-G registrar works closely with the site to determine who is close to completion. In addition, students are assigned A-G courses on their annual course plan. No substantive difference in the planned action compared to the actual implementation.

Action 2.2: Professional development addressing English Learners, low income, and foster youth students.

Implementation Status: 4 - Full Implementation

The professional learning for English Learners, low-income, foster, and homeless youth has been two-fold. Staff have attended conferences, and the staff have been provided professional development during workshops. The EL Department has participated in CAFE workshops and conferences, and the counselors routinely attend workshops and work closely with SDCOE's Foster Youth Services Coordinating Programs and Homeless Education Services. In addition, the counselors attend the ASCA Conference, which provides additional ways of supporting students with social-emotional support. The Data Regional Instructional Specialist meets with each point of contact to review and train how to run the ELPAC assessment and other state assessments. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.

Implementation Status: 5 - Full Implementation and Sustainability

SDWIHS provides hotspots and computers for every student who needs one to complete their coursework. A laptop and hotspot ensure all students can receive their online materials and communicate with their teacher. Chromebooks and hotspots are ordered as new students enroll to meet the site's needs. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction

Implementation Status: 5 - Full Implementation and Sustainability

Each curriculum department works together to improve the quality of the standards-based curriculum. The departments work together to provide coaching and implementation support. The staff can attend conferences to further their pedagogy. Some staff attended the PLC conference in the fall. By following the PLC protocol, departments have developed SMART Goals to increase student achievement, credit completion, and tutor engagement. No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program.

Implementation Status: 5 - Full Implementation and Sustainability

The Regional Instruction Specialist works with teachers and site administrators to determine schoolwide professional learning. The school decides if the curriculum needs revision and what new courses must be developed. New textbooks and supplemental materials are available to teachers and students. In addition to textbooks and supplementary materials, teachers use manipulatives to teach the curriculum. No students are lacking materials. No substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and Secure Facilities

Implementation Status: 5 - Full Implementation and Sustainability

The facilities department uses the Facility Inspection Tool (FIT) and reports their findings. This year the facility earned an overall rating of exemplary. Our site is trained by our Director of Safety and Security on an annual basis. We also have a safety coordinator on site who completes monthly safety checks, ensuring that our site is secure. Additionally, all staff members complete annual training modules on safety and security. No substantive difference in the planned action compared to the actual implementation

Overall Successes: Our school was able to successfully implement the actions for our goals without any substantive differences. SDWIHS implemented the actions for career and college-readiness through standards-based coursework, and supplemental learning activities for English Language Learners, low-income, and foster youth student groups. Technology upgrades and support for student connectivity and programs continued to be a priority. In addition, SDWIHS built the teacher and staff capacity by offering professional learning activities, workshops from the Regional Instructional Specialist, virtual workshops, and by attending conferences.

Overall Challenges: Our school is challenged by CTE courses and pathway completion. In addition, A-G completion needs improvement. We provide intervention courses for our students who are below grade level and then assist them in meeting their career or college interests. Students have access to the college and career activities the school counselors and community members presented.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2023-2024 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.

Effectiveness of Action: 2 - Somewhat Effective

Metrics: Work Readiness and CTE courses, CTE and A-G.

Analysis Statement: As noted in the metric section above, our Work Readiness and CTE data shows 150 students enrolling in Pro Skills, 661 students enrolled in JAG courses, and 635 in CTE courses. When compared to the baseline, we fluctuated in our Professional Skills participation and decreased in year 3. As compared to our baseline, we almost tripled our CTE participation to 150 and exceeded our desired outcome. Although we grew in career readiness, college readiness as measured by A-G completion decreased to + 1.9%, there is still much work to be achieved in this area. SDWIHS considers local employment opportunities and student interests to help guide students in their coursework. Support personnel, partnerships, and materials are essential to implement the curriculum for students. SDWIHS has witnessed many of the students be successful in these programs. Our collaborative team of administrators and our CSI/DA Team have done the needs assessment with school data and will be increasing the counselor's capacity to support these courses for our students. We believe that by working as a Professional Learning Community and increasing our whole-school approach, more gains will be made in the future. We know that students who participate in the CTE programs and Pro skills have a better capacity to perform in the real world. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 2.2: Professional development addressing English Learners, low income and foster youth students.

Effectiveness of Action: 2 - Somewhat Effective

Metrics: CAASPP for English Language Arts and Math.

Analysis Statement: As noted in the metric section above, our CAASPP scores show that our 11th-grade students were 20% proficient in ELA which is lower than the previous year, and decreased to 6% in Mathematics. The Science scores increased to 16%. Our expected outcomes were not met this year for ELA, Math, and Science. Our collaborative team of administrators and our CSI/DA team have done a needs assessment with school data and will be working as a Professional Learning Community to better monitor the student's preparation for the CAASPP. We know that the exam has its challenges for students who are below grade-level, and that preparation plays a part in students feeling prepared and being ready to take the exam. The professional development of staff will still be central to this action because highly effective staff helps improve student performance. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 2.3: Technology Access and Support.

Effectiveness of Action: 3 - Effective

Metric: 100% of students offered Chromebook and hotspot upon enrollment.

Analysis Statement: As noted in the metric section above, all English Language Learners, low-income, and foster youth students will have 100% access to the curriculum and instructional support, including access to effective technology platforms and support programs. Teachers and staff continually support students' access to technology and provide training and materials to close gaps. SDWIHS has seen this action be effective with the students during the last year. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. Our admin team and teachers believe that the strategies in this action have been effective, and we will continue to monitor and provide access to technology for all our students. Because of the feedback from admin and teachers, we will continue this action into the new three-year cycle.

Action 2.4: Support for Standards-based Curriculum and Instruction.

Effectiveness of Action: 2 - Somewhat Effective

Metric: CDE Standards Implementation Rubric.

Analysis Statement: As noted in the metric section above, our high-quality standards-based curriculum continues to be fully implemented. We are currently at 4.80, which is full implementation of CA Standards. However, we are not at 5.0, which is full implementation and sustainability. Our teachers and administration work collaboratively to consistently improve the quality of our curriculum and its implementation. To address this, SDWIHS will continue to collaborate and develop a high-quality, personalized curriculum to support the needs of each student. Each year we have increased, but we did not reach sustainability in all categories. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 2.5: Educational materials for an effective program.

Effectiveness of Action: 3 - Effective

Metric: Regional Monitoring by Instructional Specialists

Analysis Statement: As noted in the metric section above, all of our sites have adequate materials and are constantly being monitored by regional instructional specialists. Each year the school takes inventory of its materials to make sure that they are current, and we continually purchase state-adopted texts and supplemental materials. Teachers have a variety of educational materials and manipulatives to support reading, writing, and math. Teachers and administration agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

Action 2.6: Safe and Secure Facilities.

Effectiveness of Action: 3 - Effective

Metric: Facilities Inspection Tool (FIT)

Analysis Statement: As noted in the metric section above, our Facility Inspection Tool showed that all the areas earned an exemplary rating. Additionally, our school has a Director of Safety and Security who makes sure that we comply with our safety plan. The school survey also shows that nearly all our students and teachers feel safe. Our school staff and parents agree that this is an important action to continue. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

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.

Action 2.1: Career and college-readiness for English Learners, low-income, and foster youth students.

This action did not have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our PAC/ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS identified the ineffectiveness of course placement. We will adjust the design of the action to ensure that all of our students experience increased success in the upcoming three-year LCAP cycle. Adjustments include increasing the marketing CTE pathways options, assigning proper A-G courses, and assigning CTE courses that align with a students post-secondary plans.

Action 2.2: Professional development addressing English Learners, low-income and foster youth students.

This action did not have the intended outcome based on the associated metrics described in prompt 3. Due to educational partner feedback from the ELAC and student feedback, SDWIHS will continue to take action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS identified that the ineffectiveness of this action was due to a lack of training. SDWIHS will adjust the design of the action to ensure that all students experience increased success in the upcoming three-year LCAP cycle. This change includes adding a more robust preparation program prior to taking the CAASPP.

Action 2.4: Support for Standards-based Curriculum and Instruction.

This action did not have the intended outcome based on the associated metrics described in prompt 3. Due to educational partner feedback from the PAC/ELAC and student feedback, SDWIHS will continue to take action. Based on a collaborative evaluation and professional needs assessment of the current action, SDWIHS identified that the reason for the ineffectiveness of this action was due to VAPA coursework. SDWIHS adjusted the action design to ensure that VAPA coursework is increased, developed, and implemented for success in the upcoming three-year LCAP cycle.

The following actions did have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our PAC/ELAC, staff, and student feedback, we will continue to offer the action. Based on a collaborative evaluation of the current action, we believe these actions were effective:

Action 2.3: Technology Access and Support.

Action 2.5: Educational materials for an effective program.

Action 2.6: Safe and Secure Facilities.

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

# Goals and Actions

## Goal

Goal #	Description
3	<p>Increase Student Retention:</p> <p>This is a maintenance goal for student retention. It was developed to address disengaged students and support the student to graduate. The school has a safe, welcoming environment, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success Rate – local metric: graduation, retention, rematriculate	90.0%	87% - All Student Group Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI	90% - All Student Group Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI	All: 90.63% Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI	Success Rate – maintain 80% or higher Data Year: 2023-24 Data Source: Internal PowerBI
School Facilities rating – Priority 1	Good Condition	All facilities met Exemplary Condition Data Year: 2021-22 Data Source: Dashboard Fall 2021	All facilities met Exemplary Condition Data Year: 2022-23 Data Source: Dashboard Fall 2022	Exemplary Data Year: 2023-24 Data Source: Dashboard Fall 2023	Exemplary Condition Data Year: 2023-24 Data Source: Dashboard Fall 2024
Retention rate – local metric	82.3%	74.4% - All Student Group	81.3% - All Student Group	All: 84.67%	Retention rate – 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI	Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI	Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI	Data Year: 2023-24 Data Source: Internal PowerBI
Attendance rate – Priority 5	88.03%	85.1% - All Student Group  Data Year: 2021-22 LP1-7 Data Source: Internal SIS	91.8% - All Student Group  Data Year: 2022-23 LP1-7 Data Source: Internal SIS	All: 92.33%  Data Year: 2023-24 LP1-7 Data Source: Internal SIS	Attendance rate – 85% or higher  Data Year: 2023-24 Data Source: Internal PowerBI
Non-completer rate(dropout) – local metric	9.0%	11.7% - All Student Group  Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI	9.4% - All Student Group  Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI	All: 8.91%  Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI	Non-completer rate (dropout) – less than 10%  Data Year: 2023-24 Data Source: Internal PowerBI
Suspension rate – Priority 6	0%	0% - All Student Group  Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI and Dashboard 2021	0% - All Student Group  Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI and Dashboard 2022	All: 0%  Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI and Dashboard 2023	0% Suspension rate – low rate  Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate – Priority 6	0%	0% - All Student Group  Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI and Dashboard 2021	0% - All Student Group  Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI and Dashboard 2022	All: 0%  Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI and Dashboard 2023	0% Expulsion rate – low rate  Data Year: 2023-24 Data Source: Dashboard Fall 2024

## 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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress in meeting the following goal: Increase Student Retention.

### Action 3.1: Student Retention

Implementation Status: 5 - Fully Implemented and Sustainability

Our entire school focuses on retention as a measurement of success. Our Student Retention Support (SRS) team consistently supports students in tiers of engagement by making calls, texting, emailing, and collaborating with all staff to identify and remove barriers that may impact a student’s attendance and participation. Data and Design is an online platform used to communicate with students and families. SRS’s work diligently to close gaps in communication between student/family and teaching staff. This often calls for home visits in an attempt to connect and encourage students to attend their weekly synchronous instruction appointments, as well as complete their coursework. No substantive difference in the planned action compared to the actual implementation.

### Action 3.2: Social and Emotional Supports

Implementation Status: 5 - Fully Implemented and Sustainability

The school has social-emotional programs to help each student succeed. For example, SDWIHS offers the HOPE program for pregnant and parenting students. The HOPE program allows students to bring their children on campus to work in a safe environment on their schoolwork

or attend child-centered workshops. In addition, the mother/father can get much-needed resources such as diapers and baby formula. Programs and staff such as TREC, counseling, social workers, professional development, and special programs such as yoga positively impact the students. No substantive difference in the planned action compared to the actual implementation.

#### Action 3.3: Access to Transportation

Implementation Status: 5 - Fully Implemented and Sustainability

Providing transportation to students positively impacts their attendance and credit completion. Students are provided with daily and monthly bus passes. These passes are used to attend school and return home from school. No substantive difference in the planned action compared to the actual implementation.

#### Action 3.4: Access to Nutrition

Implementation Status: 5 - Fully Implemented and Sustainability

Students receive nutrition at the school daily. Providing students with daily nutrition ensures all students are ready to work and receive instruction. All students have access to quality nutrition, food services, and alternative ways of delivering meals to homes if needed. Providing food helps students remain connected to the school. No substantive difference in the planned action compared to the actual implementation.

#### Action 3.5: Title 1 – Helping Homeless

Implementation Status: 5 - Fully Implemented and Sustainability

SDWIHS provided the following services to help 100% of homeless students: transcript evaluation to see if they qualify for AB1806, connected with outside resources for food, and other essential items our homeless students may need.. All staff are trained to help identify McKinney Vento students. The staff are trained to assist those students who do not self-identify as Homeless upon enrollment. We have also connected students and families to outside agencies for critical resources. The school counselors, who serve as liaisons, contact the students/families to provide resources. Under Title I, homeless students can receive hygiene kits, nutrition, backpacks, clothing, etc. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school was able to successfully implement the goal of Increasing Student Retention without any substantive difference. The student retention support personnel serviced the English Language Learner, low-income, and foster youth student groups by increasing efforts to retain, lower the non-completer rate, and improve the success rate.

Overall Challenges: Our school was challenged by the wide scope of student social-emotional and mental health needs, along their learning gaps in ELA and Math. Although SDWIHS has spent most of its funds on transportation, the school will adjust the funding as necessary to meet the students' needs in all actions.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2023-2024 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, used to support actions in Action 3.5 for homeless students, were also fully expended.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal: To Increase Student Retention.

Action 3.1: Student Retention

Effectiveness of Action: 3 - Effective

Metric: Retention Rate

Analysis Statement: As noted in the metric section above, our retention rate data shows our retention rate of 84.67% was above our expected outcome of 80% and it was higher than our baseline. Teachers and administration agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

Action 3.2: Social and Emotional Supports

Effectiveness of Action: 3 - Effective

Metric: Success Rate

Analysis Statement: As noted in the metric section above, our success rate shows our success rate is high at 90.63%. This is above our expected outcome of 80%. Teachers and administration agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

Action 3.3: Access to Transportation

Effectiveness of Action: 3 - Effective

Metric: Attendance Rate

Analysis Statement: As noted in the metric section above, our attendance rate shows our attendance rate was 92.33%. We met our expected outcome of 85%. Teachers and administration agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

Action 3.4: Access to Nutrition

Effectiveness of Action: 3 - Effective

Metric: Non-completer Rate

Analysis Statement: As noted in the metric section above, our non-completer rate shows our non-completer rate was 8.91%, which is below our expected outcome of 10%. Teachers and administration agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

Action 3.5: Title 1 – Helping Homeless

Effectiveness of Action: 3 - Effective

Metric: Percentage of Homeless Served

Analysis Statement: As noted in the metric section above, all of our homeless students were provided services this year. Homeless students need additional support with necessities such as access to nutrition, transportation, hygiene items, and social-emotional support to feel a part of the school community. Counselors, teachers, and administration agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

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

The following actions did have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our PAC/ELAC, staff and student feedback, we will continue to offer the action. Based on a collaborative evaluation of the current action, we believe these actions were effective:

Action 3.1: Student Retention

Action 3.2: Social and Emotional Supports

Action 3.3: Access to Transportation

Action 3.4: Access to Nutrition

Action 3.5: Title 1 – Helping Homeless

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

# Goals and Actions

## Goal

Goal #	Description
4	<p>Increase Educational Partner Engagement:</p> <p>This is a maintenance goal for increasing educational partner engagement. SDWIHS believes parent engagement is pivotal for their student's academic progress. Participation is encouraged to promote positive school outcomes.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent conferences, events, celebrations – local metric	3665	3194+ participants Data Year: 2021-22 LP1-7 Data Source: Internal Monitoring	3381+ participants Data Year: 2022-23 LP1-7 Data Source: Internal Monitoring	4222 participants Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participants of Parent conferences, events, celebrations are above enrollment each year  Data Year: 2023-24 Data Source: Internal Monitoring
Parent Advisory/ ELAC – local metric: participation all year	32	295 participants Data Year: 2021-22 LP1-7 Data Source: Internal Monitoring	251 participants Data Year: 2022-23 LP1-7 Data Source: Internal Monitoring	129 participants to date Data Year: 2023-24 LP1-7 Data Source: Internal Monitoring	400 participants Data Year: 2023-24 Data Source: Internal Monitoring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek parent input – Priority 3: school survey	92% Feel It's Easy to Contact Teacher	73% Feel Encouraged to Participate  Data Year: 2021-22 LP1-7 Data Source: School Survey	80% Feel Encouraged to Participate  Data Year: 2022-23 LP1-7 Data Source: School Survey	84% Feel Encouraged to Participate  Data Year: 2023-24 LP1-7 Data Source: School Survey	85% Feel Encouraged to Participate  Data Year: 2023-24 Data Source: School Survey
Students feel safe – Priority 6	75% Feel Safe	90% Feel Safe  Data Year: 2021-22 LP1-7 Data Source: School Survey	100% Feel Safe  Data Year: 2022-23 LP1-7 Data Source: School Survey	100% Feel Safe  Data Year: 2023-24 LP1-7 Data Source: School Survey	90% Feel Safe  Data Year: 2023-24 Data Source: School Survey
Students feel connected – Priority 6	96% Feel Connected	49% Feel Connected  Data Year: 2021-22 LP1-7 Data Source: School Survey	95% Feel Connected  Data Year: 2022-23 LP1-7 Data Source: School Survey	95% Feel Connected  Data Year: 2023-24 LP1-7 Data Source: School Survey	90% Feel Connected  Data Year: 2023-24 Data Source: School Survey
Teachers feel safe– Priority 6	16% Concerned	88% Feel Safe  Data Year: 2021-22 LP1-7 Data Source: School Survey	99% Feel Safe  Data Year: 2022-23 LP1-7 Data Source: School Survey	98% Feel Safe  Data Year: 2023-24 LP1-7 Data Source: School Survey	90% Feel Safe  Data Year: 2023-24 Data Source: School Survey
Teachers feel connected– Priority 6	95% Communication is good	83% Feel Connected	100% Feel Connected	100% Feel Connected	90% Feel Connected

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 LP1-7 Data Source: School Survey	Data Year: 2022-23 LP1-7 Data Source: School Survey	Data Year: 2023-24 LP1-7 Data Source: School Survey	Data Year: 2023-24 Data Source: School Survey

## 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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress in meeting the following goal: Increase Educational Partner Engagement.

**Action 4.1: Community/Parent Liaison and Meaningful School Activities**

Implementation Status: 5 - Full Implementation and Sustainability

The school has had the following activities: Orientation, Open House, the Annual Title I Meeting, Parent Advisory Committee Meetings, English Learner Parent Advisory Meetings, and Community Events. Community partners actively engage with the school throughout the year by providing student workshops and on-site mentorships. No substantive difference in the planned action compared to the actual implementation.

**Action 4.2: Translation and Outreach Services**

Implementation Status: 5- Full Implementation and Sustainability

Written and verbal communication in parents' primary language is essential for parent meetings, student orientations, and parent-teacher conferences. Written and verbal translation ensures critical information is conveyed to parents. Letters and other communications are translated into the student's and family's preferred language. No substantive difference in the planned action compared to the actual implementation.

**Action 4.3: Educational Partner Engagement**

Implementation Status: 5 - Full Implementation and Sustainability

The community liaison helps increase coordination and communication with the school community. This year, parents were encouraged to participate in the activities: Open House, parent-teacher conferences, PAC/ELAC meetings, and school events. The community liaison develops and works with community partners to provide the school with events and opportunities for students and families. Additionally, through workforce partnerships, students can access employment and job training.

#### Action 4.4: Title 1 – Parent Engagement

Implementation Status: 5 - Full Implementation and Sustainability

The Annual Title I Meeting had many participants. Families participated in engagement opportunities and shared important information regarding the school's Title I funding. Parents/Guardians are invited to provide feedback, make recommendations, and ask questions during all meetings. No substantive difference in the planned action compared to the actual implementation.

**Overall Successes:** Our school was able to successfully engage Educational Partners and gathered stronger feedback for our LCAP, CSI plan, and Title 1. We received informative and actionable feedback from educational partners through surveys, parent/teacher conferences, and various school events including PAC/ELAC. New student orientations and school events were held in-person and virtually to accommodate the needs of its educational partners. PAC/ELAC meetings were held quarterly. Participation in the annual survey increased this year, and our community involvement and partnerships were maintained. SDWIHS implemented the actions in Goal 4 - Increase Educational Partner Engagement.

**Overall Challenges:** Our school continually works to improve how educational partners can remain engaged and provide input to the school program. While attendance at PAC/ELAC and other school events is growing, it has been difficult to find Educational Partners who are committed to being long term partners in our PAC and ELAC. This is where the most authentic feedback is gathered and because attendance and participation is transitory, parents often do not actively participate and share input without first being asked. We want to build the capacity of our parents to be a more active school partner. SDWIHS increased the number of participants who completed the annual school survey, which helped provide insight into the LCAP goals and other school processes.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2023-2024 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 4 for Parent Engagement, were also fully expended.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: To support the progress in meeting the goal to Increase Educational Partner Engagement.

#### Action 4.1: Community/Parent Liaison and Meaningful School Activities

Effectiveness of Action: 3 - Effective

Metric: Participation Counts

Analysis Statement: As noted in the metric section above, our participation count data show that we are engaging Educational Partners well beyond our desired outcomes. We had a baseline parent participation count of 3,665 and ended year 3 with 4,222 participants. Furthermore, for the last three years parent participation was over 3,000+ parent participants. Attendance at our PAC and ELAC also exceeded our baseline and was close to our desired outcome. We more than quadrupled attendance from baseline to year 3, with 129 Educational Partners in attendance. This is a result of our school's outreach efforts. SDWIHS will continue to provide a community liaison who does outreach to promote the school as a welcoming place for everyone. Because of the feedback from parents and students, we will continue this action into the new three-year cycle.

#### Action 4.2: Translation and Outreach Services

Effectiveness of Action: 3 - Effective

Metric: PAC/ELAC Participation

Analysis Statement: As noted in the metric section above, our PAC/ELAC participation shows that many English Language Learners, low-income, and foster youth students speak a language other than English at home. The English Language Learners, low-income, and foster youth students require effective communication and outreach regarding the educational programs and opportunities at the school. Translation into the families' primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are essential to the school programs.

#### Action 4.3: Educational Partner Engagement

Effectiveness of Action: 3 - Effective

Metric: School Survey Data

Analysis Statement: As noted in the metric section above, our school survey data show that 84% of parents feel encouraged to participate. This is a +4% increase from the previous year and it is 1% below our expected outcome of 85%. Of the students surveyed, 100% report feeling safe at school and 95% report feeling connected. Because we know the positive impact parents/guardians can have on student outcomes, as a collaborative team, we will seek out additional ways of ensuring parents feel encouraged to participate. Our PAC/ELAC and admin team believes that the strategies in this action have been upgraded for the next year. SDWIHS will continue this action because the school has witnessed a positive impact on the school when barriers to access are removed for English Language Learners, low-income, and foster youth students. Staff also report feeling safe at 98% and connected to the school at 100%. Because of positive feedback from teachers, we will continue this action into the new three-year cycle.

Action 4.4: Title 1 – Parent Engagement

Effectiveness of Action: 3 - Effective

Metric: Title 1 Meeting Participation

Analysis Statement: As noted in the metric section above, our Title 1 Meeting participation shows that our efforts to engage parents has been effective. Federal funds are directed at meaningful and engaging parent/guardian events like Title I meetings. Parents attended the Title 1 Annual Meeting and learned more about how we are using the funds to support our Literacy Program. The Title 1 reservation for Parent Engagement was used for outreach and transportation and other meeting materials, to support the activities and because of these efforts, attendance at the Title 1 meeting was high. Because of the feedback from teachers, we will continue this action into the new three-year cycle.

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

The following actions did have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our PAC/ELAC, staff and student feedback, we will continue to offer the action. Based on a collaborative evaluation of the current action, we believe these actions were effective:

Action 4.1: Community/Parent Liaison and Meaningful School Activities

Action 4.2: Translation and Outreach Services

Action 4.3: Educational Partner Engagement

Action 4.4: Title 1 – Parent Engagement

**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](mailto:lcff@cde.ca.gov).

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Workforce Innovation High School	Lindsay Reese Area Superintendent	principal@innovationsandiego.org (619) 432-4690

## Plan Summary [2024-25]

### General Information

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

San Diego Workforce Innovation High School (SDWIHS) is an independent study school qualifying for the Dashboard Alternative School Status (DASS) program. The enrollment of SDWIHS as of CBEDs day 2023 was 2,493 students, and the school serves 19.8% English Language Learners, 78.9% low-income, 0.004% foster youth, and 21% special education students. The school serves a diverse student population with the mission of engaging all students in learning. SDWIHS provides students with a personalized education in an alternative setting. The goal is to successfully prepare students for college and careers through job-readiness courses, standards-based coursework, and Workforce Innovation partnerships. Through partnerships with WIOA, students will have improved tools to identify and access training options and other employment services that best suit their needs. Many students need the flexibility of an independent study program to meet the needs of their family obligations, work, and childcare needs. Since SDWIHS serves a diverse background of students, many are English Language Learners and low-income. Some students have been unsuccessful in the traditional seat-based school environment and seek an alternative to their education. SDWIHS offers choices through site-based learning, independent study, and distance learning to enable all students to learn and make a difference in their lives.

The school provides a diverse, student-centered learning environment where all students are held to high academic and behavioral standards. The school encourages parental involvement, one-on-one teacher-student interaction, student-driven participation in the learning process, student curriculum choice, and technology access. The personalized learning model is tailored to meet the needs and interests of each student. Each student has a digital academic plan that includes coursework to optimize their learning potential and success. The school utilizes multiple assessment platforms to measure student academic achievement. The assessment platforms include learning records, student work samples, local diagnostic assessment data, and state assessment data. The school provides a personalized learning approach

to enable students to become critical thinkers, determined, self-directed, and lifelong learners. SDWIHS is a year-round credit recovery program with 13 Learning Periods (LP) to structure the academic year.

SDWIHS has 209 employees: seventy-three are teachers, one small group instructor, nineteen education specialists, three special education program specialists, five school psychologists, two CTE teachers, ten tutors, seventeen paraprofessionals, eight school counselors, one social worker, thirty-eight operations members, seven registrars, five student retention support, two Jobs for American Graduates (JAG) Specialists, three learning center coordinators, three assistant principals, and one principal. San Diego Workforce Innovation High School has 10 locations to serve students throughout San Diego and Riverside County.

As of the 2020 census, San Diego County has a population of 3,298,634, making it California's second-most populous county and the fifth-most populous in the United States. It is the southwesternmost county in the 48 contiguous United States and is a border county. San Diego County has more than 70 miles of coastline. There are 16 military installations of the U.S. Navy, U.S. Marine Corps, and the U.S. Coast Guard in San Diego County. San Diego County is home to 18 Native American tribal reservations, the most of any county in the United States. From north to south, San Diego County extends from the southern borders of Orange and Riverside Counties to the Mexico-U.S. border and the Baja California municipalities of Tijuana and Tecate.

As of the 2020 census, Riverside County has a population of 2,418,185, making it the fourth-most populous county in California and the 10th-most populous in the United States. Riverside County covers 7,208 square miles in Southern California, from the greater Los Angeles area to the Arizona border. Between 2007 and 2011, many Los Angeles-area workers moved to the county to take advantage of more affordable housing.

The 2021-22 School Year was the first year SDWIHS accepted Title I funds. In 2022-23, SDWIHS became a Schoolwide Title I Program. The use of the Title I funds are described in this LCAP to meet the School Plan for Student Achievement (SPSA) requirements. The Title I funds are used to supplement the strategic plan directed at helping at-risk youth meet the state standards and graduate from high school. The school is using the LCAP to fulfill the planning requirements for Comprehensive Support and Improvement (CSI). The LEA did not receive Equity Multiplier Funding.

## Reflections: Annual Performance

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

### Reflections: Successes

We analyzed our school data from the CA Dashboard, DataQuest, our SARC, and our LCAP Annual Data Report, which aligns with the 8 state priorities. Although the school is identified for Comprehensive Support and Improvement (CSI), due to the federal graduation rate, and for Differentiated Assistance for student groups in the red, there were significant successes as shared in the key metrics below.

#### Attendance

Our attendance rate is high at 92.33% which is a +4.3 percentage points increase from our baseline and is above our goal of 85%. We believe that the re-engagement strategies that we implemented, to help students and families during the crisis, also contributed to increasing

the student's average attendance rate. Our teachers and retention support staff worked to address the serious concerns we had for students dropping out. Building relationships and staying connected to students has kept the non-completer rate at 8.91%, which is an improvement of 0.1 points from the baseline. This means we improved on keeping students enrolled in school and attending regularly.

### Success Rate

Another important measure for us is our success rate, which is the percentage of students who graduate along with the percentage that are retained or returned to their local school district. Our success rate this year is 90.63% and is up +0.63 percentage points from the baseline. We are +10.63 points above our desired outcome of 80%. It's been high over the last three years and shows that our mission of meeting students' academic and social-emotional needs continues to be effective.

### Retention Rate

One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as trauma. We identify, early on, which students are not completing their schoolwork and then assign them tutors to ensure that they help support student learning. On average, our retention rate, which includes students who remain with us or who rematriculate to their local district, was 84.67% which is +2.37 percentage points from our baseline. We are above our expected outcome. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

### Graduation Rate

Our Dashboard Alternative School Status one-year graduation rate was calculated at 78.4%. This is an increase of +8.4 percentage points from our baseline. Our students with disabilities were at 86.5% which is above the All-student group. Also above the All-student group were Two or More Races and White students. Our homeless students graduated at 75.0%. African American students, Hispanic, low-income, and students with disabilities were below the All student group. This shows that our mission of meeting students' academic and social-emotional needs was somewhat effective.

### Credit Completion

Our credit completion rate is a very important local metric that helps to monitor progress towards graduation. Credit completion has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn on average +30% more credits as compared to our baseline. Our earned Special Education group earned slightly more credits per learning period than the All Group. English Language Learners were +0.5 points higher than the previous year. Students in the Low-Income and earned about the same credit completion compared to the All Group. We plan to increase our success with our students by increasing such support as tutoring, especially for all seniors.

### English Learner Progress

The CA Dashboard ELPI is yellow and shows 43.6% making progress towards English. This is a 2.9% increase from the previous year. Our English Learner reclassification rate did increase from a baseline of 5.0% to 9.0% this year. This +4% increase was good, but we would like to be above the CA Average. The English Learner Progress Indicator shows that the state average was 48.7% of all EL students who made progress last year.

### Suspension Rate

Suspension rate was rated “Very Low” on the CA Dashboard. It was 0.1%, which was very low and earned a blue status. Homeless students were in the very low range, and Hispanic, along with socioeconomically disadvantaged students also had 0% suspensions. There were no expulsions.

### School Survey Results

Our school survey data shows that 95% of our students felt connected this year. This +5 points over our expected outcome. This is an important metric for us, and we expect to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 100% of the students surveyed said that they feel safe at school.

It is very important to us to ensure that we are doing everything possible to provide students with time and attention to support them during their time with us. Teachers also reported that 98% are feeling safe and 100% feel connected to the school. We have high expectations for school safety and connection, and we intend to continue to improve our school connectedness.

Parents are encouraged to participate in their student’s education as well as school activities, events, and celebrations. This year we had +20% parents participate in our school activities and our PAC and ELAC meetings were regularly attended. On the school survey, 84% said that they feel encouraged to participate this year, which is a +4 point increase from the previous year.

Standards were met for the following state indicators:

- \* Parent Engagement,
- \* Local Climate Survey,
- \* Access to a Broad Course of Study,
- \* Basic Teacher and Instructional Materials, and
- \* Implementation of Academic Standards.

How will we maintain our success?

We plan to maintain and build on our success by implementing our LCAP actions to fidelity, carefully monitoring our progress, and by discussing our results within our professional learning community. We will continue to grow in our capacity as we engage in a process of continual improvement based on the Plan-Do-Study-Act model. Data discussions with teachers and administration will be grounded in learning community protocols aimed at improving performance on student outcomes.

The goals and actions articulated in our LCAP support our personalized learning model and adequate funding is provided to ensure that effective strategic supports such as tutors, student retention services, and trauma-informed trained teachers continue. We monitor the progress of our students through multiple measures around engagement and academic performance. LCAP data and other local data are discussed quarterly and shared with our educational partners, including the school board.

Due to the nature of our credit recovery, independent study, and Dashboard Alternative School Status program, certain data points are not included in the LCAP. Students do not take Advance Placement, or pass EAP in any amount greater than 11, and the CDE prohibits any potentially identifying student data. The federal calculation for the 4-5 year cohort graduation rate and the chronic absenteeism rate are also not a match for our program, because the calculations are for district seat-based programs and not short-term independent study programs

that have students with high mobility. We utilize alternative metrics such as the one-year DASS graduation rate and local attendance rates to monitor and report our students' progress towards graduation. Furthermore, our dropout rate is calculated as our non-completer rate, which tracks any student who does not report to us that they have continued with another program to complete their education.

#### Reflections: Identified Need

This year our school is participating in Differentiated Assistance, and we are working with county experts on doing a robust needs assessment for student groups in the red on the CA Dashboard. We also used additional data State and local metrics to identify student groups' performance gaps and resource inequities. We used student outcomes data from the latest CA Dashboard, DataQuest, CALPADS reports, and local LCAP data tracking. The data shows that multiple areas must be addressed as goals and actions in the LCAP. Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. As a professional network, we used a fishbone protocol for our needs assessment around our low graduation and academic results. This revealed that multiple causes play into the graduation rate that needs to be managed, such as credit completion, attendance, student motivation, parent engagement, and tutoring.

Last year, our school was identified for Comprehensive Support and Improvement (CSI), as the result of a low federal 4-5 year cohort graduation rate. Each year we engage in a cycle of improvement and examine the school data to determine if we will need to take action in the areas of graduation, credit completion, EL reclassification, and academic indicators by increasing tutoring support for students who are in line to graduate. This section describes our needs assessment, to meet the federal requirement for CSI.

State performance indicators from the California School Dashboard show the following indicators were very low:

#### 5-Year Cohort Graduation Rate

The federal 4-5 year cohort graduation rate was very low and qualified us for CSI. The 5-year graduation rate was 29% in 2023 and declined 9% from the previous year. This is far below the 68% federal threshold. The student group data used in our analysis is from the CA Dashboard. The lowest performing student groups were Hispanic, African American, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races and White all earned a red status. No other student groups earned a performance color. We recognize the inequities between the highest student group and the other student groups and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

#### CA Dashboard ELA

Our Academic Indicator for English Language Arts for the All student group performed at 82.8 points below standard and received a red status. This was a 20.6-point decline from the previous year. The Hispanic, English Learners, White, and Socioeconomically Disadvantaged student groups were below standard. All other student groups did not have enough students for a status to be calculated.

#### CAASPP English Language Arts

The CAASPP scores also showed that 20% of our 11th graders were meeting or exceeding standards. This was a 9-point decrease from the previous year. Most of our students come to us deficient in credits and skills and they score at the 7th grade level in reading. The student groups who were well below the All group were English learners at 2%, students with disabilities at 16%, and African American students at 23%. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling.

### CA Dashboard Mathematics

The Academic Indicator for Mathematics for the All student group has a red status and was far below standard. We declined 17 points and did not grow compared to the previous year. Our socioeconomically disadvantaged, English learners, Hispanic, and White students were also far below standard and earned a red status. In the orange were students with disabilities. All other groups did not have enough students for a calculation to be made.

### CAASPP Mathematics

Our 11th graders scored 6% meeting standards on the CAASPP for Mathematics. This is a +1 percentage point decrease from last year. Students with disabilities earned 2% and Low-income scored at 5%. English Learners scored at 4%. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling. Homeless and African American students were at 0%. In most cases, the performance levels among all of the groups were either red or orange for the graduation, ELA, and mathematics indicators.

## Reflections: Technical Assistance

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

As part of receiving technical assistance, our school has begun to work with the San Diego County Office of Education starting in February 2024. We have met with them 3 times and our CSI/DA team continues to get support from them several times throughout the year. Our collaborative DA team analyzed the CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our English Learners, Hispanic, SED, and White students for the Graduation Rate. We have done a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. We have decided to build our capacity to increase the 4-5 year graduation cohort rate through targeted tutoring interventions. We expect this adjustment to have a positive impact on our student groups' performance on the Dashboard.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

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

San Diego Workforce Innovation High School is a single-school Local Education Agency.

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

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

SDWIHS is a single-school LEA with Dashboard Alternative School Status. Below is a summary of how the school developed the Comprehensive Support and Improvement Plan. With guidance and training from the CDE, the county, and the local professional network, the following was done:

- SDWIHS assigned the Director of State and Federal Programs to lead the school in conducting a needs assessment by analyzing the 5-year cohort graduation data to identify gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. The framework was Carnegie's Improvement Science, and the model is the Plan-Do-Study-Act process for continual improvement.
- The type of data collected for the needs assessment was CA Dashboard, math, ELA, and graduation results, attendance data, tutoring participation data, and credit completion data.
- The data informed the CSI plan by guiding the root cause analysis towards tutoring as a viable research-based strategy to increase math skills, credit completion, and graduation rates. The data revealed that students who participated in tutoring had 50% more credits completed than those who did not. As a result, Goal 1 Action 3 in the LCAP provides for tutoring.
- The educational partners were engaged in the process through meetings held by leadership, sharing the data, and eliciting feedback from the PAC and ELAC meetings, staff, and student groups. The discussions centered on equity for all students regarding learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support such as tutoring. Additionally, as a professional network of DASS independent study schools, SDWIHS reviewed graduation data using the fishbone protocol. The fishbone helped to reveal the root causes. A deeper dive was done with the admin team around credit completion and resource inequities to help frame the analysis. The educational partners were engaged through the PAC and ELAC meetings and staff in analyzing the data. The discussions led to supporting Goal 1 Action 3, which is assigning tutoring for students as the means to improve the graduation rate.

#### Evidence-Based Intervention – Intensive Tutoring

The Director of State and Federal Programs supported the school by leading the principal team through the needs assessment and identifying evidence-based strategies. The principals then led the staff through the selection of evidence-based strategies at their staff meetings.

The process for matching the selected intervention with the identified need was a collaborative endeavor through the professional network. SDWIHS met regularly to study the data. From the needs assessment, SDWIHS saw that those who attended tutoring earned 50% more credits, and the school believed that tutoring could potentially close credit completion gaps. SDWIHS then investigated other best practices for improving graduation.

With guidance from CDE and county offices, SDWIHS searched out solutions to improve the graduation rate, and we were guided to the following evidence-based research.

In determining the selection of strategies to improve graduation, SDWIHS considered and identified the following evidence-based research interventions from these sources:

- Evidence Based Resources Keeping Students on Track to Graduation (2012) – Center for Equity and Excellence in Education (LACOE Resource).
- Department of Education: Using Evidence to Strengthen Education Investments (2016).

- What Works Clearinghouse - The Institute of Science Education, Preventing Dropout in Secondary Schools, Educator's Practice Guide, (2017): [https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc\\_dropout\\_092617.pdf](https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf)
- Addressing unfinished learning with targeted help and high dosage tutoring: Thomas Fordham Institute 2021. Found at <https://fordhaminstitute.org/national/commentary/addressing-unfinished-learning-targeted-help-and-high-dosage-tutoring>.
- High Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Loss: Pamela Fong, REL West 2021. Found at <https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>.
- The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.
- Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan Mayer, Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at [https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not\\_too\\_late\\_improving\\_academic\\_outcomes\\_for\\_disadvantaged\\_youth\\_2015.pdf](https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late_improving_academic_outcomes_for_disadvantaged_youth_2015.pdf).

During a randomized controlled trial, math tutoring research showed 2,718 African American or Hispanic males in the ninth and tenth grades from the south and west sides of Chicago an increase in math scores from 0.19 to 0.31 and an increase in math grades by 0.5. Of the students, 90% were on free and reduced lunch programs. (Nickow, Oreopoulos, Quan, 2020).

The rationale for selecting the intervention is based on three main components. First, the students need to improve their math skills, which inhibits their ability to earn credits toward graduation. Second, education research points to intensive tutoring as a viable means to increase math performance, which will increase credit completion. Third, increasing a student's capacity to earn credits through intensive tutoring will yield higher graduation rates.

The administrative team and educational partners selected the following research-based strategies to implement:

- \* The school will provide one-on-one intensive tutoring.
- \* The school will provide positive social recognition for good attendance.
- \* The school will track specific data for the senior cohort.
- \* The school will continue seeking educational partner involvement and input.

SDWIHS will address the low performance in graduation, ELA, and math, by assigning tutoring to students who demonstrate low scores as determined by their NWEA diagnostic assessment results. The low scores reveal inequities that must be resolved through the implementation of the plan.

### Resource Inequities Analysis

The Director of State and Federal Programs guided the school through a resource inequities analysis. The analysis showed that more funds should be allocated to LCAP Action 1 Goal 3 because the following groups had significant gaps in graduation rates. Every student group was below the White and Two or More Races student groups in their 4-5 year graduation rate. There was a significant difference of 13 percentage points for the foster youth and English Language Learners compared to the All student groups. Additionally, the socioeconomically disadvantaged, English Language Learners, and Hispanic, and homeless students had a gap of 12-22 points from the highest student group. The data shows that there are inequities in performance, and the LCAP, with its CSI plan, is designed to address them in a comprehensive

manner.

SDWIHS is a single-school LEA charter school. The Director of State and Federal Programs provides support by discussing resource inequities and will increase funding toward LCAP Goal 1 Action 3. The guiding framework was from The Alliance for Resources Equity at [www.educationresourceequity.org](http://www.educationresourceequity.org). Leadership also used the Dimensions of Resource Equity – School-level Diagnostic Questions to determine key resource levers that create equitable learning experiences for all students. Additionally, the inequities rubric, provided by the Los Angeles County Office of Education, was used to help identify if there were any barriers to the following:

- Access to Highly Qualified Teachers
- Access to Counselors
- Access to Student Retention Services
- Access to Tutors
- Access to interventions both social-emotional and academic
- Access to comprehensive recognition program for attendance, graduation, and retention
- Access to support for high needs English Language Learners, foster youth, special education, homeless
- Access to technology and instructional materials

The resource inequities are being addressed by increasing the funding in LCAP Goal 1 Action 3 for intensive tutoring. This goal provides funding for the tutoring support that will be provided to students as the action is implemented at the school site. Students are identified for tutoring based on NWEA diagnostic results, teacher referral and self-referral. Tutors connect with students daily and provide academic support in math and other subjects to help students learn and earn credits towards graduation.

All students receive a personalized learning program that is unique to each student and is specifically designed to create an optimal path toward graduation. The independent study model assigns a supervising teacher to each student, who develop a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed.

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Foundation for the Advancement of Teaching (2015). When frequently done and in collaboration with leadership, the Plan, Do, Study, Act (PDSA) model will help the school improve its outcomes on multiple metrics. With leadership, a Fishbone protocol was used to determine the root causes behind the conditions and drivers that lead to the graduation rate. The fishbone helped define the problem. The discussion focused on what changes were needed and why. The plan is to collect and share data regularly around credit completion, attendance, and senior graduation progress to help answer the question: “How will we know which change is an actual improvement?”

The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis:

- 1) Make the work problem specific and user-centered: What specifically is the problem we are trying to solve?
- 2) Variation in performance is the core problem to address: What works, for whom and under what set of conditions?
- 3) See the system that produces the current outcomes: What are the drivers that yield change?
- 4) We cannot improve at scale what we cannot measure: What are the key outcomes that track progress?
- 5) Anchor practice improvement in disciplined inquiry: How will we engage in rapid cycles of Plan, Do, Study, Act (PDSA)? “How will we know which change is an actual improvement?”
- 6) Accelerate improvements through networked communities: How can we accomplish more together?

These guiding principles will be utilized with leadership throughout the year as we meet to discuss progress and next steps.

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

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

The Director of State and Federal Programs will support the school team and work with them to monitor and evaluate their improvement plan's effectiveness throughout the school year.

The process, including metrics, used for monitoring the implementation of the CSI plan is that the Director of State and Federal Programs will collaborate with the school team to collect tutoring participation and share it with teachers and school leadership.

The process, including metrics, used for evaluating the implementation of the CSI plan is to pull tutoring participation counts every learning period and determine if there is an increase in those who have received tutoring. The target is to increase tutoring participation by 50% at the end of the 7th learning period.

The process, including metrics, used for monitoring the effectiveness of the interventions to improve student outcomes is to pull and analyze credit completion for all students who participated in tutoring at the end of each learning period.

The process, including metrics, used to evaluate the interventions' effectiveness is to analyze the credit completion data. The target for the credit completion rate is 4.0. Additionally, the school expects graduation rates to increase by at least 1% each year.

Additionally, we will collaborate with the professional learning community groups and implement the Plan, Do, Study, Act (PDSA) model as the process for continuous improvement. Through the PLC process, the school will use tutoring participation, credit completion, attendance, and graduation data to inform results. By monitoring our evidence-based interventions, we can see how seniors and others utilize one-on-one tutoring and recognition for increased attendance. The school will also monitor NWEA results to identify the needs of struggling students.

The measure of success for the plan is based on key indicators such as credit completion, attendance, and tutoring. The DASS one-year graduation rate and the federal 4-5 year graduation rate. Students are monitored closely by their teachers and counselors, especially seniors. The school plans to monitor students early and often to meet student needs proactively.

The Comprehensive Support and Improvement Plan results will be reported to teachers, students, parents, and the school board. Progress on the CSI plan will be reported at least twice a year. Feedback from the PAC and ELAC will be gathered after CSI data is presented. The governing board will receive ongoing CSI student data to gather feedback. Data reports can routinely be shared with all educational partners.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>PAC/Parent Advisory Committee</p>	<p>The PAC/Parent Advisory Committee met on the following dates and discuss the items:</p> <p>8/30/23 - SDI is now a Title I schoolwide program, and the program is embedded within the LCAP. Parents reviewed school events like college and career field trips, small group instruction courses, community partnerships available to students/parents, and dual enrollment opportunities.</p> <p>12/14/23 - The LCAP Goals, Regional Goals, Title I Overview for Parents, and Title I actions embedded in the LCAP. Parents were updated and provided input on the CSI Plan and tutoring offered to students. The Parents reviewed information regarding intervention programs and supports for students. The LCAP Infographic was shared out which includes School Profile-Enrollment, Ethnicity, 2023-2024 LCAP Budget, Highlights-Graduation, Discussed and shared the Comprehensive Support and Improvement Plan (CSI).</p> <p>2/20/24 - Parents reviewed the Comprehensive School and Improvement Plan; the Title I Program Evaluation report was shared out by school staff; the parents were provided an LCAP mid-year update presentation that included; Actions Implementation &amp; Expenditures to date. The school is continuing to engage Educational Partners for input and feedback by conducting the Annual Survey. School staff provided parents an analysis from our school data</p>

Educational Partner(s)	Process for Engagement
	<p>(NWEA, CAASPP, ELPAC).</p> <p>4/23/24 - Draft LCAP 24-25 goals and actions were shared, including the data, metrics, outcomes, goals, and actions that describe where the funding is directed to improve students' performance. The results of the Annual LCAP Survey were shared with parents which was administered November 2023-February 2024. During the parent meeting, there was a review and presentation on the LCAP for consultation regarding Funding, Goals, and Actions.</p> <p>The PAC reviewed the following LCAP Actions, provided input, and agreed to continue them with adjustments:</p> <ul style="list-style-type: none"> <li>• Action 1.1: English Learners support staff, interventions, and materials.</li> <li>• Action 1.2: All academic interventions and program materials.</li> <li>• Action 1.3: Tutoring and supports for students.</li> <li>• Action 1.4: Counseling students towards graduation and materials.</li> <li>• Action 1.5: Student activities that increase learning efforts.</li> <li>• Action 1.7: Title 1 - Intervention programs and personnel to support students.</li> <li>• Action 1.8: Professional Development for English Learners.</li> <li>• Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.</li> <li>• Action 2.2: Professional development addressing English Learners, low income and foster youth students.</li> <li>• Action 2.4: Support for Standards-based Curriculum and Instruction.</li> </ul>
ELAC/ English Learner Advisory Committee	<p>The ELAC/English Learner Advisory Committee met on the following dates and discuss the items:</p> <p>8/30/23 -SDI is now a Title I schoolwide program, and the program is embedded within the LCAP. ELAC Parents reviewed the goals of the LCAP. Parents received an overview of the EL program and supports</p>

Educational Partner(s)	Process for Engagement
	<p>offered. New this year is the Comprehensive Support and Improvement Plan (CSI). CSI Plan includes intensive tutoring support for all students.</p> <p>12/13/23 - ELAC Parents received an overview of Title I and the Title I actions embedded in the LCAP. ELAC Parents were updated on the parent survey and ways to provide input. The LCAP Infographic was shared out which includes School Profile-Enrollment, Ethnicity, 2023-2024 LCAP Budget, Highlights-Graduation</p> <p>2/21/24 - Parents were updated and provided input on the CSI Plan and tutoring offered to students. The Parents reviewed information and data regarding intervention programs and supports for students. ELAC Parents received an update on ELPAC testing. Title I updates were shared out. ELAC Parents were informed that there has been growth in both goals but continue to focus on exceeding goal outcomes.</p> <p>4/24/24 - ELAC Parents received an LCAP presentation on the goals and metrics, along with providing input and consultation regarding funding, goals, and actions. Data was shared with the ELAC Parents on the results of the Annual Survey which was administered November 2023 - February 2024.</p> <p>The ELAC reviewed the following LCAP Actions, provided input, and agreed to continue them with adjustments:</p> <ul style="list-style-type: none"> <li>• Action 1.1: English Learners support staff, interventions, and materials.</li> <li>• Action 1.2: All academic interventions and program materials.</li> <li>• Action 1.3: Tutoring and supports for students.</li> <li>• Action 1.4: Counseling students towards graduation and materials.</li> <li>• Action 1.5: Student activities that increase learning efforts.</li> <li>• Action 1.7: Title 1 - Intervention programs and personnel to support students.</li> <li>• Action 1.8: Professional Development for English Learners.</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.</li> <li>• Action 2.2: Professional development addressing English Learners, low income and foster youth students.</li> <li>• Action 2.4: Support for Standards-based Curriculum and Instruction.</li> </ul>
Teachers and Staff	<p>7/21/23 - Staff Meeting = Discussed ELL program requirements, EL Master Plan, EL student progress, and IELDP forms; student intervention programs, Read 180 referrals and process; new courses and curriculum updates.</p> <p>9/15/23 – Staff Meeting = School Counselor shared senior student meetings to support students to graduate; reviewed NWEA testing and student data on attendance and credit completion.</p> <p>10/13/23 – Staff Meeting = Discussed NWEA student progress; School Counseling updates on college and career classes and college tour field trips.</p> <p>12/8/23 – Staff Meeting = Shared process and status on Annual Surveys for students, parents, and staff; reviewed student attendance data and credit completion, School Counselor updates on dual enrollment and FAFSA workshop for students and parents; Community Liaison reporting on school partnerships for student career supports.</p> <p>1/2/24-1/5/24 - PD Week = Topics shared in breakout sessions – School Counselor student protocols, School Data Review, Teacher Best Practices, State Testing Review and Preparation, Parent Teacher Conferences process and expectations.</p> <p>4/12/24 – Staff Meeting = Discussed students close to graduation, student credit completion data, reviewed status on State testing participation and provided NWEA update; Community Liaison shared updates on student workshops and job shadow opportunities for students; student attendance data was reviewed; shared out</p>

Educational Partner(s)	Process for Engagement
	<p>opportunities for social-emotional site activities like mindfulness.</p> <p>5/10/24 – Staff Meeting = Discussed Draft LCAP and NWEA Goals; community partnership updates and resume support, Dual Enrollment opportunities for students.</p> <p>Throughout the school year, teachers and staff discussed and supported LCAP goals and actions. Teachers and staff provided consultation opportunities and feedback on the new three-year LCAP. The actions below were agreed upon by the teachers and staff to continue with adjustments to their implementation:</p> <p>The actions below were agreed upon by the teachers and staff to continue with adjustments to their implementation:</p> <ul style="list-style-type: none"> <li>• Action 1.1: English Learners support staff, interventions, and materials.</li> <li>• Action 1.2: All academic interventions and program materials.</li> <li>• Action 1.3: Tutoring and supports for students.</li> <li>• Action 1.4: Counseling students towards graduation and materials.</li> <li>• Action 1.5: Student activities that increase learning efforts.</li> <li>• Action 1.7: Title 1 - Intervention programs and personnel to support students.</li> <li>• Action 1.8: Professional Development for English Learners.</li> <li>• Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.</li> <li>• Action 2.2: Professional development addressing English Learners, low income and foster youth students.</li> <li>• Action 2.4: Support for Standards-based Curriculum and Instruction.</li> <li>• Action 4.2: Translation and Outreach Services</li> </ul>
Principals / Administrators	<p>8/28/23 - Leadership Team Meeting = Reviewed LCAP goals and actions; shared out the LCAP infographic for educational partners.</p> <p>10/9/23 - Leadership Team Meeting = Reviewed credit completion</p>

Educational Partner(s)	Process for Engagement
	<p>data; Annual Survey windows and implementation; preparations for Mid-Year LCAP goals, actions, budget expenditures, and narrative responses.</p> <p>10/16/23 - Leadership Team Meeting = Reviewed NWEA data; CSI Plan and SMART goal aligned to increase the graduation rate via tutoring; student learning activities, events, and field trips.</p> <p>10/30/23 - Leadership Team Meeting = Reviewed and discussed LCAP Goal progress; preparing for the new Mid-Year LCAP report.</p> <p>11/6/23 - Leadership Team Meeting = Discussed Intervention program needs and status; Annual Survey updates; Discussed 1-year DASS Cohort Graduation rate data and process.</p> <p>11/17/23 - Leadership Team Meeting = Annual Survey windows and implementation; reviewed SARC report data tables.</p> <p>12/4/23 - Leadership Team Meeting = Discussed EL Progress, ELD curriculum, and EL program needs.</p> <p>1/2/24-1/5/24 - PD Week = topics shared in breakout sessions – School Counselor student protocols, School Data Review, Teacher Best Practices, State Testing Review and Preparation, Parent Teacher Conferences process and expectations.</p> <p>1/8/24 - Leadership Team Meeting = Discussed and reviewed CSI and tutoring data, monitoring progress; NWEA data tracking; Review CA Dashboard Results, shared gains and areas of growth.</p> <p>1/22/24 - Leadership Team Meeting = Presented CCI data on the CA Dashboard; Shared DA/ Differentiated Assistance eligibility, next steps; Annual Survey data; completed SARC reports reviewed.</p> <p>2/5/24 - Leadership Team Meeting = Shared student retention process and parent communication; talked about State testing status and updates.</p>

Educational Partner(s)	Process for Engagement
	<p>3/4/24 - Leadership Team Meeting = Discussed new LCAP 24-27 goals, actions, metrics, and outcomes; educational partner input on the LCAP - students, staff, PAC, ELAC, SELPA, and the school board.</p> <p>3/11/24 - Leadership Team Meeting = LCAP budget information shared; DA data analysis process shared out; NWEA updates and data shared.</p> <p>3/18/24 - Leadership Team Meeting = shared LCAP Data Report 2019-2024.</p> <p>3/28/24 - Leadership Team Meeting = LCAP goals and actions reviewed new LCAP 24-27 sections like the BOP, Plan Summary, Engaging Educational Partners, Goals, Actions, Increased and Improved Services, Action tables, and new this year is an action that align to DA which is student groups in red; the team discussed the process to obtain Educational Partner input on the LCAP - students, staff, PAC, ELAC, SELPA, and the school board.</p> <p>4/15/24 - Leadership Team Meeting = DA reviewed the fishbone protocol process.</p> <p>5/6/24 - Leadership Team Meeting = Reviewed CSI and tutor support strategies; Grad rate reports Dashboard data shared out; CTE programs for students;</p> <p>5/13/24 - Leadership Team Meeting = 2023-2024 LCAP Annual Update, goal analysis, successes, challenges, Goals to address subgroups, CSI plan update, Differentiated Assistance (DA) incorporated, Local Indicators.</p> <p>The actions below were agreed upon by the teachers and staff to continue with adjustments to their implementation:</p> <ul style="list-style-type: none"> <li>• Action 1.1: English Learners support staff, interventions, and materials.</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Action 1.2: All academic interventions and program materials.</li> <li>• Action 1.3: Tutoring and supports for students.</li> <li>• Action 1.4: Counseling students towards graduation and materials.</li> <li>• Action 1.5: Student activities that increase learning efforts.</li> <li>• Action 1.7: Title 1 - Intervention programs and personnel to support students.</li> <li>• Action 1.8: Professional Development for English Learners.</li> <li>• Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.</li> <li>• Action 2.2: Professional development addressing English Learners, low income and foster youth students.</li> <li>• Action 2.4: Support for Standards-based Curriculum and Instruction.</li> <li>• Action 4.2: Translation and Outreach Services</li> </ul>
Students	<p>In the fall, students were invited and shared their input on tutors and their progress on credits when they worked with a tutor (LCAP Action 1.3). In addition, students shared their perspectives on credit completion, academic support, and taking the NWEA and CAASPP assessments (LCAP Action 1.2 and 1.4).</p> <p>In the spring, students were invited and shared their views on college and career planning with school counselors as they prepared for graduation, (LCAP Action 2.1) along with sharing feedback on current community resources and partnerships (LCAP Action 1.4 and 2.1).</p>
SELPA/Special Education Local Plan Area	<ul style="list-style-type: none"> <li>• Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required.</li> <li>• The El Dorado Charter SELPA participates and provides guidance in the CDE’s Special Education Monitoring Processes.</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• The EI Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members.</li> <li>• Dropout (and Graduation), Post-secondary outcomes data for special education students are reviewed in a collaborative process with the EI Dorado Charter SELPA.</li> <li>• Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the EI Dorado Charter SELPA.</li> <li>• Classified and Certificated Staff training related to special education students is provided by the EI Dorado Charter SELPA as needed and requested.</li> <li>• The EI Dorado Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC).</li> <li>• The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances support plan.</li> </ul>
School Board	<p>11/27/23 - Board Meeting = Report on Title I with updates, finance report, grants funding.</p> <p>2/26/24 - Board Meeting = Shared LCAP Mid-year Report, goals, metrics, student outcomes, and expenditures to date, feedback/input on results of desired outcome progress, CA Dashboard data, budget report, finance report.</p> <p>4/8/24 - Board Meeting = Shared LCAP data report of goals and metrics, Annual LCAP Survey, results of Educational Partner results. Input on LCAP Goals for next year's LCAP and results of desired outcome progress, provided consultation opportunity &amp; feedback on the new LCAP.</p>

Educational Partner(s)	Process for Engagement

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

The 2024-2025 LCAP was developed through an interactive educational partner process. The goals, actions, and focus of the LCFF funds were developed through a process that included community and educational partner consultation to best meet the needs of our students as identified through the required metrics, local indicators, and educational partner feedback. Updates and additions to the 2024-2025 LCAP have been influenced by the process described above. The following is Educational Partner feedback that influenced the development of the LCAP.

Parents Feedback: During PAC and ELAC Parent meetings throughout the year parents were asked to provide feedback on the schools progress. Parents showed their appreciation and support from school staff in helping change the lives of their students. They were very supportive of the direction and steps the school has taken to address the educational needs of their students. Parents also expressed a need for additional support of students who struggle with mathematics and those needing motivation to graduate, would like to see more tutoring services applied on site and extra curricular activities to keep students engaged after school, which impacts LCAP Actions 1.1, 1.2, 1.3, 1.4 and 1.5. Below is summary of their feedback:

- Strengths: Staff is welcoming, students feel comfortable, “When I come in, I’m happy.” Parents are satisfied with communication and text messages regarding student progress. Goals of student progress and preparation for college and career are appreciated. Students receive support for credit completion and feel supported at school. Positive feedback on the school environment and atmosphere.
- Suggestions: Stricter student schedule, Assigning classes related to student interest, College field trips-more variety, More info on job preparation, More communication with parents on student progress. Help with transportation, more social events. New family suggests providing specific feedback on grades. Request for advanced notification of upcoming events like career fairs and field trips. Desire for more communication, including sending LP reports to parents.
- Overall, parents express happiness with the school, and appreciate involvement opportunities, Dual Enrollment, and one-on-one support. The parents appreciate the school’s flexibility.

Teachers Feedback: Staff meetings gave teachers and staff an opportunity to provide feedback, input, and to contribute in school improvement discussions. Staff were pleased with the school progress but also shared concern of student reclassification rates and need for training LCAP Actions 1.1 and 1.8, student credit completion rates and motivation, LCAP Actions 1.3 and 1.5, low graduation rates LCAP Action 1.4 student academic progress and how to increase student engagement LCAP Actions 1.2 and 1.7. Staff regularly reviews data together and uses a reflection process to set goals and share best practices to support the LCAP, CSI, and DA goals. Teachers also expressed support for the current CTE programs and desired to increase the number of students in Dual Enrollment and CTE Classes LCAP Action 2.1.

Principals & Administration Feedback: During leadership team meetings, administrators continuously reviewed data, discussed effectiveness of the LCAP and agreed that the LCAP goals and metrics were appropriately written to address the needs of the school and improve student outcomes. Consistent reflection and progress monitoring of the actions were employed this school year. Administrators also expressed concern on how to continuously monitor the effectiveness of programs, how to measure impact on student learning, and how to make measurable growth. They discussed implementation of the CSI Plan with intensive tutoring to improve graduation rates and the overall improvement process by also addressing Differentiated Assistance by focusing on the graduation rates. This consultation and feedback has been incorporated into the LCAP Actions 1.3 and 1.4.

Student Feedback: Students shared their feedback during student round-table meetings and commented on their satisfaction with school staff willingness to work with students. Students shared that teachers are welcoming, friendly and create an environment conducive to learning while also keeping them accountable in turning in a credit every week, which impacts LCAP Action 1.2. Students shared that they like working with tutors when needed and the support they provide keeps them coming back to school, which impacts LCAP Action 1.3. In addition, students would like to see more opportunities for extra curricular activities and experiential learning which impacts LCAP Action 1.5.

School Board Feedback: Board members shared they were pleased with the principal reports, progress made with student outcomes and the actions taken to address areas of concern such student engagement and Social Emotional needs to increase credit completion, which impacts LCAP Action 1.5. The board also appreciated the annual survey data related to school climate, school safety, connectedness, and parent participation efforts.

Public Feedback: During board meetings time was set aside for public feedback. To date there has not been any public feedback.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>Increase Academic Progress:</p> <p>This is a focus goal for increasing the academic progress of all students, especially the English Language Learners, low-income, and foster youth students who struggled over the last year. In the next three years, SDWIHS will have mitigated the negative learning loss and the school will see improvements in the NWEA, EL reclassification, credit completion, and graduation rates.</p>	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

As a result of our CSI status and our analysis of the key state and local data, SDWIHS has determined the need for a focus goal on academic performance for all English Language Learners, low-income, and foster youth students. This new goal specifically addresses low-key metrics such as the English Language Learner reclassification, credit completion, and graduation rates for the student groups. The student data revealed performance gaps between the "All" Student Group and the English Language Learners, low-income, and foster youth students. Each year academic growth is measured using the NWEA MAP assessment. Using the NWEA MAP assessment this year revealed performance gaps amongst student groups. SDWIHS understands the gaps that need to be closed for the students, and this focus goal was carefully designed to support the students' academic needs with targeted interventions and tutoring.

Educational partners were consulted and involved in the LCAP process, promoting positive engagement, buy-in, and trust. The school knows that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Reclassification - Priority 4	9%			8.6% CA Average EL Reclassification rate at or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 LPs 1-7 Data Source: Internal			state average each year  Data Year: 26-27 LPs 1-7 Data Source: CA Average	
1.2	ELPI / English Learner Progress Indicator - Priority 4	43.60% ELPI, Yellow  Data Year: 2023 Data Source: CA Dashboard			45% Moderate Growth on ELPI  Data Year: 2026 Data Source: CA Dashboard	
1.3	Reading - First Test Lexile Average (Local Metric)	All: 974 EL: 759 FY: 955 LI: 946 SWD: 831  Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI			All: 1000 EL: 800 FY: 975 LI: 975 SWD: 850 LTEL: 800  Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	
1.4	Reading - Student Re-Tested and Demonstrating Lexile Growth - Local	All: 25% / 21% EL: 29% / 45% FY: 19% / 32% LI: 32% / 23% SWD: 32% / 32%  Data Year: 22-23 EOY Data Source: Internal PowerBI			All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50% SWD: 95% / 50% LTEL: 95% / 50%  Data Year: 25-26 EOY	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal PowerBI	
1.5	Math - First Test Lexile Average - Local Metric	All: 867 EL: 665 FY:708 LI: 833 SWD: 656  Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI			All: 900 EL: 700 FY: 725 LI: 850 SWD: 675 LTEL: 700  Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	
1.6	Math - Students Re-Tested and Demonstrating Quantile Growth - Local	All: 23% / 21% EL: 24% / 26% FY: 22% / 19% LI: 31% / 20% SWD: 30% / 26%  Data Year: 22-23 EOY Data Source: Internal PowerBI			All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50% SWD: 95% / 50% LTEL: 95% / 50%  Data Year: 25-26 EOY Data Source: Internal PowerBI	
1.7	Average Credit Completion - Priority 4	All: 2.91 EL: 2.42 FY: 2.77 LI: 2.81 SWD: 2.95  Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design			All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 LTEL: 4.0  Data Year: 26-27 LPs 1-7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal Data+Design	
1.8	DASS 1 Year Cohort Graduation Rate - Priority 5	All: 78.4% EL: 74.1% FY: ** LI: 77.9% SWD: 86.5% Homeless: 75% AA: 69.2% AS: ** H/L: 78.2% WH: 80.6%  Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count			All: 85% EL: 85% FY: 85% LI: 85% SWD: 85% Homeless: 85% AA: 85% AS: 85% H/L: 85% WH: 85% LTEL:85%  Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	
1.9	Teachers are highly qualified – Priority 1	96%  Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking			100%  Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	
1.10	Teachers are appropriately assigned – Priority 1	100%  Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking			100%  Data Year: 26-27 LPs 1-7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal HR Tracking	

## Goal Analysis [2023-24]

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	<p>Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency.</p> <ul style="list-style-type: none"> <li>• Paraprofessionals in ELD SGI classes.</li> <li>• EL Small Group Instruction (SGI).</li> <li>• English learner tutors.</li> <li>• Individualized English Language Development Plan (IELDP).</li> <li>• Access to other effective intervention programs such as System 44.</li> </ul>	\$1,710,825.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Upon reviewing the local and state assessment data by subgroup, SDWIHS has identified achievement and performance gaps and programmatic/instructional needs for the English Language Learner student population. The English Language Learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and math data as reflected in the metric tables. Based on a local needs assessment, SDWIHS has found that the English Language Learner students need additional support and scaffolds to be successful. SDWIHS will address this need by providing an ELL paraprofessional or other trained bilingual support staff such as ELL tutors, ELD Leads, and ELD Small Group Instructors. In addition, supplementary materials for the ELD program will be provided as needed. Students will receive individualized support based on their specific English Language proficiency level. SDWIHS uses an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing the designated and integrated ELD program is an integral part of the comprehensive program for every English Language Learner. To meet each ELL student's linguistic, academic, and proficiency goals, the following programs have been developed: the newcomer program, structured English immersion, and mainstream English Language Arts. The support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. SDWIHS anticipates the student performance on CAASPP ELA and math and English Language Learner annual growth assessment to improve for these students. This action is designed to meet the needs most associated with English Language Learner students. Each student's language proficiency and academic progress will be monitored. SDWIHS expects their ELPAC scores and reclassification rates to increase because of each student's personalized academic support from qualified personnel.</p>		
1.2	All academic interventions and program materials	<p>Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills.</p> <p>This action will address the following reds on the CA Dashboard API:            ELA: All students, English learners, Hispanic, White, low-income</p>	\$2,531,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Math: All students, English learners, Hispanic, White, low-income</p> <p>These student groups have average initial NWEA MAP scores at the following grade level:  Reading:  EL: 759 = 4th grade level  LI: 946 = 6th grade level  Math:  EL: 665 = 5th grade level  LI: 833 = 6th grade level</p> <p>To meet these needs, the LEA will provide the following:</p> <ul style="list-style-type: none"> <li>• NWEA MAP is used as a diagnostic to appropriately place students in interventions.</li> <li>• Increase monitoring of ELA and math courses assigned.</li> <li>• Collaborate around the effectiveness of intervention courses for ELA and math by increasing data tracking among all teachers.</li> <li>• Professional development for targeted instruction in intervention courses, such as, but not limited to SGI, Literacy, Read 180, Math 180.</li> </ul> <p>As demonstrated in the Identified Needs and Metrics sections, State and local assessments in ELA and Math indicate that some of the lowest-performing students are the English Language Learners, low-income, and foster youth student groups when compared to the All student group. SDWIHS will provide English Language Learners, low-income, and foster youth students with academic interventions such as small group instruction and intervention classes to improve their academic skills and accelerate their academic achievement. These actions have effectively increased students' mathematics and reading assessments and their NWEA scores. SDWIHS expects all students with low proficiency scores to benefit, making this action schoolwide. SDWIHS expects the NWEA math and reading scores to increase each year.</p>		
1.3	Tutoring and supports for students	Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their	\$995,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan,</p> <ul style="list-style-type: none"> <li>• Tutors are available for additional support.</li> <li>• Intensive tutoring for credit completion.</li> <li>• Improve tutor-student relationship to increase participation.</li> <li>• Access to tutors is both virtual and in-person.</li> <li>• Professional learning communities collaborate around student progress towards graduation.</li> <li>• Increase teacher referrals to tutoring and other supports.</li> </ul> <p>To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. As demonstrated in the Identified Needs and Metric section, graduation rates are among the LI, FY &amp; EL student groups. To address the achievement gaps, tutors will provide support for our English Learners, low-income and foster youth students who are credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Local and virtual tutors are actively engaged in reaching out to our English Learners, low-income, and foster youth students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards graduation. We expect that these actions will increase graduation rates for our English Learners, low-income. and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase each year.</p>		
1.4	Counseling students towards graduation and materials	<p>This action is designed to address Differentiated Assistance requirements. Eligibility for Differentiated Assistance:</p> <p>EL: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4).</p> <p>Hispanic: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4).</p> <p>LI: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4).</p>	\$525,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>White: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4).</p> <p>Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following:</p> <ul style="list-style-type: none"> <li>• Closely monitor and track the progress of potential grads, then collaborate and adjust around the results.</li> <li>• Provide additional support for potential graduates starting at the beginning of the year.</li> <li>• Counselors will meet more regularly with future grads.</li> <li>• Counselors help address obstacles to graduation.</li> </ul> <p>Some of the lowest graduation rates are among the English Language Learners, low-income, and foster youth student groups compared to the "All Student Group," as shown in the Identified Needs and Metrics sections. To address this need, counselors will connect with English Language Learners, low-income, and foster youth students to effectively monitor, and guide students to achieve their graduation goals. The counselors will continue to manage and support English Language Learners, low-income, and foster youth students with any obstacles. SDWIHS expects all students could benefit from these actions, making it a schoolwide action. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups.</p>		
1.5	Student activities that increase learning efforts	<p>Students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will also do the following:</p> <ul style="list-style-type: none"> <li>• Improve student participation in meaningful school activities and collaborate around best practices.</li> <li>• The school will acknowledge student achievement and celebrate student successes to get buy-in.</li> <li>• The school will also boost student morale by increasing student-led events and activities creating a positive learning environment.</li> </ul>	\$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Group activities that celebrate progress</li> <li>• Enrichment experiences and field trips.</li> </ul> <p>English Language Learners, low-income, and foster youth students often complete fewer credits than expected. English Language Learners, low-income, and foster youth students show decreased motivation resulting in a lower credit completion rate. To address this need, students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in various ways that are meaningful to them. The recognition includes celebrations, field trips, and enrichment experiences. SDWIHS has witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will positively impact attendance, work completion, and graduation rates. SDWIHS expects all students could benefit from these actions, making it a schoolwide action. SDWIHS anticipates credit completion to increase to 4 credits per learning period.</p>		
<b>1.6</b>	Teachers and staff are qualified and appropriately assigned	All students will have access to fully credentialed teachers who are appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified so that students are served according to the legal requirements.	\$17,702,386.00	No
<b>1.7</b>	Title I – Intervention programs and personnel to support students	Students who struggle with academic performance need additional intervention programs and support personnel to address their learning gaps. Federal funding is directed toward hiring paraprofessionals and teachers who will implement research-based educational strategies. Student academic performance is expected to improve.	\$446,992.00	No
<b>1.8</b>	Professional Development to Support English Learners and LTELs	<p>Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following:</p> <ul style="list-style-type: none"> <li>• Professional development for effective EL strategies, such as SIOF.</li> </ul>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Increase monitoring of progress for our EL students and collaboration around the results.</li> <li>• Professional development for implementing the EL Tool Kit.</li> <li>• Paraprofessionals in ELD SGI classes trained.</li> <li>• EL Tutors trained.</li> <li>• Training in Individualized English Language Development Plan (IELDP).</li> <li>• Professional learning communities, workshops, and conferences for staff.</li> </ul> <p>To stay above the state average for the English Language Learners' reclassification rate, SDWIHS will need additional support from certificated and classified staff who employ effective strategies that will help improve a student's ELPAC scores. To address this need, ELL students will be served by trained support personnel such as ELL paraprofessionals/tutors, ELD Leads, and ELD Small Group Instructors. In addition, supplementary materials for the ELD program will be provided as needed. Staff training may include developing an ELL Tool Kit, implementing effective ELL strategies using Sheltered Instruction Observational Protocol (SIOP), and scaffolding strategies such as modeling, building schema, and contextualization. Additionally, the staff will participate in workshops, conferences, and professional learning communities to build the capacity of staff to increase student performance. SDWIHS expects its ELPAC scores and reclassification rates to increase because of each student's personalized academic support from qualified personnel.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>Students will Gain Skills for College and Career-Readiness:</p> <p>This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English Language Learners, and foster youth students.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs and interests of the student population. Most of the students choose an independent study program to change their stories and increase their viability after graduation. SDWIHS supports the interests of students in their pursuit of a career through the completion of CTE coursework and with community partnerships. All students receive a state standards-aligned curriculum and college-bound students are encouraged to complete the A-G requirements. SDWIHS expects these metrics to show improvement for all student groups.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participants in career ready courses – Priority 8 local metric	CTE – 150 JAG – 661 Pro Skills - 635  Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI			Foundations in JAG – 700 Work Readiness – 700  Data Year: 2026- 27 LPs1-7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal PowerBI	
2.2	CTE Course completion rate & CTE Pathway completer rate • Priority 4	CTE Course completion:44.34%  Data Year: 2023-24 Data Source: Internal PowerBI  CTE Pathway completer rate: 1.3% CDE  Data Year: 2022-23 Data Source: CDE DataQuest			CTE Course completion: 49%  Data Year: 2026-27 Data Source: Internal PowerBI  CTE Pathway completer rate: 1.5% CDE  Data Year: 2026-27 Data Source: CDE DataQuest	
2.3	Dual Enrollment Participation	58 students participating in Dual Enrollment  Data Year: 2023-24 LP 1-7 Data Source: Internal Tracking			65 students participating in Dual Enrollment  Data Year: 26-27 LPs 1-7 Data Source: Internal Tracking	
2.4	Graduates with A-G Course Completion Graduates with A-G and CTE Pathway Completion Priority 4"	Graduates with A-G Course Completion: 1.9% Graduates with A-G + CTE Pathway Completion: 0.1%  Data Year: 2022-2023			Graduates with A-G Course Completion: 2.0% Graduates with A-G + CTE Pathway Completion: 0.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CDE DataQuest			Data Year: 2026-27 Data Source: CDE DataQuest	
2.5	College and Career Indicator/CCI, Students Identified as Prepared <ul style="list-style-type: none"> <li>Priority 8</li> </ul>	All: 2.5% Prepared, Very Low  Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI			5% Prepared  Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	
2.6	Participation & Meeting or Exceeding Standards on Statewide Assessments: ELA – 11th grade CAASPP Math – 11th grade CAASPP Science – CAASPP Priority 4	ELA Participation: 95% Math Participation: 95%  ELA All: 20% EL: 2% FY: ** LI: 21% SWD: 16% Homeless: 13% AA: 23% AS: 25% H/L: 18% WH: 26%  Mathematics All: 6% EL: 4% FY: ** LI: 5% SWD: 2% Homeless: 0% AA: 0% AS: **			ELA Participation: 95% Math Participation: 95%  ELA All: 25% EL: 6% FY: 3% LI: 25% SWD: 19% Homeless: 15% AA: 25% AS: 26% H/L: 20% WH: 29%  Mathematics All: 8% EL: 5% FY: 2% LI: 7% SWD: 3% Homeless: 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		H/L: 7% WH: 3%  Science All: 16% EL: 7% FY: ** LI: 14% SWD: 7% Homeless: ** AA: ** AS: ** H/L: 14% WH: 29%  Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results			AA: 2% AS: 2% H/L: 8% WH: 4%  Science All: 18% EL: 8% FY: 2% LI: 15% SWD: 8% Homeless: 2% AA: 2% AS: 2% H/L: 15% WH: 30%  Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	
2.7	CA Dashboard - Academic Performance Indicator ELA Status and Mathematics Status	ELA - Declined 20.6 Pts, Red Math - Declined 17.2 Pts, Red  Data Year: 2023 Data Source: CA Dashboard			ELA - Increased Pts, Orange or Above Math - Increased Pts, Orange or Above  Data Year: 2026 Data Source: CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Access to Standards-Aligned Materials - Priority 1	100% Data Year: 2023 Data Source: CA Dashboard			100% Access Data Year: 2026 Data Source: CA Dashboard	
2.9	Implementation of State Academic Standards and EL Courses - Priority 2	4.80 out of 5.0 Data Year: 2023 Data Source: CA Dashboard			5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	
2.10	Access to a Broad Course of Study - Priority 7	100% Data Year: 2023 Data Source: CA Dashboard			100% of students have access to board range of courses Data Year: 2026 Data Source: CA Dashboard	

## Goal Analysis [2023-24]

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	<p>Students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following:</p> <ul style="list-style-type: none"> <li>• Increase marketing and monitoring of course assignments for A-G, CTE, and dual enrollment.</li> <li>• Counselors and teachers will promote CTE programs and pathways offered.</li> <li>• WIOA, job training, and placement as much as possible.</li> <li>• College and Career days as well as field trips, promote student interest and exploration.</li> </ul> <p>Some of the lowest college and career-readiness rates are among the English Language Learners, low-income, and foster youth student groups who fall below the state average of 16.3% for graduates completing a CTE pathway and 43.8% completing A-G courses. To address this need, the English Language Learners, low-income, and foster youth students complete a career inventory and a professional skills course to align the student's interests with coursework, CTE Pathways, and post-secondary goals. SDWIHS considers local employment opportunities and student interests to help guide students into practical coursework. Support personnel, partnerships, and materials are essential to tailor and implement the curriculum for students. SDWIHS has witnessed many of the students be successful in these programs. SDWIHS expects all students with low proficiency will benefit, making this an LEA-wide action. These actions will positively impact the college and career-readiness rates for the student population, and the A-G and CTE completion rates will increase each year.</p>	\$741,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	Professional development addressing English Language Learners, low-income and foster youth students	<p>Students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following:</p> <ul style="list-style-type: none"> <li>• Additional professional development to support teachers in meeting the needs of EL, LTEL, FY and LI students.</li> <li>• Regional trainings, workshops/seminars.</li> <li>• Best practices shared in PLC.</li> <li>• Outside conferences that have an impact on At-promise youth.</li> </ul> <p>As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in ELA, math, and science, CA Dashboard results show that many of the lowest-performing students are the English Language Learners, low-income, and foster youth student groups compared to the "All" Student Group. To address this issue, professional development for the teachers and staff is essential for the progress of the English Language Learners, low-income, and foster youth students. To build the staff capacity and meet the needs of the students, the staff will attend training, conferences, workshops, and work within professional learning communities. There has been a positive impact on the opportunity youth due to training in trauma-informed practices. SDWIHS anticipates increased professional collaboration and learning, and state assessment results for English Language Learners, low-income, and foster youth students will rise. SDWIHS expects all students with low proficiency will benefit, making this an LEA-wide action. SDWIHS expects that these actions will have a positive impact on students with CAASPP scores and the CA Dashboard will increase by 1 level.</p>	\$8,000.00	Yes
<b>2.3</b>	Technology Access & Support	<p>All English Learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This is an ongoing effort to help them to access their curriculum and instructional support. We will do the following:</p> <ul style="list-style-type: none"> <li>• Upon enrollment provide every student with a computer.</li> <li>• Provide every student with a hotspot as necessary.</li> </ul>	\$426,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Provide students and teachers with tech support to ensure access to curriculum and instruction.</li> </ul> <p>All English Language Learners, low-income, and foster youth students will have 100% access to the curriculum and instructional support, which involves access to effective technology platforms and support programs. Teachers and staff continually support students' access to technology and provide training and materials to close gaps. SDWIHS has seen this action be effective with the students during the last year. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the students by sustaining 100% access to the educational program.</p>		
2.4	Support for Standards-based Curriculum and Instruction	<p>All English Learners, LTELs, low-income and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following:</p> <ul style="list-style-type: none"> <li>• VAPA coursework will be increased.</li> <li>• Regional leadership for curriculum and instruction will participate in local curriculum review.</li> <li>• Engage in dialogue in collaborative groups.</li> <li>• Provide input on aligning standards to instructional practices.</li> <li>• Analyze data results to develop and improve practices and processes.</li> </ul> <p>All English Language Learners, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We use the implementation score for the standards-based curriculum from the CDE Standards Implementation Rubric. To address this, SDWIHS will continue to collaborate and develop a high-quality, personalized curriculum to support the needs of each student. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the educational program resulting in a score of 5.0 on the CDE rubric.</p>	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.5</b>	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. SDWIHS continues to purchase state-adopted texts and update supplemental materials regularly to meet the students' academic needs.	\$13,403,966.00	No
<b>2.6</b>	Safe and secure facilities	SDWIHS provides learning facilities for the students that are safe and secure. SDWIHS monitors the sites each year using the Facility Inspection Tool (FIT).	\$6,147,650.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>Increase Student Retention:</p> <p>This is a maintenance goal for student retention. It was developed to address disengaged students and support the student to graduate. The school has a safe, welcoming environment, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.</p>	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>The school measures the core program through its high retention, graduation, and return to district rate. The mission is to provide supports so students do not drop out of school. The staff has been trained in trauma-informed practices and the staff knows how to effectively address student retention. In consultation with students, families, and staff, SDWIHS will continue to provide a collaborative educational environment for the success of the students.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Retention Rate w/ Return to District - Local	<p>84.67%</p> <p>Data Year: 2023-24 LPs 1-7</p> <p>Data Source: Internal PowerBI</p>			<p>80% or higher</p> <p>Data Year: 2026-27 LPs 1-7</p> <p>Data Source: Internal PowerBI</p>	
3.2	Attendance Rate 85% - Priority 5	92.33%			90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS			Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	
3.3	Non-Completer Rate - Local Dropout Metric	8.91%  Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI			10% or lower non-completer rate dropout  Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	
3.4	Success Rate (Graduation, Retention, Rematriculation) - Local	90.63%  Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI			Success Rate – maintain 80% or higher  Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	
3.5	Suspension Rate - Priority 6	0%  Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023			0% low rate  Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	
3.6	Expulsion Rate - Priority 6	0%  Data Year: 2023-24 LPs 1-7			0% low rate  Data Year: 2026-27 LPs 1-7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI or CA Dashboard 2023			Data Source: Internal PowerBI or CA Dashboard 2026	
3.7	School Facilities - Priority 1	Exemplary  Data Year: 2023 Data Source: CA Dashboard			Exemplary condition  Data Year: 2026 Data Source: CA Dashboard	

## Goal Analysis [2023-24]

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Retention	<p>All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following:</p> <ul style="list-style-type: none"> <li>• Our student retention support personnel will engage in active outreach.</li> <li>• Student retention services will be trained.</li> <li>• Provide additional services that support retention.</li> </ul> <p>The English Language Learners, low-income, and foster youth student population has some of the lowest attendance rates. Ensuring that the English Language Learners, low-income, and foster youth students attend and remain in school is foundational to the program. SDWIHS serves English Language Learners, low-income, and foster youth students with high mobility rates who are typically behind in credits and have been out of school for about a semester or more. Ensuring that English Language Learners, low-income, and foster youth students are attending and remaining in school is critical to meeting the needs of each student. SDWIHS has trained personnel who provide outreach and monitor students so that their attendance is regular. SDWIHS also has a comprehensive recognition program. SDWIHS will continue this practice because the data shows that the school has been successful with the majority of the students each year. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the retention rate, which will stay above 90% each year.</p>	\$582,000.00	Yes
3.2	Social and Emotional Supports	<p>All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following:</p> <ul style="list-style-type: none"> <li>• Our SEL programs are offered as necessary.</li> <li>• Additional counseling, support personnel, and professional development.</li> <li>• Providing additional services that support student success such as yoga and SEL courses.</li> </ul> <p>During the pandemic, the English Language Learners, low-income, and</p>	\$1,739,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>foster youth student population sustained the most social-emotional trauma, which impacted the success (graduation rate), retention, and re-matriculation rate. SDWIHS will increase the trauma-informed practices that have helped address many of the social-emotional needs of English Language Learners, low-income, and foster youth students. Programs that positively impact students include TREC, HOPE, counseling, support personnel, social workers, professional development, sports, and yoga. SDWIHS will continue to provide and build on these actions and services for the English Language Learners, low-income, and foster youth student groups. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions will have a positive impact on the success rate, which will stay above 90% each year.</p>		
3.3	Access to Transportation	<p>All English Learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following:</p> <ul style="list-style-type: none"> <li>• Provide metro or bus passes to facilitate their access to public transportation.</li> <li>• Provide additional transportation services that support attendance in other areas.</li> </ul> <p>The English Language Learners, low-income, and foster youth students are frequently without access to transportation to school or other related programs. Good attendance is critical for student learning. SDWIHS provides metro passes, bus services, and other alternative transportation options to mitigate this obstacle. SDWIHS will continue to offer this additional service for students because SDWIHS has seen it improve their access to school and programs. These actions will positively impact the attendance rates of English Language Learners, low-income, and foster youth students. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact attendance, and the average attendance rate will increase above 85% each year.</p>	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Access to Nutrition	<p>All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their completer rate. We will do the following:</p> <ul style="list-style-type: none"> <li>• Ensure that students have access to food on site.</li> <li>• Provide additional services that support nutrition.</li> </ul> <p>Food services for English Language Learners, low-income, and foster youth students are a serious concern. SDWIHS plans to offer nutrition to all student groups to mitigate the drop-out (non-completer) for the independent study program. To address this, SDWIHS will ensure all students have access to quality nutrition and food services and provide alternative ways of delivering meals to homes. These actions will decrease the non-completer rates for the English Language Learners, low-income, and foster youth student groups. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the non-completer rate, which will remain below 10% each year.</p>	\$80,000.00	Yes
3.5	Title I – Helping Homeless	Homeless students need additional support with necessities such as access to nutrition, transportation, hygiene items, and social-emotional support to feel a part of the school community.	\$500.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	<p>Increase Educational Partner Engagement:</p> <p>This is a maintenance goal for increasing educational partner engagement. SDWIHS believes parent engagement is pivotal for their student's academic progress. Participation is encouraged to promote positive school outcomes.</p>	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, surveys, and parent advisory, has a positive impact on the student's school experience. With the educational partners' consultation, SDWIHS made this goal maintenance of progress goal. There was a decrease in the school data for this goal due to the pandemic. However, SDWIHS expects this to resume in a few years.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Educational Partner Participation in School/Community Events and Activities	Participation: 4,222 Enrollment: 2492 (CBEDS Enrollment #)  Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring			2500+ Educational Partner Participants - Above Enrollment each year  Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	
4.2	PAC and ELAC Participation - Priority 3	129 Participants			150 PAC and ELAC Participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring			- Increase each year  Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	
4.3	Maintain partnerships with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members	Count of Total Partnerships = 21  Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring			Maintain a minimum of 20 partnerships  Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	
4.4	Parent Survey - Participation, Feel Safe, Connected, and Feel Engaged - Priority 3	Participation: 19% Feel Safe: 100% Feel Connected: 93% Feel Engaged and encouraged to participate: 84%  Data Year: 2023-24 LPs 1-7 Data Source: School Survey			Participation: 50% Feel Safe: 90% Feel Connected: 90% Feel Engaged and encouraged to participate: 90%  Data Year: 2026-27 LPs 1-7 Data Source: School Survey	
4.5	Student Survey - Participation, Feel Safe, Connected, and Engaged - Priority 6	Participation: 43% Feel Safe: 100% Feel Connected: 95% Feel Engaged: 99%  Data Year: 2023-24 LPs 1-7			Participation: 65% Feel Safe: 90% Feel Connected: 90% Feel Engaged: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: School Survey			Data Year: 2026-27 LPs 1-7 Data Source: School Survey	
4.6	Staff Survey - Participation, Feel Safe, Connected, and Engaged - Priority 6	Participation: 72% Feel Safe: 98% Feel Connected: 100% Feel Engaged: 99%  Data Year: 2023-24 LPs 1-7 Data Source: School Survey			Participation: 80% Feel Safe: 90% Feel Connected: 90% Feel Engaged: 90%  Data Year: 2026-27 LPs 1-7 Data Source: School Survey	
4.7						

## Goal Analysis [2023-24]

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community/Parent Liaison and Meaningful School Activities	<p>All parents of English learners, LTELs, low-income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following:</p> <ul style="list-style-type: none"> <li>• Community liaison who does outreach.</li> <li>• Provide meaningful parent activities.</li> <li>• Promote events and activities for parents to participate in at school.</li> </ul> <p>The parents/guardians of English Language Learners, low-income, and foster youth students are some of the least involved educational partners. Parent/guardian and other educational partner engagement are essential to effective schooling for English Language Learners, low-income, and foster youth students. SDWIHS knows that parents/guardians and their families have difficulty engaging in meaningful school activities. SDWIHS will continue to provide a community and parent liaison who does outreach to promote the school as a welcoming place for everyone. The school will continue to provide this action because we know that parent/guardian engagement is essential and helpful in promoting the value of education in the family. These actions will increase the involvement of the parents/guardians of English Language Learners, low-income, and foster youth students in completing the surveys and parent/guardian meeting attendance. SDWIHS expects all credit deficient students to benefit from this action, making this an LEA-wide action. SDWIHS expects the number of participants to be above the school enrollment each year.</p>	\$590,971.00	Yes
4.2	Translation and Outreach Services	All English Learners, LTELs, low-income and foster youth students, and parents will be supported with actions and services to improve their translation needs. We will do the following:	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Our translation services are capable of translating for multiple languages in writing.</li> <li>• Oral translation services are also provided at school events.</li> <li>• Provide additional translation and outreach services as necessary.</li> </ul> <p>Many English Language Learners, low-income, and foster youth students speak a language other than English at home. The English Language Learners, low-income, and foster youth students require effective communication and outreach regarding the educational programs and opportunities at the school. Translation into the families’ primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are essential to the school programs. SDWIHS will continue to support these efforts at school events and translate materials into multiple languages. These actions will increase parent/guardian attendance and increase course completion and graduation rates for the English Language Learners, low-income, and foster youth student population. SDWIHS expects these actions will increase the English Language Learners, low-income, and foster youth students’ sense of connectedness. SDWIHS expects all students to benefit from this action, making this an LEA-wide action. SDWIHS expects students to report over 90% feel connected to school each year.</p>		
4.3	Educational Partner Engagement	<p>Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low-income, and foster youth. We will do the following:</p> <ul style="list-style-type: none"> <li>• Provide meaningful educational partner engagement activities.</li> <li>• Provide two-way communication opportunities.</li> <li>• Provide additional services that support virtual communication and materials as necessary.</li> </ul> <p>The English Language Learners, low-income, and foster youth student population has some of the lowest attendance rates. School activities and events are important to the English Language Learners, low-income, and foster youth students and their families so that they feel connected to the school’s purpose and have increased engagement. Expenses for these include but are not limited to communications, outreach, materials, and</p>	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>transportation. SDWIHS will continue this action because the school has witnessed the positive impact on schools when barriers The English Language Learners, low-income, and foster youth student population and their families often struggle with being involved in meaningful school activities. Sustaining educational partner engagement requires communications, outreach, materials, activities, and transportation expenses. SDWIHS will continue this action because the school has witnessed a positive impact on the school when barriers to access are removed for English Language Learners, low-income, and foster youth students. SDWIHS expects all students to benefit from this action, making this an LEA-wide action. SDWIHS expects parents/guardians will report over 90% feel encouraged to participate each year, based on the school survey.</p>		
<b>4.4</b>	Title I – Parent Engagement	Federal funds are directed at meaningful and engaging parent/guardian events, such as Title I meetings. These events have expenditures to support the activities, such as transportation, and other meeting materials.	\$500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,323,192	\$1,181,993

## 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
31.324%	0.000%	\$0.00	31.324%

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 #	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
1.2	<p><b>Action:</b> All academic interventions and program materials</p> <p><b>Need:</b> Students who come to us are typically about 5-grade levels or more below in their academics. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics section above,</p>	<p>To address this, student NWEA performance will be used to place students in their coursework, and students will be tested twice per year for growth. These modifications will ensure that low-performing subgroups on the ELA and Math are being supported, graduating students can complete their courses, and students will be able to meet their post-secondary goals.</p> <p>Additionally, we will provide professional development for teachers, paraprofessionals, and</p>	<p>We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: (NWEA ELA all students, EL, low-income, Hispanic, White) (NWEA ELA all students, EL, low-income, Hispanic, White)</p>

Goal and Action #	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
	<p>our English learners and socioeconomically disadvantaged students are far below grade level.</p> <p>Additionally, we examined the needs of our student groups in the red on the CA Dashboard, which were our English learners, Hispanic, White, and socioeconomically disadvantaged student groups in both ELA and Math. We found that our Hispanic and White students were also low-income students. (Metrics are reported in Goal #2).</p> <p>Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills.</p> <p><b>Scope:</b> Schoolwide</p>	<p>tutors, focused on the implementation of intervention programs. Training to include effective strategies and pedagogies proven to increase student achievement. We will develop and implement any additional intervention programs for students who require additional support. These programs may involve one-on-one tutoring, small-group instruction, or specialized resources. We will collaborate on student progress data in these interventions.</p> <p>Throughout the school year and on an ongoing basis, students are assessed in NWEA as they enroll in our program. They will be given appropriate interventions as necessary, and their learning will be supported by a variety of support staff.</p> <p>We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>CA Dashboard Academic Indicator results for ELA and Math</p> <p>We will also consider input from the parents of participating students to enhance the quality of the programs provided.</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Tutoring and supports for students</p> <p><b>Need:</b> To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the CA Dashboard for their Graduation Rate. These were our all-student group, African American, Hispanic, Two or More Races, White, English learners,</p>	<p>To address this, we will continue to implement a detailed PLC plan to focus on students who are 30 credits or less from graduating for CSI and increase teacher referrals for students. In addition, we will increase efforts to promote tutoring to students. We are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and additional referrals will increase student participation in tutoring.</p>	<p>We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: African American, Hispanic, Two or More Races, White, English learners, homeless, students with disabilities,</p>

Goal and Action #	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
	<p>homeless, and students with disabilities. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red.</p> <p>Additionally, students who enroll with us are typically about 30 or more credits behind in school.</p> <p>Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in person and are available during school hours and on Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation.</p> <p>We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>and socioeconomically disadvantaged student groups, we expect them to increase each year. Additionally, student groups on the Dashboard graduation rate will be monitored.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>
1.4	<p><b>Action:</b> Counseling students towards graduation and materials</p> <p><b>Need:</b> To address the requirements of Differentiated Assistance (DA) we developed this action. The San Diego County Office of Education has provided training. Our school did a collaborative evaluation of the performance results from the California School Dashboard, with additional internal data to identify a root cause for reason for the students being behind in their credits. Students who enroll with us average about +30 credits or more behind in their schooling.</p>	<p>To address this, data is pulled monthly to track the success rate of seniors and their credit completion. As a collaborative team, all staff work to identify underperforming students and to provide them with additional support and resources to help support their learning efforts. To address obstacles to graduation, we will provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being, and create a positive learning environment.</p> <p>Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will promote a positive working relationship and will connect frequently or as needed with high-needs students, to help meet</p>	<p>We will closely monitor progress on our DASS graduation rates for all of our student groups, especially for the following student groups in the red: African American, Hispanic, Two or More Races, White, English learners, homeless, students with disabilities, and socioeconomically disadvantaged student groups,</p>

Goal and Action #	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
	<p>We examined the needs of our student groups in the red on the CA Dashboard for their 4-5 Graduation Rate. These were our all-student group, African American, Hispanic, Two or More Races, White, English learners, homeless, and students with disabilities. We noticed that these students were also in the socioeconomically.</p> <p>Historically, some of our lowest graduation rates are among the English learners, LTEL, low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 78.4% for the DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully.</p> <p>Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>social-emotional needs using programs, that promote intrinsic motivation and guides students to achieve their graduation goals.</p> <p>Our students participate in a comprehensive counseling program throughout the school year and on an ongoing basis. Counselors meet regularly with students to address their needs. They also inspire students to continue to be productive and strive to accelerate their learning.</p> <p>We expect that these actions will have a positive impact on work DASS graduation rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	<p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>
<p><b>1.5</b></p>	<p><b>Action:</b> Student activities that increase learning efforts</p> <p><b>Need:</b></p>	<p>To address this, we will increase the enrichment activities for students to build motivation to increase credit completion. This will include collaboration between leadership and staff along with sharing best practices. Additionally, we will</p>	<p>We will closely monitor progress on our credit completion rates for all of our student groups, especially English</p>

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	<p>As demonstrated in the Identified Needs and Metrics sections, English Learners, low-income, and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments.</p> <p>Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and recognition.</p> <p><b>Scope:</b> Schoolwide</p>	<p>increase student participation and engagement in meaningful school activities. The school will acknowledge student achievement and celebrate student successes to get buy-in. The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited to celebrations, field trips and enrichment experiences.</p> <p>Throughout the school year, and on an ongoing basis, our students participate in a comprehensive recognition program that helps support their scholastic efforts. We have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning.</p> <p>We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	<p>learners, LTEL, low-income, foster youth, and students with disabilities. We anticipate from these actions and support services to see an increase up to 4 credits per learning period.</p> <p>We will also consider input from students and parents to enhance the quality of the program provided.</p>
2.1	<p><b>Action:</b> Career and college-readiness for English Language Learners, low-income and foster youth students</p> <p><b>Need:</b> Some of our lowest career and college-readiness rates are among the English learners, low-income and foster youth student</p>	<p>To address this need, adjustments will include increasing the marketing of CTE pathways options, assigning proper A-G courses, and assigning CTE courses that align with a student's post-secondary plans. Our counselors will work closely with teachers to ensure all students complete their college and/or career coursework. Counselors connect students with WIOA to receive job training and placement. Additionally, field trips</p>	<p>We will closely monitor progress on our CTE completion rates and our A-G completion rates, and dual enrollment for all of our student groups, especially English learners, LTEL, low-</p>

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	<p>groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses, and below 11.1% in A-G + CTE pathway completion rate.. Our English Learners, low-income and foster youth students need to be prepared to pursue a career or attend a college.</p> <p>Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and recognition.</p> <p><b>Scope:</b> Schoolwide</p>	<p>will be planned for career exploration. We know that English learners, LTELs, low-income, and foster youth students need to be prepared to pursue a career or attend a college.</p> <p>As soon as students enroll with us, they engage in career inventory, exploration, and professional skills, to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into valuable coursework. Support personnel, staff, partnerships, and materials are essential to tailor and implement the curriculum for students. Throughout the school year and on an ongoing basis, teachers and counselors promote student interest in post-secondary endeavors. We have witnessed our students be successful in these programs.</p> <p>We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	<p>income, foster youth, and students with disabilities.</p> <p>We will also consider input from the parents, students, and teachers.</p>
<p><b>2.2</b></p>	<p><b>Action:</b> Professional development addressing English Language Learners, low-income and foster youth students</p> <p><b>Need:</b></p>	<p>To address this need, we will add a wide variety of professional learning opportunities for staff and ensure students are prepared to take the CAASPP assessments. Our staff will be expected to participate in professional development that supports EL, LTEL, LI, and FY by attending designated local or regional trainings,</p>	<p>We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth, and students with disabilities.</p>

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	<p>As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All student group.</p> <p>Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness.</p> <p><b>Scope:</b> Schoolwide</p>	<p>workshops/seminars. Best practices will also be shared with colleagues to support a school-wide effort.</p> <p>Throughout the school year, our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices.</p> <p>We anticipate that the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>We expect that these actions will have a positive impact on students with CAASPP scores increasing.</p> <p>We will also consider input from the parents, students, and teachers.</p>
2.3	<p><b>Action:</b> Technology Access &amp; Support</p> <p><b>Need:</b> All English Learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology platforms and support programs is critical to student access to curriculum and instruction.</p>	<p>We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. Computer and hot spots are provided for every incoming student. We expect that these actions will have a positive impact on our students.</p> <p>This action starts at student orientation and is ongoing throughout the school year. We expect that these actions will have a positive impact on our students.</p>	<p>We will monitor and sustain 100% of our students' access to technology for their educational program.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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	<p>Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum.</p> <p><b>Scope:</b> Schoolwide</p>	<p>There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis..</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Support for Standards-based Curriculum and Instruction</p> <p><b>Need:</b> All English Learners, LTEL, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based curriculum is 4.80, based on the CDE Standards Implementation Rubric.</p> <p>Teachers, and parents provided feedback indicating that they support the value of implementing standards-based curriculum.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The adjustment to the action design will ensure that VAPA coursework is increased, developed, and implemented for student success in the upcoming three-year LCAP cycle. Additionally, curriculum and instruction support will be provided by curriculum specialists to help analyze data results to develop an improved process to monitor the effectiveness of our curriculum and instructional practices.</p> <p>Throughout the school year, our personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups.</p> <p>We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	<p>We will closely monitor progress on our implementation of standards-based curriculum score from the CDE Standards Implementation Rubric. We expect improvement on the implementation score each year.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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<p><b>3.1</b></p>	<p><b>Action:</b> Student Retention</p> <p><b>Need:</b> We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population, which is currently at 84.67%.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive recognition program. We will continue these practices, for our English Learners, low-income and foster youth,</p> <p>These actions occur throughout the school year. We expect that these actions will have a positive impact on our student retention resulting in a higher score each year.</p> <p>An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	<p>We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths.</p> <p>We will also consider input from the parents, students, and teachers.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Social and Emotional Supports</p> <p><b>Need:</b> We serve English Learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 90.63%.</p>	<p>We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices that have helped address many of the social-emotional needs of our English learners, LTELs, low-income, and foster youth students. Programs such as our SEL counseling, support personnel, social workers, professional development, and special programs such as yoga, have a positive impact on our students.</p> <p>This action is provided on an ongoing basis, throughout the school year. Staff and teachers are</p>	<p>We expect that these actions will have a positive impact on the Success Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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	<p>Teachers and parents provided feedback indicating that they support the value of student success.</p> <p><b>Scope:</b> Schoolwide</p>	<p>all diligent in watching for signs of trauma and are quick to provide support.</p> <p>We will continue to provide and improve on these actions and services because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
<p><b>3.3</b></p>	<p><b>Action:</b> Access to Transportation</p> <p><b>Need:</b> We serve English Learners, LTELs, low-income, and foster youth students who are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 92.33%.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p><b>Scope:</b> Schoolwide</p>	<p>To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. We will continue to provide this additional service for students because we have seen it improve their access to school and programs.</p> <p>These actions are provided throughout the school year and teachers make sure students have access to transportation. We know that staff and students working together daily, will have a positive impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students.</p> <p>English learners, LTEL, low-income, foster youth, and students with disabilities are served by this action. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	<p>We expect that these actions will have a positive impact on the average attendance rate, and we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youths.</p> <p>Chronic absenteeism is not a match for a DASS school. We will also consider input from the parents, students, and teachers.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Access to Nutrition</p>	<p>To address this, we will ensure that students have access to quality nutrition at the school or even</p>	<p>We expect that these actions will have a positive</p>

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	<p><b>Need:</b> Food scarcity for our highly mobile English Learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. The non-completer rate is currently 8.91%.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p><b>Scope:</b> Schoolwide</p>	<p>delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance.</p> <p>Throughout the school day, teachers and staff are diligent about the nutritional needs of students. They are quick to provide food daily. Students also ask for food as needed.</p> <p>These actions will decrease non-completer rates for our English Learners, LTEL, low-income, and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>impact on the average non-completer rate, which will stay below 10% for all our students.</p> <p>We will also consider input from the parents, students, and teachers.</p>
4.1	<p><b>Action:</b> Community/Parent Liaison and Meaningful School Activities</p> <p><b>Need:</b> Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, LTELs, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above, in the metrics</p>	<p>To ensure our continued success, we hope to see an increase in parent participation. We will continue to provide a community liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events.</p> <p>We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. This action is on an ongoing basis, throughout the school year.</p> <p>The support of the community liaison is designed to meet the needs most associated with increased</p>	<p>We will closely monitor the progress on our parent participation count so that they are above the enrollment amount.</p> <p>We will also consider input from the parents, students, and teachers.</p>

Goal and Action #	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
	<p>section, we expect the participation counts to be above enrollment.</p> <p>Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities.</p> <p><b>Scope:</b> Schoolwide</p>	<p>involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
<p><b>4.2</b></p>	<p><b>Action:</b> Translation and Outreach Services</p> <p><b>Need:</b> According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic success of the identified students. We currently have 129 participants in our PAC/ELAC meetings this year.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Eliminating language barriers for families of our English learners is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison in coordination with our staff will utilize these services to increase communication with our EL, LTEL, FY, and LI parents using written, verbal, and virtual communications.</p> <p>Throughout the school year, we are committed to eliminating language barriers for families of our English learners. This is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison in coordination with our staff will utilize these services to increase communication with our EL, FY, and LI parents using written, verbal, and virtual communications.</p>	<p>We expect that these actions will have a positive increase in participation in ELAC and PAC meetings. This is good for all our English Learners, LTELs, low-income and foster youth.</p> <p>We will also consider input from the parents, students, and teachers.</p>

Goal and Action #	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
		<p>This action is designed to meet the needs most associated with increased communication and involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
<p><b>4.3</b></p>	<p><b>Action:</b> Educational Partner Engagement</p> <p><b>Need:</b> Feedback from teachers, administrators, and counselors, state that the parents of English Learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school survey show that our parents report that 84% feel encouraged to participate.</p> <p>Parents and teachers provided feedback indicating that they support the value of educational partners.</p> <p><b>Scope:</b> Schoolwide</p>	<p>According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities, and transportation.</p> <p>We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is done on an ongoing basis throughout the school year.</p> <p>We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey.</p> <p>We will also consider input from the parents, students, and teachers.</p>

**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
<p><b>1.1</b></p>	<p><b>Action:</b> Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials</p> <p><b>Need:</b> According to the CA Dashboard, our English Learner student group was in the yellow on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs.</p> <p>Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>To address this, we will add an EL paraprofessional to the SGI class to ensure that English Learners and LTELs have quality trained support in their program. There will also be a bigger push in having EL and LTEL students see a tutor. We will implement a high-quality English Language acquisition program and add additional tutoring and paraprofessional staff to support students in their ELD SGI courses and with System 44 to address the identified needs.</p> <p>Throughout the year and on an ongoing basis, we will address students' needs by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language</p>	<p>We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD &amp; ELA standard, and using real-time tracking, student language proficiency, and academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>instruction through vocabulary and language development to support literacy skills and language acquisition.</p> <p>We expect that these actions, which are designed to address our EL and LTEL students' needs, will be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.</p>	
<p><b>1.8</b></p>	<p><b>Action:</b> Professional Development to Support English Learners and LTELs</p> <p><b>Need:</b> According to the CA Dashboard, our English Learner student group was in the yellow on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs.</p> <p>Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>To address student's learning needs, we will have a variety of professional development opportunities to support EL and LTEL students, including adding EL training to ensure that English Learners have quality instruction in their program. To address this need, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. This may involve workshops, seminars, or collaborative learning communities focused on effective instructional practices. Our English learners will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences, and professional learning communities provide</p>	<p>We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored, and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>information that will build the capacity of faculty and staff to increase student performance.</p> <p>Professional development happens throughout the year at least three times on various topics. There is follow-up with staff who are trained using the professional learning community's model. There are opportunities for staff to engage in their effectiveness with each other and share best practices.</p> <p>We expect that our English Learners, including long-term English Learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel. This action is provided on a limited basis.</p>	

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

Not Applicable.

***Additional Concentration Grant Funding***

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

We are a single school LEA and an independent study DASS charter school, with over 55% unduplicated students. Our students are served by additional personnel specifically trained to address their specific social-emotional and academic needs. The funds were used to increase or retain critical personnel, who are essential to implementing each goal. Listed below are the goals and actions where there are additional personnel who provided direct services to unduplicated students:

Goal 1 Action 2: All academic interventions and program materials – have intervention teachers for math, ELA, and reading.  
 Goal 1 Action 3: Tutoring and support for students – have many tutors proficient in multiple subject areas.  
 Goal 3 Action 2: Social-emotional, trauma support services and materials.

We are single school LEA and do not have comparison schools.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Staff-to-student ratio of certificated staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

# 2024-25 Total Expenditures Table

LCAP Year	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 %)
Totals	32,956,700	10,323,192	31.324%	0.000%	31.324%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$47,577,194.00			\$447,992.00	\$48,025,186.00	\$27,670,599.00	\$20,354,587.00

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
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2025	\$1,705,825.00	\$5,000.00	\$1,710,825.00				\$1,710,825.00
1	1.2	All academic interventions and program materials	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$2,530,000.00	\$1,000.00	\$2,531,000.00				\$2,531,000.00
1	1.3	Tutoring and supports for students	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$995,000.00	\$0.00	\$995,000.00				\$995,000.00
1	1.4	Counseling students towards graduation and materials	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$455,000.00	\$70,000.00	\$525,000.00				\$525,000.00
1	1.5	Student activities that increase learning efforts	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$115,000.00	\$55,000.00	\$170,000.00				\$170,000.00
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No				July 1, 2024 - June 30, 2025	\$17,702,386.00	\$0.00	\$17,702,386.00				\$17,702,386.00
1	1.7	Title I – Intervention programs and personnel to support students	All	No				July 1, 2024 - June 30, 2025	\$446,992.00	\$0.00				\$446,992.00	\$446,992.00
1	1.8	Professional Development to Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$500.00	\$500.00				\$500.00

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
						Student Group(s)										
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$735,396.00	\$6,000.00	\$741,396.00				\$741,396.00
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00
2	2.3	Technology Access & Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$176,000.00	\$250,000.00	\$426,000.00				\$426,000.00
2	2.4	Support for Standards-based Curriculum and Instruction	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$125,000.00	\$0.00	\$125,000.00				\$125,000.00
2	2.5	Educational materials for an effective program	All		No				July 1, 2024 - June 30, 2025	\$0.00	\$13,403,966.00	\$13,403,966.00				\$13,403,966.00
2	2.6	Safe and secure facilities	All		No				July 1, 2024 - June 30, 2025	\$0.00	\$6,147,650.00	\$6,147,650.00				\$6,147,650.00
3	3.1	Student Retention	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$575,000.00	\$7,000.00	\$582,000.00				\$582,000.00
3	3.2	Social and Emotional Supports	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$1,689,000.00	\$50,000.00	\$1,739,000.00				\$1,739,000.00
3	3.3	Access to Transportation	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024- June 30, 2025	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00
3	3.4	Access to Nutrition	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00

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
3	3.5	Title I – Helping Homeless	All	No				July 1, 2024- June 30, 2025	\$0.00	\$500.00				\$500.00	\$500.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$420,000.00	\$170,971.00	\$590,971.00			\$590,971.00
4	4.2	Translation and Outreach Services	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$20,000.00	\$20,000.00			\$20,000.00
4	4.3	Educational Partner Engagement	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$3,500.00	\$3,500.00			\$3,500.00
4	4.4	Title I – Parent Engagement	All	No				July 1, 2024 - June 30, 2025	\$0.00	\$500.00				\$500.00	\$500.00

# 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
32,956,700	10,323,192	31.324%	0.000%	31.324%	\$10,323,192.00	0.000%	31.324 %	<b>Total:</b>	\$10,323,192.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$1,711,325.00
								<b>Schoolwide Total:</b>	\$8,611,867.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,710,825.00	0
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,531,000.00	0
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$995,000.00	0
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$525,000.00	0
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$500.00	0
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$741,396.00	0
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	0
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$426,000.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	0
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$582,000.00	0
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,739,000.00	0
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	0
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$590,971.00	0
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	0

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 (%)
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$32,963,543.00	\$37,085,805.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	English Language Learner support staff, interventions, and materials	Yes	\$1,186,454.00	\$1,483,618.00
1	1.2	All academic interventions and program materials	Yes	\$1,810,310.00	\$2,238,437.00
1	1.3	Tutoring and supports for students	Yes	\$821,471.00	\$1,026,847.00
1	1.4	Counseling students towards graduation and materials	Yes	\$413,200.00	\$515,434.00
1	1.5	Student activities that increase learning efforts	Yes	\$172,000.00	\$217,828.00
1	1.6	Teachers and staff are qualified and appropriately assigned	No	\$11,345,708.00	\$11,723,762.00
1	1.7	Title I – Intervention programs and personnel to support students	No	\$490,807.00	\$438,325.00
1	1.8	Professional Development for English Language Learners	Yes	\$500.00	\$619.00
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	\$454,915.00	\$559,742.00
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	Yes	\$6,000.00	\$9,121.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Technology Access & Support	Yes	\$413,800.00	\$517,090.00
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$127,400.00	\$163,171.00
2	2.5	Educational materials for an effective program	No	\$8,073,386.00	\$9,626,544.00
2	2.6	Safe and secure facilities	No	\$5,134,367.00	\$5,426,599.00
3	3.1	Student Retention	Yes	\$440,441.00	\$570,393.00
3	3.2	Social and Emotional Supports	Yes	\$1,370,684.00	\$1,692,172.00
3	3.3	Access to Transportation	Yes	\$74,000.00	\$92,298.00
3	3.4	Access to Nutrition	Yes	\$74,000.00	\$92,793.00
3	3.5	Title I – Helping Homeless	No	\$500.00	\$2,175.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	\$529,600.00	\$657,450.00
4	4.2	Translation and Outreach Services	Yes	\$20,000.00	\$25,543.00
4	4.3	Educational Partner Engagement	Yes	\$3,500.00	\$4,617.00
4	4.4	Title I – Parent Engagement	No	\$500.00	\$1,227.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$9,726,127.00	\$7,918,275.00	\$9,867,173.00	(\$1,948,898.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Language Learner support staff, interventions, and materials	Yes	\$1,186,454.00	\$1,483,618.00	0	
1	1.2	All academic interventions and program materials	Yes	\$1,810,310.00	\$2,238,437.00	0	
1	1.3	Tutoring and supports for students	Yes	\$821,471.00	\$1,026,847.00	0	
1	1.4	Counseling students towards graduation and materials	Yes	\$413,200.00	\$515,434.00	0	
1	1.5	Student activities that increase learning efforts	Yes	\$172,000.00	\$217,828.00	0	
1	1.8	Professional Development for English Language Learners	Yes	\$500.00	\$619.00	0	
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	\$454,915.00	\$559,742.00	0	
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	Yes	\$6,000.00	\$9,121.00	0	
2	2.3	Technology Access & Support	Yes	\$413,800.00	\$517,090.00	0	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$127,400.00	\$163,171.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Student Retention	Yes	\$440,441.00	\$570,393.00	0	
3	3.2	Social and Emotional Supports	Yes	\$1,370,684.00	\$1,692,172.00	0	
3	3.3	Access to Transportation	Yes	\$74,000.00	\$92,298.00	0	
3	3.4	Access to Nutrition	Yes	\$74,000.00	\$92,793.00	0	
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	\$529,600.00	\$657,450.00	0	
4	4.2	Translation and Outreach Services	Yes	\$20,000.00	\$25,543.00	0	
4	4.3	Educational Partner Engagement	Yes	\$3,500.00	\$4,617.00		

# 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)
\$32,487,562.00	\$9,726,127.00	0.000%	29.938%	\$9,867,173.00	0.000%	30.372%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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