



LCFF Budget Overview for Parents

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

CDS Code: 37 68130 3731262

School Year: 2024-25

LEA contact information:

Scott Parr

CEO/Principal

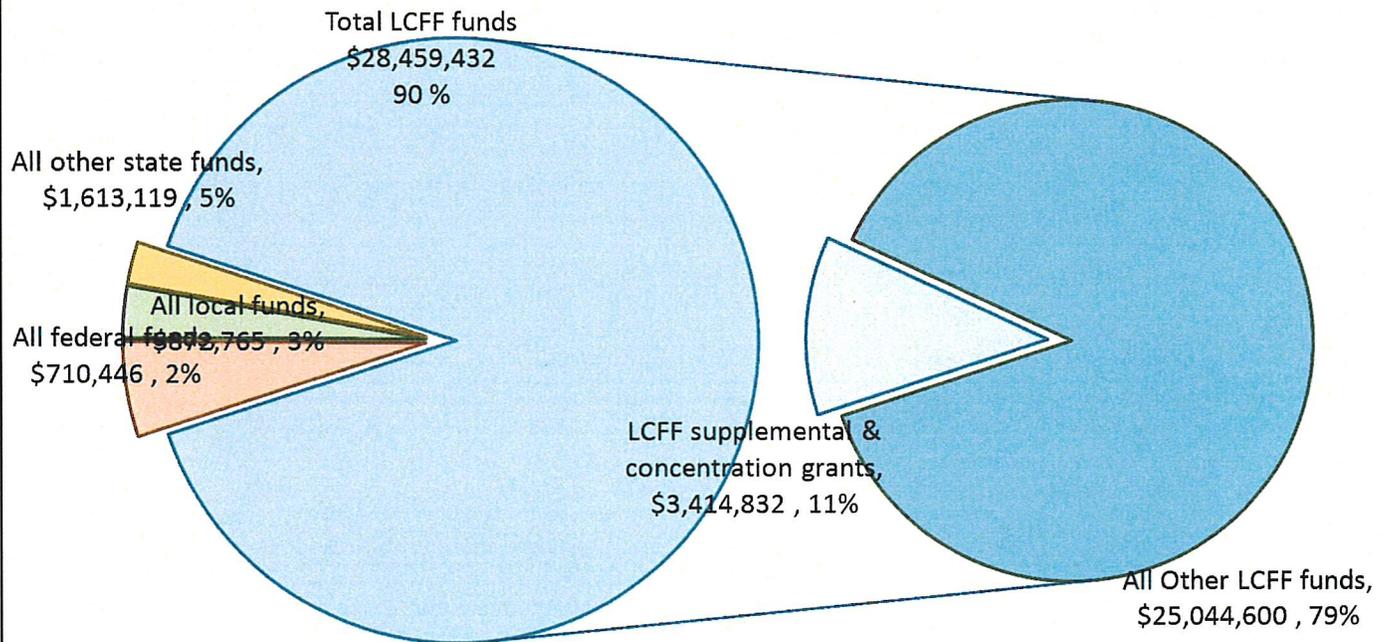
sparr@schscougars.org

619-660-3500

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

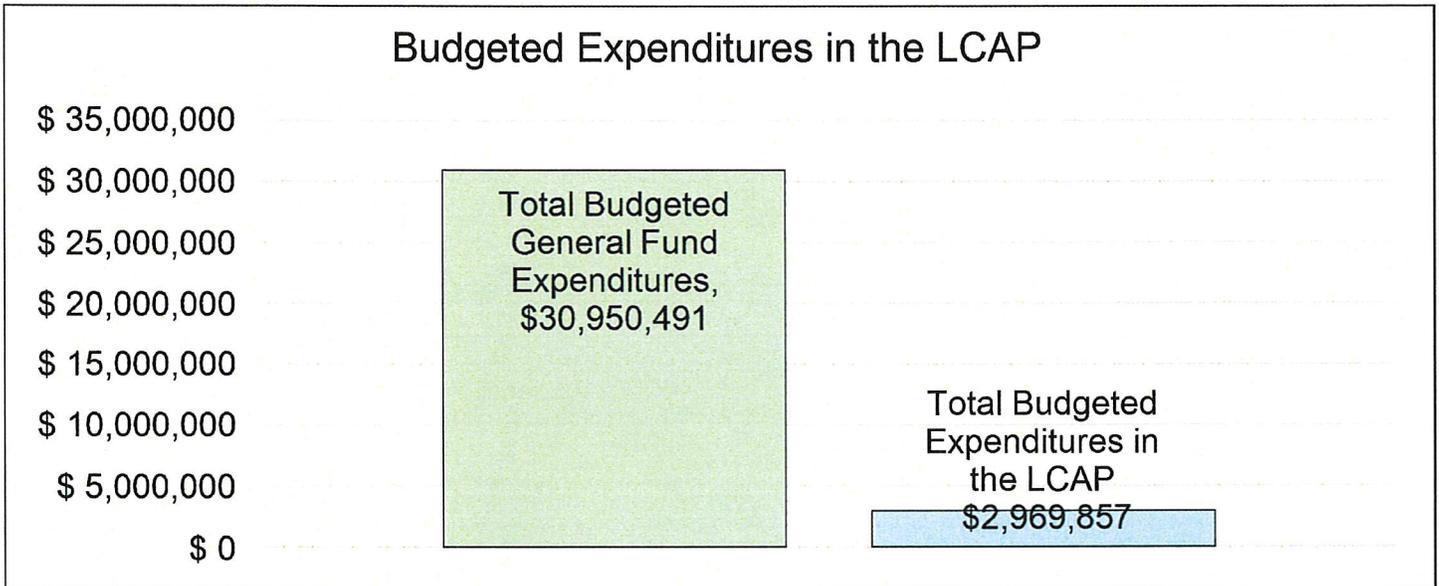


This chart shows the total general purpose revenue Steele Canyon Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Steele Canyon Charter High School is \$31,655,762, of which \$28,459,432 is Local Control Funding Formula (LCFF), \$1,613,119 is other state funds, \$872,765 is local funds, and \$710,446 is federal funds. Of the \$28,459,432 in LCFF Funds, \$3,414,832 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Steele Canyon Charter 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.

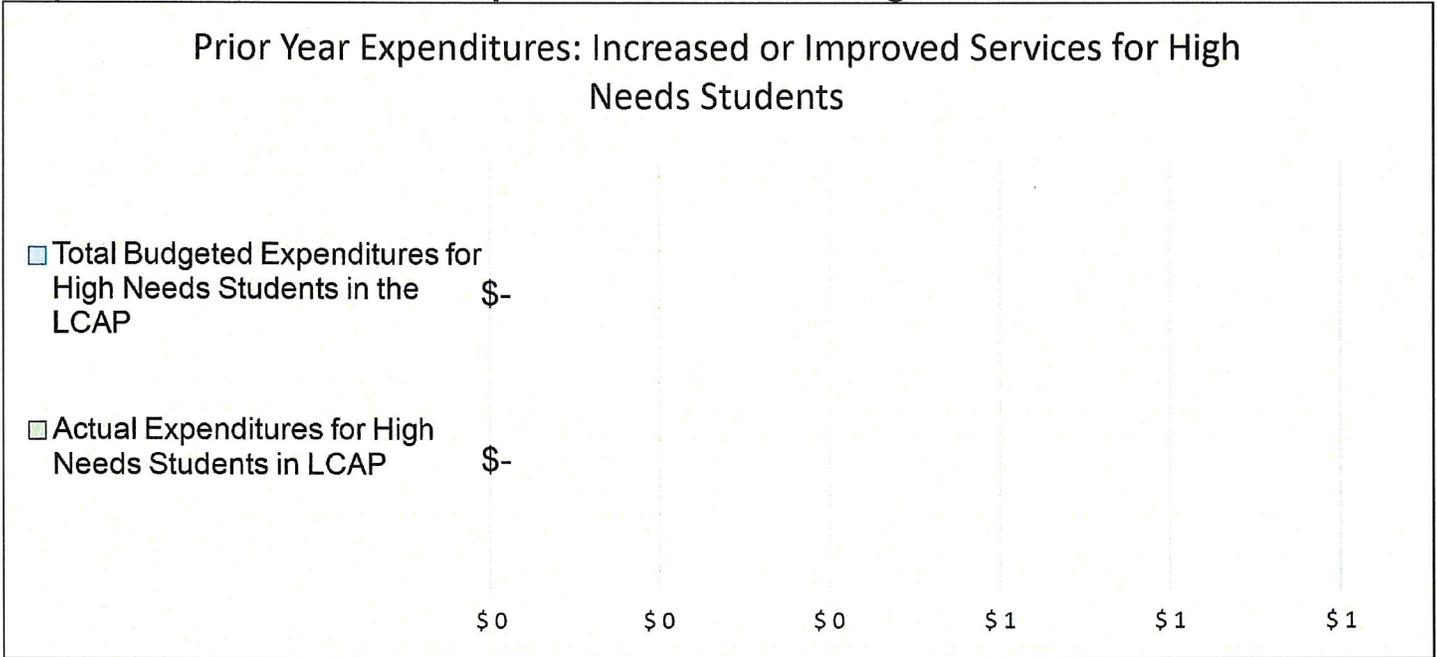
The text description of the above chart is as follows: Steele Canyon Charter High School plans to spend \$30,950,491 for the 2024-25 school year. Of that amount, \$2,969,857 is tied to actions/services in the LCAP and \$27,980,634 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Steele Canyon Charter High School is projecting it will receive \$3,414,832 based on the enrollment of foster youth, English learner, and low-income students. Steele Canyon Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Steele Canyon Charter High School plans to spend \$3,414,832 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Steele Canyon Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Steele Canyon Charter 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, Steele Canyon Charter High School's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Steele Canyon Charter High School actually spent \$0 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
Steele Canyon Charter High School	Scott Parr CEO/Principal	sparr@schsougars.org 619-660-3500

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
College Career Readiness Indicator	2019 College/Career Performance Indicator was 56.6% readiness for all students Student Groups 2019 College/Career Performance Indicator readiness % for all students in the 2019 graduating cohort. <ul style="list-style-type: none"> Students with Disabilities 8.2% (49 students) English Learners 8.2% (50 Students) 	The California Dashboard Performance Indicator was last calculated officially in 2019 and not available in year's 2020, and 2021 due to the COVID Pandemic. State law suspended the official reporting of state and local indicators on the dashboard.	The California Dashboard Performance Indicator was not published for 2022 due to the measure itself being revised. The change requires a year of baseline data collection in order to produce a valid measure. Due to Steele Canyon's efforts in providing increased opportunities and subsequent increases in measurement outcomes, we anticipate a significant	The 2022-23 College and Career Performance Indicator was 60.5% for the 2023 graduating senior cohort 'Class of 2023'. The 2022-23 Performance Level published by the California Department of Education will serve as a new baseline. The possible outcomes on the spectrum are listed as Very High, High, Medium, Low, and Very Low.	2023-24 The overall SCHS Average of all students who are considered ready on the College/Career Indicator will increase by 5% and and by 6% for each student group that performed below the 2019 all student CCR average of 56.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> African American 48.4% (31 Students) Hispanic 46.3% (203 students) White 64.2% (215 students) Two or More Races 63.8% (47 students) Socioeconomically Disadvantaged 45.5% (246 students) 	<p>Career Readiness from 2019.</p> <p>Student Groups 2020 College/Career readiness % for all students</p> <ul style="list-style-type: none"> Students with Disabilities 19% (42 students) English Learners 35.1% (57 Students) African American 55.3% (38 Students) Hispanic 55% (220 students) White 65.4% (179 students) Two or More Races 75.6% (41 students) Socioeconomically Disadvantaged 51.3% (236 students) 	<p>jump once the metric is restored for the baseline calculation for the 2023-24 release. The stop/start of this metric has caused us to be less reliant on outside measures. We have worked on our internal measures in our Aeries Student Information System so that it produces accurate informative measures equal to or superior to the measurements detailed on the California Dashboard.</p>	<p>of 60.5% for Steele Canyon Class of 2023 is considered 'High' on the 2023 dashboard. This outcome constitutes a 3.9% increase from our baseline data last reported in 2019. The desired outcome of 5% was not reached.</p> <p>The hiatus in state-reported metrics for College-Career since then has been challenging for our data analysis efforts but we are glad to see it being re-established.</p> <p>This year's outcome is considered a new baseline and next year's outcomes will allow for comparison data.</p> <p>All Senior Students in the 2023 Graduating Cohort - 60.5% College Career Prepared 19.6% Approaching Prepared</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
				<p>19.8% Not Prepared</p> <ul style="list-style-type: none"> • Students with Disabilities 19.1% (47 students) 10.9% Increase=Desired Outcome MET <ul style="list-style-type: none"> • English Learners 30.4% (56 Students) 22.2% Increase=Desired Outcome MET <ul style="list-style-type: none"> • Hispanic: Medium 52.3% Prepared (243 Student) <p>6% Increase=Desired Outcome MET</p> <ul style="list-style-type: none"> • African American: 48.3% (29 Students) No performance 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
				<p>Level provided</p> <p>.1%</p> <p>Increase=Desired Outcome NOT MET</p>	<p>Increase=Desired</p>
				<ul style="list-style-type: none"> White: High 69.1% (188 Students) <p>4.8%</p> <p>Increase=Desired Outcome Maintained as this group was above the 56.5% average from 2019</p>	<p>Increase=Desired</p>
				<ul style="list-style-type: none"> Two or More Races: 74.3% (35) Very High <p>10.5%</p> <p>Increase=Desired Outcome Maintained as this group was above the 56.5% average from 2019</p>	<p>Increase=Desired</p>
				<ul style="list-style-type: none"> Socioeconomically Disadvantaged: Medium 54% (337 Students) <p>8.5%</p> <p>Increase=Desired</p>	<p>Increase=Desired</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Performance - ELA	<p>2019 ELA Academic Performance Data: Overall achievement in grade 11: SBAC ELA 74.29% of SCHS students met or exceeded standards.</p> <p>Student Groups 2019 ELA Performance data:</p> <ul style="list-style-type: none"> Students with Disabilities: 36.59% met or exceeded standards. 	<p>2020-21 ELA Academic Performance Data: Overall achievement in grade 11: SBAC ELA 66.67% of SCHS students met or exceeded standards.</p> <p>Student Groups 2020-21 ELA Performance data:</p> <ul style="list-style-type: none"> Students with Disabilities: 32.14% met or exceeded standards. 	<p>2021-22 ELA Academic Performance Data: 487 SCHS Students Participated in the SBAC in 2022.</p> <p>Overall achievement in grade 11: SBAC ELA 66.19% of SCHS students met or exceeded standards.</p> <p>All students scored "High" in their grade level standards on the English Language Arts Assessment. This</p>	<p>Outcome MET</p> <ul style="list-style-type: none"> No Performance Level Groups due to 'Less than 11 students - data not displayed for privacy': American Indian (2 Students) Asian (4 Students) Filipino (7 Students) Homeless (5 Students) <p>The 2022-23 ELA Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2023.</p> <p>Overall achievement in grade 11: SBAC ELA 72.82% of SCHS students met or exceeded standards.</p> <p>This is a 6.63% increase in comparison to the previous year but a 1.47 decrease since</p>	<p>2023-24 The overall SCHS Average of all students who met or exceeded standards in ELA will increase by 3% and and by 6% for each student group that performed below the 2019 all student ELA average of 74.29%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Economically Disadvantaged 68.21% met or exceeded standards. Fluent English Language Proficient and English Only 78.91% met or exceeded standards. English Learner 25% met or exceeded standards. African American 60% met or exceeded standards. Hispanic or Latino 69.37% met or exceeded standards. White 78.91% met or exceeded standards. Two or More Races 90% 	<ul style="list-style-type: none"> Economically Disadvantaged 58.73% met or exceeded standards. Fluent English Language Proficient and English Only 69.56% met or exceeded standards. English Learner 18.18% met or exceeded standards. African American 56% met or exceeded standards. Hispanic or Latino 59.9% met or exceeded standards. White 76.26% met or exceeded standards. Two or More Races 	<ul style="list-style-type: none"> year's performance was 34.8 points above the standard compared to a 'Low' measurement in the state-wide performance that was 12.2 points below standard. Student Groups 2021-22 ELA Performance data: <ul style="list-style-type: none"> Students with Disabilities: 31.82% met or exceeded standards. Economically Disadvantaged 57.33% met or exceeded standards. Fluent English Language Proficient and English Only 70.33% met or exceeded standards. English Learner 	<p>the 2019 baseline data of 74.29%. Desired Outcome NOT MET</p> <p>According to the California School Dashboard, 'All Students' collectively scored 'BLUE' in their grade level standards on the English Language Arts Assessment which is the highest possible outcome. The spectrum metric is listed as the lowest to highest color of Red, Orange, Yellow, Green, and Blue.</p> <p>This year's performance was 60 points above the standard compared to an 'Orange' measurement in the state-wide performance that was 13.6 points below the standard.</p> <p>Student Groups 2022-</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> met or exceeded standards. American Indian or Alaska Native no data Asian no data Filipino no data Pacific Islander no data Homeless no data Foster Youth no data Female 80.77% met or exceeded standards. Male 66.96% met or exceeded 	<ul style="list-style-type: none"> 68.96% met or exceeded standards. American Indian or Alaska Native no data Asian no data Filipino no data Pacific Islander no data Homeless no data Foster Youth no data Female 71.8% met or exceeded standards. Male 61.54% met or exceeded 	<ul style="list-style-type: none"> 20.00% met or exceeded standards. African American 63.63% met or exceeded standards. Hispanic or Latino 52.27% met or exceeded standards. White 59.38% met or exceeded standards. Two or More Races 76.47% met or exceeded standards. American Indian or Alaska Native no data Asian no data Filipino no data Pacific Islander no data Homeless no data in order 	<ul style="list-style-type: none"> 23 ELA Performance data: African American 79.98% met or exceeded standards. (17 Students) Designated - No Performance Color 19.98% Increase=Desired Outcome MET White 76.02% met or exceeded standards. (171 Students) Designated - GREEN 2.89% Decrease = Maintained as this group was above the 74.29% average from 2019 Two or More Races 83.72% met or exceeded standards. (43 Students) Designated - BLUE 6.28% Decrease = 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> to protect student privacy because 10 or fewer students tested. Foster Youth no data Female 71.26% met or exceeded standards. Male 60.92% met or exceeded 	<p>Maintained as this group was above the 74.29% average from 2019</p> <ul style="list-style-type: none"> Students with Disabilities: 20.41 % met or exceeded standards. (44 Students) <p>Designated - RED 16.18% Decrease=Desired Outcome NOT MET</p> <ul style="list-style-type: none"> English Learners: 10.52% met or exceeded standards. (38 Students) <p>Designated - ORANGE 14.48% Decrease=Desired Outcome NOT MET</p> <p>Socioeconomically Disadvantaged 66.5% met or exceeded standards. (278 Students) Designated - BLUE 1.66% Decrease=Desired</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
				<p>Outcome NOT MET</p> <ul style="list-style-type: none"> Hispanic or Latino 67.45% met or exceeded standards. (258 Students) <p>Designated - BLUE 1.92% Decrease=Desired Outcome NOT MET</p> <ul style="list-style-type: none"> No Performance Level Groups due to 'Less than 11 students - data not displayed for privacy': <ul style="list-style-type: none"> American Indian or Alaska Native no data Asian no data Filipino no data Pacific Islander no data 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Performance - Math	<p>2019 Math Academic Performance Data: Overall achievement in grade 11: SBAC Math 41.46% of SCHS students met or exceeded standards.</p> <p>Student groups 2019 Math Performance data</p> <ul style="list-style-type: none"> Students with Disabilities: 9.76% met or exceeded standards. Economically Disadvantaged 33.34% met or exceeded standards. 	<p>2020-21 Math Academic Performance Data: Overall achievement in grade 11: SBAC Math 45.38% of SCHS students met or exceeded standards.</p> <p>Student groups 2020-21 Math Performance data</p> <ul style="list-style-type: none"> Students with Disabilities: 0% met or exceeded standards. Economically Disadvantaged 35.13% met or 	<p>2021-22 Math Academic Performance Data: Overall achievement in grade 11: SBAC Math 32.77% of SCHS students met or exceeded standards.</p> <p>Student groups 2021-22 Math Performance data</p> <ul style="list-style-type: none"> Students with Disabilities: 0% met or exceeded standards. Economically Disadvantaged 27.95% met or 	<p>2022-23 MATH Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2023.</p> <ul style="list-style-type: none"> Homeless no data Foster Youth no data Female 79.62% met or exceeded standards. Male 65.27% met or exceeded <p>Overall achievement in grade 11: SBAC ELA 42.52% of SCHS students met or exceeded standards.</p>	<p>2023-24 The overall SCHS Average of all students who met or exceeded standards in math will increase by 3% and and by 6% for each student group that performed below the 2019 all student math average</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Fluent English Language Proficient and English Only 43.86% met or exceeded standards. • English Learner 11.11% met or exceeded standards. • African American 34.29% met or exceeded standards. • Hispanic or Latino 32.14% met or exceeded standards. • White 51.71% met or exceeded standards. • Two or More Races 50% met or exceeded standards. • American Indian or Alaska 	<ul style="list-style-type: none"> • Fluent English Language Proficient and English Only 47.41% met or exceeded standards. • English Learner 13.04% met or exceeded standards. • African American 16.67% met or exceeded standards. • Hispanic or Latino 39.67% met or exceeded standards. • White 53.9% met or exceeded standards. • Two or More Races 54.83% met or exceeded standards. 	<ul style="list-style-type: none"> • Fluent English Language Proficient and English Only 34.85% met or exceeded standards. • English Learner 10.00% met or exceeded standards. • African American 6.90% met or exceeded standards. • Hispanic or Latino 24.45% met or exceeded standards. • White 45.14% met or exceeded standards. • Two or More Races 44.12% met or exceeded standards. 	<p>Desired Outcome NOT MET</p> <p>According to the California School Dashboard, 'All Students' scored 'GREEN' in their grade level standards on the Math color spectrum lowest to highest: Red, Orange, Yellow, Green, and Blue. This year's performance was 36.9 points below the standard compared to an 'Orange' measurement in the state-wide performance that was 49.1 points below the standard.</p> <p>Student Groups 2022-23 MATH Performance data:</p> <ul style="list-style-type: none"> • Hispanic 34.76% met or exceeded standards. (252 Students) Designated - GREEN 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Native no data Asian no data Filipino no data Pacific Islander no data Homeless no data Foster Youth no data Female 41.93% met or exceeded standards. Male 40.95% met or exceeded 	<ul style="list-style-type: none"> American Indian or Alaska Native no data Asian no data Filipino no data Pacific Islander no data Homeless no data Foster Youth no data Female 42.64% met or exceeded standards. Male 48.19% met or exceeded 	<ul style="list-style-type: none"> American Indian or Alaska Native no data Asian no data Filipino no data Pacific Islander no data Homeless no data Foster Youth no data Female 28.69% met or exceeded standards. Male 37.02% met or exceeded 	<ul style="list-style-type: none"> 2.62% Increase = Desired Outcome NOT MET African American 51.48% met or exceeded standards. (17 Students) Designated - No Performance Color 17.19% Increase=Desired Outcome MET Two or More Races 52.38% met or exceeded standards. (41 Students) Designated - GREEN 2.38% Increase = Desired Outcome NOT MET White 51.48% met or exceeded standards. (168 Students) Designated - GREEN 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>.23% Decrease = Desired Outcome NOT MET</p> <ul style="list-style-type: none"> • Students with Disabilities: 13.64% met or exceeded standards. (44 Students) <p>Designated - ORANGE 3.88% Increase = Desired Outcome NOT MET</p> <p>Socioeconomically Disadvantaged 37.09% met or exceeded standards. (275 Students) Designated - GREEN 3.75% Increase = Desired Outcome NOT MET</p> <ul style="list-style-type: none"> • English Learners: 2.70% met or exceeded standards. (37 Students) <p>Designated - RED 8.41% Decrease = Desired Outcome NOT MET</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Career Technical Education (CTE) Pathway Completion	2020: SCHS CTE Offerings: 13 total sections	2020-21: SCHS CTE Offerings: 4 Introductory Course 6 Concentrator	2021-22: SCHS CTE Offerings: 4 Introductory courses 6 Concentrator	2022-23: SCHS CTE Offerings: 4 Introductory courses	2023-24 That 6 CTE sections are added to the line up of offerings at

No Performance Level Groups due to 'Less than 11 students - data not displayed for privacy':

- American Indian or Alaska Native no data
- Asian no data
- Filipino no data
- Pacific Islander no data
- Homeless no data
- Foster Youth no data
- Female 40.91% met or exceeded standards.
- Male 44.31% met or exceeded standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>7 Concentrator Courses 6 Completer Courses</p> <p>2020 Graduation Cohort 2020 CTE Concentrators: 91 Students 2020 CTE Completers: 61 Students</p>	<p>5 courses 5 Capstone courses</p> <p>Graduating Cohort: 33 Completers 1 Individualized Education Plan Students (IEP) 14 Socio-Economically Disadvantaged (SED) 2 English Learners (EL) 3 Armed Forces 12 White 16 Hispanic 2 African American 2 Two or more races 1 Filipino</p> <p>Current SCHS CTE Offerings: • - total sections</p> <p>Percent of all students in graduating cohort who were considered A-G (61%)</p> <p>Of those A-G students in the graduating cohort, 5% completed a CTE Pathway</p> <p>Percent of Student</p>	<p>5 courses 5 Capstone courses</p> <p>Graduating Cohort: 37 Completers 0 Individualized Education Plan Students (IEP) 23 Socio-Economically Disadvantaged (SED) 1 English Learner (EL) 18 White 15 Hispanic 0 African American 3 Two or more races 1 Asian</p> <p>Current SCHS CTE Offerings: 45 total CTE sections within 31 offerings</p> <p>Percent of all students in graduating cohort who were considered A-G (62.3%)</p> <p>Of those A-G students in the graduating cohort, 5% completed a CTE Pathway</p> <p>Percent of Student Groups in graduating</p>	<p>8 Concentrator courses 8 Capstone courses</p> <p>SCHS added 7 additional sections of CTE since the original 13 of 2019. Expected Outcome: MET</p> <p>Graduating Cohort: 89 Completers 2 Individualized Education Plan Students (IEP) 56 Socio-Economically Disadvantaged (SED) 5 English Learner (EL) 41 White 35 Hispanic 5 African American 7 Two or more races 0 Asian</p>	<p>SCHS and that all student groups including unduplicated are represented equitably in CTE participation with an increase of 6% for all student groups credited as certified completers.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Groups in graduating cohort who completed a CTE Pathway <ul style="list-style-type: none"> • African American 9.5% • Hispanic 5.8% • White 4.3% • Two or More Races 3.2% • Socio-economically Disadvantaged 5% 	cohort who completed a CTE Pathway <ul style="list-style-type: none"> • Asian 16.6% • Hispanic 6% • White 9.9% • Two or More Races 9.1% • Socio-economically Disadvantaged 7.4% 		
College Credit Courses	2020: SCHS offers 3 on-campus college sections with approximately 85 student participating.	2021: SCHS offers 11 on-campus college sections with approximately 300 students participating. College Course Counts by Race/Ethnicity Hispanic 16 Students White 37 Students Black or African, Not Hispanic 37 Students Filipino 3 Students Two or More Races, Not Hispanic 8 Students Total Students: 67	2022: SCHS offers 14 courses that will afford our high school students college credit on-campus with approximately 350 students participating. SCHS is planning to work through the new course protocol for Biology 130 and 131 in 2023-24. College Course Counts by Race/Ethnicity Hispanic Students 112 White Students 101	2023: SCHS offers 14 courses that will afford our high school students college credit through dual enrollment or college articulated courses on-campus with approximately 350 students participating. This is 11 more than the original 3 from the baseline year 2020. Desired Outcome MET and exceeded.	2023-24 SCHS will offer 6 additional on-campus college sections and all student groups are represented and successfully participating in dual-enrollment. The goal is to increase offerings and have an increased total of 265 students participating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement (AP) Exams	2020: 71% AP Exam Pass Rate 492 AP Students earned a 3 or better 822 of the 1160 AP Exams yielded a passing score of 3 or better.	2021: 57% AP Exam Pass Rate 521 of the 929 Exams yielded a passing score of 3 or better Exam Score Results (Rubric score of 3 or	2022 69.4% AP Exam Pass Rate 620 of the 894 Exams yielded a passing score of 3 or better Exam Score Results (Rubric score of 3 or	2023 73% AP Exam Pass Rate 727 of the 993 Exams yielded a passing score of 3 or better This outcome is a 2% increase since the baseline 2020 data.	2023-24 That all student groups are represented equitably in AP participation and are earning 6% growth in earning a 3 or better on their exams since the 2019-20 school year.
		2021 College Course Counts by Grade Level Ninth Grade - 1 Tenth Grade - 20 Eleventh Grade - 27 Twelfth Grade - 19	Black or African, Not Hispanic Students 12 Hispanic Students 12 Students Filipino 2 Students Two or More Races, Not Hispanic Students 28 Students Asian 9 Students Total Students: 265	College Course Counts by Race/Ethnicity Hispanic Students 146 White Students 120 Black or African, Not Hispanic Students 14 Students Filipino 3 Students Two or More Races, Not Hispanic Students 26 Students Asian 1 Student Samoan 1 Student Decline to State 2 Total Students: 313	
			2021 College Course Counts by Grade Level Ninth Grade - 20 Tenth Grade - 76 Eleventh Grade - 64 Twelfth Grade - 105	2023 College Course Counts by Grade Level Ninth Grade - 14 Tenth Grade - 80 Eleventh Grade - 108 Twelfth Grade - 111	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Exam Score Results (Rubric score of 3 or better needed to earn college credit)</p> <p>Students who earned a '3': 365</p> <p>Students who earned a '4': 293</p> <p>Students who earned a '5': 181</p> <p>Student Groups AP</p> <p>Participation Rate: SED- 27.44% (236 of the 860 students took an exam)</p> <p>EL- 4.97% (8 of the 167 students took an exam)</p> <p>Two or More Races- 33.54% (54 of the 161 students took an exam)</p> <p>White- 36.38% (279 of the 767 students took an exam)</p> <p>Hispanic- 26.86% 271 of the 1009 students took an exam)</p> <p>Filipino- 41.94% 13 of the 31 students took an exam)</p> <p>Black/African American- 23.44% (30 of the 128 students took an exam)</p>	<p>better needed to earn college credit)</p> <p>Students who earned a '3': 228</p> <p>Students who earned a '4': 206</p> <p>Students who earned a '5': 87</p> <p>Student Groups AP</p> <p>Participation Rate: SED- Not available at the time of this report</p> <p>EL- Not available at the time of this report</p> <p>Two or More Races- 6.5% (61 of the 929 exams taken)</p> <p>White- 47% (437 of the 929 exams taken)</p> <p>Hispanic- 36% (339 of the 929 exams taken)</p> <p>Filipino- Asian- 6% (56 of the 929 exams taken)</p> <p>Black/African American- 2.26% (21 of the 929 exams taken)</p> <p>Am Indian/Alaskan Native- .2.% (2 of the 929 exams taken)</p> <p>Homeless- Not available at the time of this report</p>	<p>better needed to earn college credit)</p> <p>Students who earned a '3': 245</p> <p>Students who earned a '4': 235</p> <p>Students who earned a '5': 140</p> <p>38% of the graduating class scored 3 or higher in at least one AP exam.</p> <p>Student Groups AP</p> <p>Participation Rate: Black or African American - 21</p> <p>Students Asian - 25 Students</p> <p>American Indian or Alaska Native -1</p> <p>Student White - 217 Students</p> <p>Two or More Races - 31 Students</p> <p>Hispanic or Latino - 209</p> <p>Total AP Test Pass Percentage</p> <p>Representation by Student group of the 620 tests that scored 3 or better:</p>	<p>Exam Score Results (Rubric score of 3 or better needed to earn college credit)</p> <p>Students who earned a '3': 290 (29%)</p> <p>Students who earned a '4': 276 (28%)</p> <p>Students who earned a '5': 161 (16%)</p> <p>35.2% of the graduating class scored 3 or higher in at least one AP exam.</p> <p>Student Groups AP</p> <p>Participation Rate and Pass Rate 3 or Better: Black or African American - 33 Exams (50% Pass Rate)</p> <p>Asian - 46 Exams (80% Pass Rate)</p> <p>American Indian or Alaska Native -1 Exam (100% Pass Rate)</p> <p>White - 445 Exams (77% Pass Rate)</p> <p>Two or More Races - 76 Exams (83% Pass Rate)</p> <p>Hispanic or Latino -</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Am Indian/Alaskan Native- 22.22% (2 of the 9 students took an exam) Homeless- 16.67% (1 of the 6 identified homeless students took an exam) Male- 26.42% (274 of the 1037 students took an exam) Female- 35.23% (391 of the 1110 students took an exam)</p> <p>Student Groups Total AP Test Passed versus how many taken by each group: All Students- 822/1160 (71%) SED- 259/395 (66%) EL- 6/9 (67%) Non-EL- 816/1151 (71%) Two or More Races- 67/96 (70%) White- 360/496 (79%) Asian- 26/30 (87%) Hispanic- 318/458 (69%) Filipino- 21/31 (68%) Black/African Am- 29/45 (64%) Nat Hwiin/Othr Pac Islndr- 1/1 (100%)</p>	<p>Male- 44.5% (414 of the 929 exams taken) Female- 55% (513 of the 929 exams taken)</p> <p>Total AP Test Pass Percentage Representation by Student group of the 521 tests that scored 3 or better: Two or More Races- 11.7% White - 27% Asian- 4.5% Hispanic- 18% Filipino- N/A Black/African Am- .6% Nat Hwiin/Othr Pac Islndr- N/A Am Indian/Alskn Nat- .2% Homeless- N/A Male- 27% Female- 28%</p>	<p>Two or More Races- 45 White - % 310 Asian- % 28 Hispanic- % 216 Filipino- N/A Black/African Am- % 12 Nat Hwiin/Othr Pac Islndr- N/A Am Indian/Alskn Nat- 0% Homeless- N/A</p> <p>Free and Reduced Lunch Students- 450 Exams (66% Pass Rate)</p> <p>Free and Reduced Lunch Students- 412 Exams (67% Pass Rate)</p>	<p>383 Exams (68% Pass Rate)</p> <p>AP Subject # Exams and Pass Rate %</p> <ul style="list-style-type: none"> • Biology 42 Exams (64% Pass Rate) • Calculus BC 19 Exams (64% Pass Rate) • Chinese Language 1 Exam (100% Pass Rate) • Computer Science Principles 80 Exams (90% Pass Rate) • English Lang and Comp 150 Exams (54% Pass Rate) • English Lit and Comp 53 Exams (92% Pass Rate) • Environmental Science 90 Exams (82% Pass Rate) • Japanese Language 1 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
A-G Completion	Am Indian/Alskn Nat-0/2 (0%) Homeless- 0/1 (0%) Male- 386/502 (77%) Female- 436/658 (66%)			Exam (100% Pass Rate) <ul style="list-style-type: none"> Microeconomics 96 Exams (73% Pass Rate) Psychology 101 Exams (71% Pass Rate) Spanish Language 28 Exams (96% Pass Rate) Statistics 25 Exams (80% Pass Rate) US Government (75% Pass Rate) US History 71 Exams (72% Pass Rate) World History 135 Exams (70% Pass Rate) Free and Reduced Lunch Students- 450 Exams (66% Pass Rate) (Source: College Board)	2023-24 That Steele Canyon will increase its

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
State Seal of Biliteracy	2019-2020 Students earned the State Seal of Biliteracy: All Students - 5%	2020-2021 Students who earned the State Seal of Biliteracy: Of the 61% of graduate students who were designated College and Career Ready, 93.4% (283) Students were also A-G Completers.	2021-22 47 Students met the SSB requirements in 21-22.	2022-23 41 Students met the SSB requirements in 22-23.	2023-24 That Steele Canyon will increase its amount of students who earn the State
	All Students- 63.64% SED- 55.90% EL-17.65% Non-EL- 66.95% Two or More Races- 77.5% White- 71.27% Asian- 85.71% Hispanic- 54.82 % Filipino- 77.78% Black/African Am- 62.16% Nat Hwiin/Othr Pac Islndr- 0% Am Indian/Alskn Nat- 0% Homeless- 0% Male- 55.70% Female- 70.63%	All Students- 59.4% SED- 54.3% EL- 37% Students with Disabilities- 15.5% Non-EL- % Two or More Races- 65.9% White- 63.5% Asian- % Hispanic- 54.4 % Filipino- % Black/African Am- 55.6% Nat Hwiin/Othr Pac Islndr- 0% Am Indian/Alskn Nat- 0% Homeless- 0% Male- 55.70% Female- 70.63%	All Students- 62.5% SED- 55.70% EL- 26.7% Students with Disabilities- 22.5% Non-EL- 66% Two or More Races- 66.7% White- 71.30% Asian- 83.3% Hispanic- 53.80 % Filipino- % Black/African Am- 63% Nat Hwiin/Othr Pac Islndr- % Am Indian/Alskn Nat- N/A Homeless- 44% Male- 58.5% Female- 66.30%	All Students- 60.40% This outcome is a 3.34% decrease from the 2020 baseline data of 63.64% Desired Outcome: NOT MET SED- 52.30% EL- 23.60% Students with Disabilities- 28.90% Non-EL- 64.90% Two or More Races- 60% White- 67.70% Asian- N/A Hispanic- 54% Filipino- N/A Black/African Am- 57.1% Nat Hwiin/Othr Pac Islndr- N/A Am Indian/Alskn Nat- N/A Homeless- N/A Male- 53.5% Female- 66.70%	amount of students who meet A-G by 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
Graduation Rate	<p>2019-20 94.6% SCHS Graduation Rate</p> <p>Graduation Rate by Student Group</p> <p>African American: 96.8% (31 Students) Two or More Races: 95.7% (47 Students) White: 95.4% (216 Students) English Learners: 92.5% (53 Students) Hispanic: 93.1% (204 Students) SocioEconomically Disadvantaged: 92.7% (248 Students)</p>	<p>2020-21 96.2% of all students in the graduating cohort met all SCHS graduation criteria.</p> <p>Graduation Rate by Student Group</p> <p>African American: 94.4% (17 of 18 Students) Two or More Races: 100% (44 of 44 Students) White: 95.5% (159 of 167 Students) English Learners: 88.9% (48 of 54 Students)</p>	<p>2021-22 511 graduates reflecting 99% of all students in the graduating cohort met all SCHS graduation criteria.</p> <p>Graduation Rate by Student Group</p> <p>African American: 100% (28 of 28 Students) Two or More Races: 100% (33 of 33 Students) White: 98.4% (185 of 188 Students) English Learners: 100% (45 of 45 Students)</p>	<p>2022-23 509 graduates reflecting 98.6% of all students in the graduating cohort met all SCHS graduation criteria.</p> <p>This outcome is a 4% increase since the 2019-20 baseline data of 94.6% Desired Outcome: MET</p> <p>Graduation Rate by Student Group</p> <p>Two or More Races: 100% (35 Students) White: 98.9% (188 Students)</p>	<p>2023-24</p> <p>That Steele Canyon will maintain its historically high Graduation Rate as it increases the amount of graduates classified as College Career Ready by 6% for each student group that performed below the 2019 all student CCR average of 56.6%</p>	<p>SED - 6.12% EL - 10.17% Non-EL - 4.40% Two or More - 0% Hispanic - 10.67% Filipino - 0% African American - 0% White - 1.0% Native American - 0% Pacific Islander - 0% Asian - 0% Homeless - 0% Male - 4.12% Female - 5.90%</p> <p>67 Students met the SSB requirements in 20-21.</p> <p>Of the 61% of graduate students who were designated College and Career Ready, 8.6% (26) Students received the State Seal of Biliteracy. .</p> <p>Of the 62.3% of students that met A-G, 41 of those also met SSB (13.0 %).</p>	<p>Seal of Biliteracy by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Student with Disabilities: 90.2% (51 Students) No Data: American Indian Asian Filipino Foster Youth Homeless Pacific Islander</p>	<p>Hispanic: 96% (238 of 248 Students) SocioEconomically Disadvantaged: 96.1% (248 of 258 Students) Students with Disabilities: 87.9% (51 of 58 Students) No Data: American Indian Asian Filipino Foster Youth Homeless Pacific Islander</p>	<p>Hispanic: 99.2% (251 of Students) SocioEconomically Disadvantaged: 99% (314 of Students) Student with Disabilities: 95.3% (43 of Students) No Data due to less than 11 students - Data not displayed for privacy: American Indian Asian Filipino Foster Youth Homeless</p>	<p>English Learners: 98.2% (56 Students) Hispanic: 98.4% (243 of Students) SocioEconomically Disadvantaged: 98.2% (337 Students) Student with Disabilities: 95.7% (43 of Students) No Data due to less than 11 students - Data not displayed for privacy: African American American Indian Asian Filipino Foster Youth Homeless</p>	
Suspension Rate	<p>2019-20 by Ethnicity: African American- 3.1% Am Ind or Alaska Native- No data Asian- 0% Filipino- 0% Hispanic or Latino- 7.4% Pacific Islander- no data White- 7.1% Two or More Races- 14.3%</p>	<p>2020-21 by Ethnicity: Previous Year COVID-19 all but eliminated suspension rate African American- 0% Am Ind or Alaska Native- No data Asian- 0% Filipino- 0% Hispanic or Latino- 0%</p>	<p>2021-22 Total Students: 3.3% of the 2178 SCHS students were suspended for at least one day. Students with Disabilities: 19 of 202 Students or 9.4% suspended for at least one day English Learners: 6 of 213 students or 2.8%</p>	<p>2022-23 SCHS Suspension Rate 3.7% of the 2022-23 student enrollment. Suspensions by Ethnicity African American- 8.6% Am Ind or Alaska Native- No data Asian- 0%</p>	<p>2023-24 Steele Canyon will have a proportional representation of student groups to percent of population and will reduce any student group disparities by 3%. Steele Canyon will have a 10% reduction in the amount of unduplicated students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	2019-20 Unduplicated Count of Students Suspended: All students: 52 African American- 4 Hispanic or Latino- 27 White- 14 Two or More Races- 7	Pacific Islander- no data White- 0% Two or More Races- 0% 2019-20 Unduplicated Count of Students Suspended: All students: 0 African American- 0 Hispanic or Latino- 0 White- 0 Two or More Races- 0	suspended for at least one day. Socio Economically Disadvantaged: 44 of 1,123 or 3.9% of students were suspended for at least one day Suspensions by Ethnicity African American- 4.5% Am Ind or Alaska Native- No data Asian- 0% Filipino- 0% Hispanic or Latino- 2.9% Pacific Islander- no data White- 3.3% Two or More Races- 3.8%	Filipino- 0% Hispanic or Latino- 4.2% Pacific Islander- no data White- 2.3% Two or More Races- 4.1% 82 total students suspended in 2023. Suspensions by Race/Ethnicity and Percent Cumulative Enrollment: African American- 8.6% (4.8%) Am Ind or Alaska Native- No data Asian- 1.2% (<0%) Filipino- 0% (<0%) Hispanic or Latino- 57.3% (51%) Pacific Islander- no data White- 20.7% (33.1%) Two or More Races- 4.1% (7.8%) 2022-23 Unduplicated Count of Students Suspended: All students: TBD African American- TBD	suspended compared to 19-20 baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Absenteeism	<p>2019 Chronic Absenteeism Rate by Ethnicity African American: 10.1% (13 of 129 students) Hispanic or Latino: 9.3% (91 of 977 students) White: 9.8% (80 of 815 students) Two or More Races: 11.4% (19 of 167 students) *Other Student Groups Data Negligible</p>	<p>2020-21 Chronic Absenteeism Rate for all students: 272/2191 (12.4%) Chronic Absenteeism Rate by Ethnicity African American: 16.2% (17 of 105 students) Hispanic or Latino: 15.7% (169 of 1078 students) White: 9% (69 of 764 students) Two or More Races: 6.5% (11 of 169 students) *Other Student Groups Data Negligible</p>	<p>2021-22 Chronic Absenteeism Rate for all students: 469/2157 (21.7%) Chronic Absenteeism Rate by Ethnicity African American: 25% (27 of 108 students) Hispanic or Latino: 24.1% (260 of 1080 students) White: 18.7% (141 of 755 students) Two or More Races: 20.8% (32 of 154 students) *Other Student Groups Data Negligible</p>	<p>2022-23 Chronic Absenteeism Rate for all students: 458/2187 (20.9%) Desired Outcome: NOT MET Chronic Absenteeism Rate by Ethnicity African American: 25.7% (27 of 105 students) Hispanic or Latino: 24.1% (270 of 1122 students) White: 16.4% (119 of 724 students) Two or More Races: 216.4%% (28 of 172 students) Asian: 11.5% (3 of 26 students) Filipino 32% (8 of 25 students) *Other Student Groups Data is</p>	<p>2023-24 That Steele Canyon will reduce its Chronic Absenteeism Rate by 3% for all reported baseline data student groups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners Progress	<p>2019 English Learner Progress:</p> <p>63.8% of the 116 EL Students are making progress towards English Language Proficiency.</p> <p>40.5% of EL students progressed at least one ELPi level</p> <p>23.2% of EL students maintained their ELPi level 4</p> <p>13.7% of EL students maintained their current ELPi level</p> <p>22.4% of EL students decreased at least one ELPi level</p>	<p>2020 English Learner Progress:</p> <p>Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboard.</p> <p>The most recent data available from the CDE is the 2019 English Learner Progress which is already listed as the baseline data for the LCAP.</p>	<p>2022 English Learner Progress:</p> <p>55.3% of the 141 EL Students are making progress towards English Language Proficiency.</p> <p>41.8% of EL students progressed at least one ELPi level</p> <p>13.5% of EL students maintained their ELPi level 4</p> <p>18.4% of EL students maintained their current ELPi level</p> <p>26.2% of EL students decreased at least one ELPi level</p>	<p>2023 English Learner Progress:</p> <p>50.3% of the 163 English Learners are making progress towards English Language Proficiency. While better than the state average of 48.7%, this is a 5% decline from the previous year and constitutes a 13.5% overall decline from our 2019 baseline percentage from 2019.</p> <p>SCHS did not meet its EL Progress proficiency goal of a 9% increase from 2019. Desired Outcome: NOT MET</p> <p>38.7% of EL students progressed at least one ELPi level</p>	<p>2023-24</p> <p>That Steele Canyon will increase its percentage of EL students who are making progress towards English Language Proficiency by 9%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>11.7% of EL students maintained their ELP I level 4</p> <p>20.2% of EL students maintained their current ELP I level</p> <p>29.4% of EL students decreased at least one ELP I level</p>	
College-Going Rate	College-Going Rate for Steele Canyon High School by student group: All Students 77.7% African American- 84.8% Hispanic or Latino- 73.8% White- 80.2% Two or More Races- 80% Asian- no data Filipino- no data American Indian or Alaska Native- no data Pacific Islander- no data	2021 Graduating Cohort Self-Reported by Student on internal system Naviance: All Students 74.2% Two-Year College 204 of 497: 41% Four Year College 165 33.2%	2022 Graduating Cohort Self-Reported by Student on internal system Naviance: 4 Year College - 186 / 506 = 36.76% 2 Year College - 99 / 506 = 19.57% 2 or 4 year - 285 / 506 = 56.32%	2023 Graduating Cohort Self-Reported by Student on internal system Naviance: 4 Year College - 186 / 506 = 38% 2 Year College - 99 / 506 = 36% 2 or 4 year - 285 / 506 = 74% 18% increase from the previous year 3.7% Decrease since 2020 baseline data Desired Outcome: NOT MET	2023-24 Steele Canyon will have a 6% increase in the rate of college-going students.

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.

While an ambitious goal, the pursuit of 100% of each SCHS graduating cohort achieving College Career Readiness allowed us to conduct analysis and develop actions that brought educational partners together in focusing on a single goal. The performance indicator for the 2023 graduating cohort was 60.5%. This is considered "High" according to the California Department of Education and represents a 3.9% increase from the baseline data reported in 2019. We are happy with the progress and have an increased resolve to continue the effort but this outcome fell short of the overall 5% desired outcome by 1.1%. Much of the work to make these improvements was effective in achieving this goal however, the experience of the global pandemic significantly disrupted the trajectory and metrics needed as the dashboard and SBAC were put on hiatus for much of this LCAP cycle. SCHS student subgroups were able to experience gains in achieving College Career Readiness such as Students with Disabilities who achieved a 10.9% increase in meeting the desired outcome. English Learners achieved a 22.2% increase in meeting the desired outcome and Hispanic Students achieved a 6% increase in meeting the desired outcome. Socioeconomically disadvantaged students achieved an 8.5% increase. Overall, while most subgroups met or exceeded the desired outcomes, some groups did not. We must continue to analyze and address the needs of all students to ensure equitable outcomes. Moving forward with a new 3-year LCAP cycle, we plan to build on this success. In analyzing the contributing factors in reaching the goal what stands out is achievement in overall performance on the SBAC. In ELA, 78.82% of SHCS students met or exceeded ELA standards. This represents a 6.63% increase compared to the previous year. "All Students" scored 'Blue' the highest possible year-to-year outcome. In Math, the performance score was 42.52% meeting or exceeding in Math standards. This is a 9.75% increase compared to the previous year. 'All' Students scored a 'Green'. While the overall ELA and Math performance improved, there were variations in performance among some subgroups. Future efforts will continue to focus on the unique needs of Student subgroups in ELA especially students with disabilities, English Learners, and socioeconomically disadvantaged in providing targeted interventions. The release of teachers on special assignments was an important investment in analyzing the data and drilling down into the data to discover the barriers to student success. The overall AP Exam Pass rate was 73%, with 727 out of the 993 exams taken yielding a passing score of 3 or better. a third of the graduating class scored a 3 or higher in at least one AP exam. This contributed to SCSSH being recognized by the US News and World Report as an outstanding high school. While we are proud of our outcomes in this area, we will continue to focus on addressing performance gaps and champion equitable access to AOP success for all students.

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

No material differences exist between the budgeted expenditures and the estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

Steele Canyon High School supported this ambitious goal of 100% College Career Readiness for each graduating cohort by developing actions and providing investment support for these actions. We began with a renewed focus on alignment with the California Common Core and ELD Standards and this proved to be an effective action as evidenced by the outcome of last year's efforts ranking SCHS as second in the region in both ELA and Math outcomes. Subject Area teacher experts were given period releases to ensure that curriculum and instruction in English and math were aligned with the state standards which is crucial for student achievement and college readiness. We continued to recruit and retain high-quality staff: Effective. Having qualified and motivated educators is essential for delivering high-quality education and also addressing disparities among subgroups to ensure equitable outcomes. To support the specific academic needs of English Learners, SCHS increased its ELD support offerings and hired additional bilingual tutors: Effective. We understand that providing support in students' native languages can improve their confidence, understanding, and academic performance. We also relied on our Data and Assessment Coordinator: Effective. He provided an increase in data analysis management which is necessary for informed decision-making and identifying areas for improvement. The increase in tutorial support in the hiring of additional Cougar XL tutoring staff along with the 'Beyond the Bell' after-school tutoring with subject-specific teachers supported individual student needs. This coupled with the addition of Tutor Me! provided students with 24-hour access to tutoring support: Effective. Offering additional support and opportunities for credit recovery helped struggling students stay on track for graduation.

The investment in Multi-Tiered Systems of Support (MTSS) releases periods for five specialty teachers: Effective. Implementing a Multi-Tiered System of Support (MTSS) can address the diverse needs of students and improve academic and behavioral outcomes. To support preparation for the 11th grade SBAC assessments we developed targeted interim assessments for 9th and 10th grade: Effective. Regular assessment will help us track student progress and identify areas needing intervention. Both students and teachers become more familiar with the standards, and question types in analyzing outcomes year to year.

Professional Development: Effective. Continuous professional development for staff ensures they stay updated with best practices and can improve instructional quality. SCHS invested in an additional School Psychologist for social-emotional support: Effective. Providing mental health support is crucial for addressing students' social-emotional needs and improving overall well-being allowing them to focus better on their academics and avoid behaviors that can interfere with their ability to learn.

Overall, the actions SCHS engaged in, positively impacted and improved student achievement in College Career Readiness, SBAC, Advanced Placement, Dual Enrollment, and, Career Technical Education (CTE). We did this by working toward comprehensive support in the areas of social emotional and academic support while ensuring equitable access to these opportunities. However, some challenges were difficult to overcome within the LCAP cycle due to the global COVID-19 pandemic. As students returned to in-person learning, there was a period of higher chronic absenteeism and suspension. Also, the outcomes for English Learners were not satisfactory.

effectiveness may vary depending on implementation quality, resource allocation, and other contextual factors within the specific educational setting. Regular monitoring and evaluation are essential to assess progress and make necessary adjustments.

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.

None.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent Forum Participation Rate	2021: 22 Parent Forums were provided in English and Spanish in 2020-21	2022: 19 Parent Forums were provided in English and Spanish in 2020-21	2023: We continue to focus on access and opportunities to build relationships with our families that we consider educational partners. We maintained the same level of engagement in forums provided in Spanish and English and added the PiQE program back to post-COVID restrictions.	2024: We continue to focus on access and creating opportunities to build relationships with our families whom we consider educational partners. We maintained the same level of engagement in forums.	2023-24 Steele Canyon will have a 15% increase in Parent Forum offerings for educational partner input.
Parent Forum Participation Rate (Spanish Speaking)	2021: 40 unique families participated in at least	2022: 38 unique families participated in at least	2023: 40 unique families participated in at least	2023: 40 unique families participated in at least	2023-24 Steele Canyon will have a 6% increase in families who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Institute for Quality Education (PIQE) and English Learner Advisory Committee (ELAC) Participation	2021: ELAC Participants TBD 68 PIQE Graduates	2022: All Non-English speaking households were invited and encouraged to attend. We held ELAC meetings during each term at the end of the day in order to provide opportunity for our families to advise our EL program. From those meetings, an ELAC representative was invited to participate in our School Site Council. They were able to successfully inform and sign off on our School Plan Student Achievement SPSA.	2023: All Non-English speaking households were invited and encouraged to attend. We held ELAC meetings during each term at the end of the day in order to provide opportunity for our families to advise our EL program and inform the actions and expenditures of this LCAP. In addition, as an outcome of those meetings, an ELAC representative was invited to participate in our School Site Council. They were able to successfully inform and sign off on our School Plan Student Achievement SPSA.	2024: PIQE began in February and 31 families registered and 25 unique families graduated. While the enrollment has diminished since 2021, the positive impact is evident.	2023-24 Steele Canyon will increase its ELAC participation by 6% and the number of PIQE graduates by 6%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Accessibility	2021 Amount of parents that have active student monitoring portals TBD.	2022: 82% of parents have active student monitoring portals through Aeries or Canvas.	2023: 86% of parents have active student monitoring portals through Aeries or Canvas.	2024: At the mid-year 88% of parents have active student monitoring portals through Aeries or Canvas. GOAL-MET	2023-24 Steele Canyon will have a 3% increase in the number of students and parents who have Student Information Portals activated.
Enrollment	2021: 2147 Total Student Population	2022: 2147 Total Student Population	2023: 2168 Total Student Population	2023: 2168 Total Student Population. This increase is precisely a 1% (21 student increase) GOAL-MET	2023-24 Steele Canyon will increase its total population by 1% to meet school-board enrollment targets totaling a 21 student increase at end of year tally.
Summer Bridging Enrollment	2020: No student participation	2021: 45 At-promise students participated in the SCHS Summer Bridging Program	2022: 48 At-promise students participated in the SCHS Summer Bridging Program and the plan is to expand the experience to 2 weeks rather than 1 and offer students 2.5 credits as an incentive to participate.	2023: 30 At-promise students participated in the SCHS Summer Bridging Program and they experiences a two week session focusing on Basic Math and ELA Prep as well as building a connection to the school. While it is not	2023-24 Steele Canyon will have an active Summer Bridging Program that services a minimum of 50 at-promise students each summer

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Summer Bridging Cohort College Career Readiness Percentage</p>	<p>2020: No student participation data</p>	<p>2021: College Career Readiness for graduating 2021 cohort participated in Summer Bridging in 201 as incoming freshmen. The College Career Readiness calculus is not available for graduating cohort.</p>	<p>2022 College Career Readiness for graduating 2022 cohort participated in Summer Bridging in 2018 as incoming freshmen. The College Career Readiness calculus is not available due to the redesign of the California Dashboard College Career Indicator.</p>	<p>2023 College Career Readiness for graduating 2023 cohort participated in Summer Bridging in 2019 as incoming freshmen did not exist due to COVID-19 Pandemic</p>	<p>2023-24 Steele Canyon will have an active data collection and monitoring system for all Summer Bridging cohorts so they will graduate college and career ready.</p>
<p>Cougar Crew Freshman Orientation Attendance</p>	<p>2019: 80% of the incoming Freshman class attended 'Freshman Orientation' No in-person orientation was held in 2020-21 due to the pandemic.</p>	<p>2021-22: 85% of the incoming Freshman class attended an in-person 'Freshman Orientation'</p>	<p>2022-23: 88% of the incoming Freshman class attended an in-person 'Freshman Orientation'</p>	<p>2022-23: 90% of the incoming Freshman class attended an in-person 'Freshman Orientation'. GOAL-MET</p>	<p>2023-24 Steele Canyon will have a 10% increase in the amount of incoming freshman attending 'Freshman Orientation'</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Grade Guardian and Drop-out-Detective Reports</p>	<p>2020-21 The risk index is a score based on last login, current grades, last submitted assignment, grade trend, and other proprietary factors. A student with a risk index between 0-15 is considered low risk, 16-30 is considered medium risk, and >30 is considered high risk.</p>	<p>2021-22 End of the year calculations were still in progress at the time of this report.</p>	<p>2022-23 End of the year calculations were still in progress at the time of this report.</p>	<p>2023-24 The focus has shifted to an Aeries Student Information System tool for the 4-year plan. As we build that monitoring system in each grade level, we have focused solely on Grade Guardian as the metric. 2160 Students population. Of that with regards to their overall grades: 1460 were considered of LOW-RISK 180 were considered MEDIUM -RISK 600 Students were considered HIGH-RISK</p>	<p>2023-24 Steele Canyon will have a 3% reduction in students who populate 'DropOut Detective'. Steele Canyon will increase our low risk students by 10% while decreasing the percentage of medium and high risk students by 5% each.</p>
	<p>2020-21 Year long data outcomes TBD but 194 Parent/guardian 'observers' accessed Canvas to monitor student grades in a weeklong snapshot (5/21/21-5/28/21)</p>				
	<p>SMD- 104 High Risk/20 Medium-Risk/66 Low-Risk</p>				
	<p>EL- 120 High Risk/16 Medium-Risk/19 Low-Risk</p>				
	<p>2015 of the 2147 students have active access to Canvas</p>				

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

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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool 'FIT' Score	2020-21 The FIT inspection score was 98.83% which is considered excellent	2021-22 The FIT inspection score was 99.06% which is considered an exemplary rating.	2022-23 The FIT inspection score was 99% which is considered an exemplary rating.	2023-24 The FIT inspection score was 98% which is considered an exemplary rating.	2023-24 Steele Canyon will maintain its score on facilities each year according to the rubric metrics of systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, grounds etc. on the 'FIT' inspection
Technology Gap - Number of families who needed interventions to support student	2020-21 During the pandemic, Steele Canyon provided 60 internet hotspots to families who were	2021-22 We were able to maintain the current hotspots that carried over from last year and were able to	2022-23 We were able to maintain the current hotspots that carried over from last year and were able to	2023-24 We were able to maintain the current hotspots that carried over from last year and were able to	2023-24 Steele Canyon will have 100% of its families able to access wireless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
access to adequate internet at home.	experiencing a technology divide.	facilitate families who had new requests.	facilitate families who had new requests.	facilitate families who had new requests so far this year	connectivity to support student learning.
School Accessibility: Pixellot Cameras	2020-21 3 Cameras installed for community remote streaming access	2021-22 The 3 cameras at the pool, gym and stadium have been maintained to support remote streaming access for our families. We will be using similar technology for the 2022 graduation ceremony to increase access to our families.	2022-23 The 3 cameras at the pool, gym, and stadium have been maintained to support remote streaming access for our families. We will be using similar technology for the 2023 graduation ceremony to increase access to our families. Subscriptions are adding to the return to the ASB budget of approximately \$800.	2023-24 The 3 cameras at the pool, gym, and stadium have been maintained to support remote streaming access for our families. We will be using similar technology for the 2024 graduation ceremony to increase access to our families. Subscriptions are adding to the return to ASB budget and the total will not be calculated until the end of year report. All indicators show that we are on track for a similar outcome as last year.	2023-24 Steele Canyon will have streaming capability in all high traffic school event areas
School Accessibility: Number of families streaming school events through Pixellot subscriptions.	2020-21 TBD	2021-22 With the reduced amount of pandemic requirements and the ability to attend events in person, the subscription rate has	2022-23 With the reduced amount of pandemic requirements and the ability to attend events in person, the subscription rate has	2023-24 With the reduced amount of pandemic requirements and the ability to attend events in person, the subscription rate has	2023-24 We will have a 3% increase in the amount of families accessing campus electronically through Pixellot subscriptions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		not increased, however, there are enough subscriptions to substantiate the existing cameras to remain in place.	not increased, however, there are enough subscriptions to substantiate the existing cameras to remain in place.	not increased, however, there are enough subscriptions to substantiate the existing cameras to remain in place.	
Wireless Access Point Refresh	2020-21 No WAPs were installed on campus	2021-22 Additional Wireless Access Points (WAPs) were installed for office spaces and for the two additional buildings that were put in place. Also, any underperforming WAPs were replaced as they were reported.	2022-23 Additional Wireless Access Points (WAPs) were installed for numerous office spaces and for the several additional buildings that were put in place. Also, any underperforming WAPs were replaced as they were reported. The typical lifespan has been determined to be 1-2 years.	2023-24 Additional Wireless Access Points (WAPs) were installed for numerous office spaces and for the several additional buildings that were put in place. Also, any underperforming WAPs were replaced as they were reported. The typical lifespan has been determined to be 1-2 years. The reports of access issues has greatly decreased this school year.	2023-24 Steele Canyon will have 100% of its wireless access points updated to optimize access to wireless connectivity to support student learning.
Student Electronic Device Refresh	2020-21 No student devices were refreshed	2021-22 600 Student Electronic Devices were made available to the incoming Freshman class.	2022-23 600 Student Electronic Devices were made available to the incoming Freshman class along with the 10th, 11th, and 12th-grade class	2023-24 600 Student Electronic Devices were made available to the incoming Freshman class. All obsolete devices have been replaced with	2023-24 Steele Canyon will introduce modern devices to 100% of the incoming Freshmen each year for them to use for their time at SCHS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Staff Electronic Device Refresh	2021-21 No staff devices were refreshed	2021-22 All staff computer devices were refreshed. Tablets and other devices were made available to those who requested them.	2022-23 All staff devices were maintained and additional classified staff became eligible for state-of-the-art devices as a result of policy changes.	2023-24 All staff devices were maintained and all eligible new staff were supplied with state-of-the-art devices.	2023-24 Steele Canyon will refresh staff devices with modern highly capable technology.
Broadband Capacity	2020-21 Cox Business supplies SCHS with internet and 1 gig of bandwidth is currently being used by the school.	2021-22 1 Gig of bandwidth was maintained and available to the school and a more efficient wifi was introduced and made available to the staff.	2022-23 1 Gig of bandwidth was maintained and available to the school and a more efficient wifi was introduced and made available to the staff.	2023-24 1 Gig of bandwidth was maintained and available to the school.	2023-24 Steele Canyon will increase its broadband capacity to facilitate all electronic educational programs and devices.
Server Replacement	2020-21 No Servers Replaced.	2021-22 No Servers Replaced but the networking infrastructure was upgraded to facilitate efficiency in the current server's capacity. We are consulting with	2022-23 Server replacement Twenty switches that facilitate internet routing were replaced	2023-24 Server was replaced the previous year and was maintained. Switches are being maintained and replaced as needed in the current year.	2023-24 Steele Canyon will replace all aging servers in order to optimize wireless accessibility

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Surveillance Camera System	2020-21 One state of the art camera was added to front entrance area	2021-22 Multiple surveillance camera company bids were solicited to gather data on upgrading the school system. Bids will be presented to SCHS School Board for approval once finalized.	2022-23 Surveillance camera system underwent a compete overhaul using Verkada as the company who provides SCHS with the equipment and support.	2023-24 Surveillance camera system underwent a compete overhaul using Verkada and the system was expanded to increase the percentage of camera coverage on campus. Three cameras have been added to the system. 81 cameras are currently functioning.	2023-24 Three additional cameras will be added to the current system
Safe School Ambassador Program	2020-21 No Safe School Ambassador Trainings occurred due to COVID-19	2021-22 A Safe School Ambassador recruitment and training took place this school year. 25 students were successfully trained and added to family leader groups to support the preventative safety effort throughout the school year.	2022-23 A Safe School Ambassador recruitment and training took place this school year. 30 students were successfully trained and added to family leader groups to support the preventative safety effort throughout the school year.	2023-24 The existing Safe School Ambassador students were maintained and trained accordingly.	2023-24 Steele Canyon will train 120 additional students to be Safe School Ambassadors

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.

Steele Canyon recognizes that all systems must be maintained, and modernized and work together to optimize the organization so students and staff can thrive. Fundamental to the pursuit of all students graduating college career-ready is that they feel safe and can depend on the orderly and well-maintained facility. Students need a physically and emotionally safe school environment so that teachers can teach and students can learn, SCHS has made significant progress in our intended goals and even surpassed what was planned. This is true in the 2023-24 Local Control and Accountability Plan for Steele Canyon High School area of technology. The school's surveillance system was updated, and enhanced and operates in a cloud system allowing it to be accessed remotely and greatly improving its reliability. A continued analysis of areas on campus not covered by surveillance was completed and we have created new phases of installation to address that issue of blanket coverage. The Wireless Access Points that have been installed greatly improved internet access in historically challenging areas of the campus. The Chromebooks made available to students were planned to be phased in as each freshman class came into our system. We also added large projector screens in many classrooms replacing the smaller versions that were harder to read from the back of the room. Staff laptop distribution was increased to our new school psychologists, secretaries, and academic advisors. Twenty new switches were installed to route the available internet more abundantly. Students who were not able to afford internet service at their homes were given a Verizon Hotspot to use so that learning continuity was equitable to all students.

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

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

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

Steele Canyon High School recognizes that in order to reach our academic, athletic, and support plans, we must have a high-functioning facility that enables the pursuit of all students reaching College and Career Readiness. Our well-maintained facilities and state-of-the-art infrastructure are critical to facilitating our efforts as we conclude our three-year LCAP cycle. We emphasize a welcoming environment for our students, parents, and staff on a daily basis. As our facility ages, we have invested in the repair and maintenance of the facility by partnering with the Grossmont District and various vendors in order to enhance the functionality and reliability of the facility. We continue to perform at an extremely high level as validated by our outcome in our Facility Inspection (FIT) report. The ventilation system continues to be an area where we strive to exceed the requirements so that we can keep the classrooms and meeting areas safe for our students and staff. Technology continues to be a focus so that our facility can be state-of-the-art. Highly functional teaching devices were made available to all teaching staff to enhance the classroom teaching environment as well as the 600 new Chromebook devices that were provided to the freshman class. Our school has a proven safety record and the Safe School Ambassador Program plays a strong role in that along with the Say Something Reporting App made available to all in our educational community.

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.

No significant changes were made to the planned goal, metrics or actions.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
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
Steele Canyon Charter High School	Scott Parr CEO/Principal	sparr@schscougars.org 619-660-3500

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.

Steele Canyon High School is founded on the belief that we are a community for all that provides opportunities to build a foundation for the future. That each person feels safe and welcome, belongs, and has space to grow as they prepare for their next opportunity.

Established in August 2000 as a new public high school within the Grossmont Union High School District, Steele Canyon initially welcomed its first-ever Grade 9th-grade students and gradually expanded to accommodate additional grade levels each year. The inaugural graduating class celebrated their achievements with their family and staff in June 2004. Since July 1, 2007, Steele Canyon has operated as an independent 501(c)(3) educational institution, thriving as a charter school committed to continuous improvement, exemplary staff retention, and responsible fiscal management. Upon the conclusion of this Local Control Accountability 3-Year Cycle, we will have been operating as a charter school for 20 years. We are excited to continue our momentum, expand and refine our programs, and set ourselves apart as a distinguished school. Our strong reputation in academics and athletics will continue to attract families as we prepare our students to add value to the future.

Looking ahead, as a school community, we are investing in being fully grounded in our Mission and the question 'Why do we exist?' so that we can establish our fundamental purpose which will clarify our priorities and sharpen our focus. In addition, we are committed to our Vision and the question 'What is the ideal state in 10 or 25 years?' so that we will have direction as we navigate our future. As evidenced by this LCAP cycle, we are also engaged in goal setting asking ourselves, 'How will we mark our progress?' to establish targets and timelines. Finally, we are engaging our educational community and asking our staff, students, and families, 'How must we behave to achieve our vision?' so that we have a collective commitment to guide us in our journey.

As a comprehensive charter school, Steele Canyon has consistently attracted an increasingly diverse student body, with enrollment figures reflecting our commitment to inclusivity and opportunity. In an era of declining enrollment for most districts, our student population continues to be robust, drawing students from 70 feeder schools across the county. Recognizing the diverse needs of our students and families, Steele Canyon has increased its opportunities in the area of Advanced Placement, Career Technical Education, and Dual Enrollment college opportunities. We also offer our families the option of our renowned 'iAcademy' independent study program tailored to accommodate various learning styles and family circumstances while still living up to the rigor and opportunities available on campus. Through these opportunities coupled with academic, social emotional, and behavioral supports, we provide students with a range of opportunities to excel academically and prepare for their future endeavors.

Steele Canyon High School's enrollment at the closing of the 2023 school year was 2168 students and based on race/ethnicity is 51.3% Hispanic, 33.1% White, 7.8% Two or More Races, 4.8% African-American, 1.2% Asian, 1.1% Filipino, .2% American-Indian, and .2% Pacific Islander.

Enrollment based on subgroup is as follows:

48% Socioeconomically Disadvantaged, 10% Students with Disabilities, 10.4% English Learners, 1.1% Homeless, and 0% Foster Youth.

At Steele Canyon, we have embraced a university-style schedule, wherein students are able to choose their courses and only need to take three at a time to reach their academic goals. This model facilitates deeper learning, project-based approaches, and accelerated academic growth. Emphasizing the importance of attendance, we maintain consistently high attendance rates, fostering a culture of commitment and responsibility among our students. Integration of technology into our curriculum enhances critical thinking and extends learning beyond the classroom. Whether they choose in-person, online, or a combination of both, students have access to a diverse array of learning materials and communication platforms, ensuring flexibility and adaptability in their educational journey.

Our commitment to excellence is underscored by research-driven practices, including a Quarter System Block schedule, collaborative curriculum development, and tiered support systems to meet the diverse needs of our student body. Additionally, our unique instructional approaches, such as the Humanities model, Year Long Integrated Math III, Cougar Den Mentor Program, and community service requirements, reflect our dedication to holistic student development.

Steele Canyon remains steadfast in its desire to foster equity and student success through social-emotional learning and restorative practices. We engage our community of students with the following values and expectations, "Take care of yourself; Take care of each other, Take care of this place" and our school expectations, "Be prepared; Be engaged; Be accountable; Be appropriate" help to ensure that our school community provides the highest level of learning for our students in a safe and welcoming environment. Our values and expectations serve as guiding principles, fostering a supportive and inclusive environment where every student can thrive and realize their full potential. If we live up to the standard of our mission statement we will achieve our vision.

Reflections: Annual Performance

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

Reflections on Steele Canyon High School's annual performance on the California School Dashboard for the year 2023 are positive and inspire us to continue the momentum we have built especially in the areas of College Career Readiness. We are proud of the gains we have made in restoring the academic outcomes and educational experience post-global pandemic. The previous LCAP focused sharply on the goal of working towards all Steele Canyon High School graduates being prepared for College and Career as defined by the State of California Dashboard Career Indicator. The metric was disrupted by the pandemic but we are happy to see its return in 2023 as a recalibrated baseline for future years. Steele Canyon High School performed 'High' with a 60.5% prepared status for the 503 students in the 2023 graduating cohort and we are excited to build on this outcome in future years. Combining 'Prepared' and 'Approaching Prepared' gives the cohort an 80.1% threshold with 19.8% 'Not Prepared'. Student groups' individual performances were Two or more races scoring 'Very High' and White students scoring 'High'. Socioeconomically Disadvantaged and Hispanic students scored 'Medium' and English Learners and Students with Disabilities scored 'Low'. No student groups were reported as 'Very Low'. In drilling down into the 'Low' scoring student groups, 30.4% of the English Learners were reported as 'Prepared' along with 19.1% of Students with Disabilities. We have some work to do to remove the barriers that may exist for students to reach 100% college career readiness but we are up to the collaborative task. The SCHS Graduation Rate lives up to its traditional outcomes with 98.6% of students graduating with a 'blue' metric measurement compared to the state outcome of 86.4% graduating which reflected an orange score statewide. All SCHS Student groups who graduated in 2023 were given the highest 'blue' metric.

Academic performance in the area of English Language Arts was among the highest in the region as we began our performance comeback from the pandemic era. Hispanic, Two or More Races, and Socioeconomically Disadvantaged scored in the 'blue' metric with white students in the 'green'. English Learners were in the 'orange' category with Students with disabilities in the 'red'. We set goals that will create a higher level of focus on EL and SLD students during this LCAP cycle. In the area of mathematics, we had a similar positive outcome with strong gains compared to the area schools and the statewide average. The same student groups performed at similar levels demonstrating the need to focus on EL and SLD students. The SCHS Suspension Rate metric is showing in the 'orange' metric for all students reflecting that 3.5% of our students were suspended at least one day. We recognize that if students are not in the classroom then the learning is impacted. Out of our 12 student groups, English Learners and Students with Disabilities were in the 'red' metric followed by African American, Hispanic, Two or More Races, and Socioeconomically Disadvantaged in the 'orange' metric. In the 'green' metric was the white student group. To counter this outcome, we will take a closer look at the suspension data and better understand the demographics where suspensions are most prevalent. We will work as a team to identify patterns or trends that may offer insights into the root causes. We continue to build on restorative practices and other means of correction to prevent further misconduct. To eliminate disproportionality among English Learners and Students with Disabilities, we will work with parents and guardians to foster relationships and connectedness to the school. Promoting equity and inclusion is a must while providing training and support for teachers and administrators to examine alternative discipline practices.

SCHS English Learner Progress reflected that 50.3% of EL students demonstrated progress in language proficiency. While slightly higher than the state average, this outcome is not satisfactory for is and requires a comprehensive approach that addresses the diverse needs of EL students and provides targeted support. Some areas of focus we will be investing in are increased data analysis including proficiency levels, academic achievement, and language acquisition progress. Individualized instruction tailored to the specific needs and proficiency levels will be accomplished through differentiation. We will also add more sections of EL support and hire a specialist to help develop the program and interventions designed to accelerate English Language acquisition. By implementing these strategies and fostering a supportive, inclusive

learning environment, Steele Canyon High School can effectively support English Learner progress and help EL students achieve English Language proficiency and academic success. Steele Canyon is an institution that is increasingly engaging in self-examination and in the area of college career readiness, we certainly have room for improvement in supporting English Learners and Students with Disabilities, as indicated by the low performance levels reported in the dashboard. For English Learners, only 30.4% are considered prepared which tells us that they need additional support to meet expected outcomes within the metrics of the LCAP. Similarly, for students with Disabilities, the preparedness rate is even lower at 19.1% indicating the school must address these challenges to close achievement gaps. This LCAP will serve to advocate for resources and support tailored to these student populations in a meaningful way and this will contribute to their **academic success and overall well-being.**

The investment in the SCHS Multi-Tiered System of Student Support (MTSS) will expand in the years of this LCAP cycle with a continued focus on academic progress but will expand to systematically examine behavior and social-emotional support and develop tiered support for each. This student performance data serves as an identified target for intervention and support to all students but also increases the opportunities and outcomes for English Learners and Students with Disabilities. The new LCAP cycle will provide additional efforts and targeted interventions to realize the goal of increasing these outcomes. This will include providing specialized instructional support and ensuring access and accommodations for students to confidently engage in opportunities such as CTE, SBAC, AP, and Dual Enrollment. Collaboration efforts among educators, administrators, families, and community partners can play a crucial role in creating an inclusive and supportive learning environment where all students can thrive.

Reflections: Technical Assistance

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

Not Applicable. Steele Canyon High School is not designated for Technical Assistance.

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.

Not Applicable. Steele Canyon High School is not designated for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not Applicable. Steele Canyon High School is not designated for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not Applicable. Steele Canyon High School is not designated for Comprehensive Support and Improvement (CSI).

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>Parents and or Guardians, Pique, ELAC, Students, SCHS Teachers, SCHS Teacher Leaders, SCHS Teacher TOSAs, SCHS Governing Board, SCHS Cougar Council, SCHS WASC Visitation Team, Principal, Administrative Team, MTSS Team, Grossmont Union High School District LCAP Administrator,</p>	<p>Western Association of Schools and Colleges (WASC) In 2023-24, SCHS engaged in a 6-year review and self-study. Many of the self study topics of strengths and areas of growth were related to LCAP goals and metrics.</p>
<p>LCFF/LCAP Budget Workshop (Principal, administration, Steele Canyon certificated and classified staff)</p>	<p>Local Budget Workshop Informational Series including LCFF and Concentration Funding. Revenue Focus Workshop Meeting 3:45pm on 5-13-24</p>
<p>LCAP Multi-Tiered System of Support Weekly Meetings (Steele Canyon Teachers on special assignment for MTSS and Administration)</p>	<p>Multi-Tiered System of Student Support weekly meetings with administration and Teachers on Special Assignment.</p>
<p>LCAP Topics Cougar Council (Principal, administrators, Steele Canyon certificated and classified Leaders and other school personnel)</p>	<p>Steele Canyon Cougar Council Monthly Meetings discussing various topics under the LCAP.</p>
<p>ELAC Parents, PIQE parent members (Spanish Translation Provided)</p>	<p>ELAC and Pique Parent Meeting for LCAP feedback and development 5-7-23 9:00-10:30am</p>
<p>LCAP - EL Feedback and Celebration (ELAC Parents, PIQE parent members and their students (Spanish Translation Provided))</p>	<p>ELAC and Pique Parent Meeting to discuss, "What program or service would you like to see continued or improved to advance student and staff learning and wellness for the 2024-25 school year and beyond (3-Year LCAP Cycle)?" A survey was collected in addition to the discussion. The meeting took place on 5-14-24 at 10:00 am</p>
<p>LCAP Development and Feedback (All Parents/Families)</p>	<p>Coffee with the Principal Meeting LCAP Development Discussion.</p>

Educational Partner(s)	Process for Engagement
LCAP Parent Survey #1 (All Parents/Families)	LCAP Survey #1 delivered to all families of all grades focused on Academic Programs and Academic Support
LCAP Parent Survey #2 (All Parents/Families)	LCAP Survey #2 delivered to all families of all grades focused on Communication, Facilities, Safety, Technology and Culture. Survey Sent on 5-13-24
LCAP Student Survey (All Students)	LCAP Survey delivered to all students in all grades at Steele Canyon High School
LCAP Staff Feedback Survey (Steele Canyon Certificated, Classified and Management Staff)	LCAP Survey delivered to all SCHS staff members
LCAP Professional Development Steele Canyon Certificated, Classified and Management Staff	May 15th, 2024 SCHS Professional Development on a variety of LCAP related goals and actions, specifically MTSS and setting strategic metrics for the next 3 years.
California Healthy Kids Survey (9th and 11th grade Students)	LCAP Metric Ongoing progress check meetings with CTE Coordinator to partner in the development and execution of CTE courses offered at SCHS.
LCAP Dual Enrollment Cuyamaca College administrative meetings (SCHS and Cuyamaca administration)	LCAP Metric Dual Enrollment meetings to partner in the development and execution of college courses under CCAP agreement.
LCAP Dual Enrollment Cuyamaca College Adjunct Professor Meetings (Teachers and other school personnel)	LCAP Metric Dual Enrollment progress and data analysis meetings fall and spring with instructors and College Career Counselor.
Cougar Congress - Student Leadership and SCHS administration (Principal, teacher, administrators and students in the development of the LCAP)	Cougar Congress meeting for student feedback, development and decision making for LCAP.
MTSS Team, Curriculum Specialists for Math and ELA and SCHS Administration (Principal, administrators and other school personnel)	LCAP Metric MTSS and Curricular Specialist Collaborative Calibration meeting. The discussion is about expanding efforts to include social-emotional and behavior interventions. 5-20-24
Regular Meetings with Career Technical Education Coordinator (Other School Personnel)	Discuss maintenance and expansion of CTE offerings and partnerships. Also student group participation analysis.
LCAP Empathy Interviews with select English Learner Students. (Other school personnel and Students)	Target interviews for students directly involved in English Learner Program.
LCAP 2024-27 DRAFT Public Hearing and feedback cycle - June Board Meeting #1 Public Hearing: 2024-25 LCAP and 2024-25 Budget Overview for Parents (Principal, administrators, teachers, staff, parents, students and other school personnel)	Public Hearing: 2024-25 LCAP and 2024-25 Budget Overview for Parents at OPEN SCHS Governing Board Meeting

Educational Partner(s)	Process for Engagement
LCAP Draft posted to SCHS website and posted to staff, families and students for final feedback cycle.	June posting of LCAP made public for feedback
LCAP 2024-27 APPROVAL June Board Meeting #2 Public Hearing: 2024-25 LCAP and 2024-25 Budget Overview for Parents (Principal, administrators, teachers, staff, parents, students and other school personnel)	Public Hearing: 2024-25 LCAP and 2024-25 Budget Overview for Parents at OPEN SCHS Governing Board Meeting
Approved LCAP and Budget Overview for Parents posted on SCHS website in appropriate LCAP area.	SCHS Technical Staff will post the final and approved LCAP.
Submit Final LCAP to Grossmont Unified School District as they serve as the SCHS Charter Oversight district.	Submit Final LCAP to Grossmont Unified School District Leadership. Mid-June
Submit Final LCAP to San Diego County Office of Education. LCFF/LCAP Budget Workshop (Principal, administration, Steele Canyon certificated and classified staff)	Annual process of submitting final LCAP to the state. Mid-June Local Budget Workshop Informational Series including LCFF and Concentration Funding. Reserves Focus Workshop Meeting 3:45pm on 6-3-24

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

Steele Canyon High School prides itself in our emphasis on engaging our educational partners. The 2023-24 school year was a busy one for us that included a full WASC visitation. The self-study preparation for the visit included high levels of engagement of educational partners and, this effort supported both the WASC goal setting and the LCAP's new 3-year cycle development process. The school has worked to integrate all of the foundational documents so that they align and support one another's process.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Programs and Systems of Support: Steele Canyon will live up to its school mission of providing ALL students a place of opportunities and a foundation for the future so that ALL students are prepared for their next opportunity.	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 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	College Career Readiness Indicator	2023 SCHS Graduating Cohort of 504 students, 60.5% were designated 'Prepared'	All Senior Students in the 2023 Graduating Cohort - 60.5% College Career Prepared	19.6% Approaching Prepared	2026-27 Outcome: 100% of Graduates earning College Career Readiness Designation. A 39.5% Increase from the 2023 baseline for all graduating cohorts of students and a correlated % annual increase for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>19.8% Not Prepared</p> <ul style="list-style-type: none"> • Students with Disabilities 19.1% (47 students) • English Learners 30.4% (56 Students) • Hispanic: 52.3% Prepared (243 Student) • African American: 48.3% (29 Students) • White: 69.1% (188 Students) • Two or More Races: 74.3% (35 Students) • Socioeconomic ally Disadvantaged : 54% (337 Students) • No Performance 			underperforming student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	UC A-G Rate and CTE Completion (LCFF Priority 4)	<p>The percent of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2022-23 was 11.2%.</p> <p>Level Groups due to 'Less than 11 students - data not displayed for privacy': American Indian (2 Students) Asian (4 Students) Filipino (7 Students) Homeless (5 Students)</p>			<p>2026-27 Outcome: The percentage of students meeting UC/CSU requirements and completing at least one pathway will increase 6%.</p>	
1.3	Academic Performance ENGLISH LANGUAGE ARTS	<p>The 2022-23 ELA Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2023.</p> <p>Overall achievement in grade 11: SBAC ELA 72.82% of SCHS students met or exceeded standards.</p> <p>According to the California School</p>			<p>2026-27 Outcome: CAASPP ELA Target is a 1.5% Increase in Met or Exceeded Standards for ALL students and individual significant subgroups by a 3% increase from the 2023 baseline with an emphasis on Students with Disabilities who</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Dashboard, 'All Students' collectively scored 'BLUE" in their grade level standards on the English Language Arts Assessment which is the highest possible outcome. The spectrum metric is listed as the lowest to highest color of Red, Orange, Yellow, Green, and Blue.</p> <p>This year's performance was 60 points above the standard compared to an 'Orange' measurement in the state-wide performance that was 13.6 points below the standard.</p> <p>Student Groups 2022-23 ELA Performance data:</p> <ul style="list-style-type: none"> African American 79.98% met or exceeded standards. (17 Students) <p>Designated - No Performance Color</p>			<p>measured Red in the 2022-23 baseline year.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> White 76.02% met or exceeded standards. (171 Students) <p>Designated - GREEN</p> <ul style="list-style-type: none"> Two or More Races 83.72% met or exceeded standards. (43 Students) <p>Designated - BLUE</p> <ul style="list-style-type: none"> Students with Disabilities: 20.41 % met or exceeded standards. (44 Students) <p>Designated - RED</p> <ul style="list-style-type: none"> English Learners: 10.52% met or exceeded standards. (38 Students) <p>Designated - ORANGE</p> <ul style="list-style-type: none"> Socioeconomic ally Disadvantaged 66.5% met or exceeded 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>standards. (278 Students) Designated - BLUE</p> <ul style="list-style-type: none"> Hispanic or Latino 67.45% met or exceeded standards. (258 Students) Designated - BLUE 				
		<ul style="list-style-type: none"> No Performance Level Groups due to 'Less than 11 students - data not displayed for privacy': American Indian or Alaska Native no data Asian no data Filipino no data Pacific Islander no data standards. Homeless no data Foster Youth no data Female 79.62% met or 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Academic Performance MATH	<p>exceeded standards. <ul style="list-style-type: none"> Male 65.27% met or exceeded </p> <p>(Source CAASP.ORG)</p>			<p>2026-27 Outcome: CAASP MATH Target is a 1.5% Increase in Met or Exceeded Standards for ALL students and individual significant subgroups by a 3% increase from the 2023 baseline with an emphasis on English Learners who scored in the RED in the 2022-23 baseline year.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>state-wide performance that was 49.1 points below the standard.</p> <p>Student Groups 2022-23 MATH Performance data:</p> <ul style="list-style-type: none"> • Hispanic 34.76% met or exceeded standards. (252 Students) Designated - GREEN • African American 51.48% met or exceeded standards. (17 Students) Designated - No Performance Color • Two or More Races 52.38% met or exceeded standards. (41 Students) Designated - GREEN • White 51.48% met or exceeded standards. 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>(168 Students) Designated - GREEN</p> <ul style="list-style-type: none"> Students with Disabilities: 13.64% met or exceeded standards. (44 Students) <p>Designated - ORANGE</p> <ul style="list-style-type: none"> Socioeconomic ally Disadvantaged 37.09% met or exceeded standards. (275 Students) <p>Designated - GREEN</p> <ul style="list-style-type: none"> English Learners: 2.70% met or exceeded standards. (37 Students) <p>Designated - RED</p>				
		<p>No Performance Level Groups due to 'Less than 11 students - data not displayed for privacy':</p> <ul style="list-style-type: none"> American Indian or 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Academic Performance SCIENCE	Alaska Native no data Asian no data Filipino no data Pacific Islander no data standards. <ul style="list-style-type: none"> • Homeless no data • Foster Youth no data • Female 40.91% met or exceeded standards. • Male 44.31% met or exceeded standards. (Source CAASP.ORG)			2026-27 Outcome: CAST Target is a 1.5% Increase in Met or Exceeded Standards for ALL students and individual significant subgroups by a 3% increase from 2023 baseline	
		Overall achievement in				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>grade 11: CAST 49.4% of SCHS students met or exceeded standards.</p> <p>Student Groups 2022-23 CAST Performance data:</p> <ul style="list-style-type: none"> • Hispanic 36.33% met or exceeded standards. (261 Students) • African American 50% met or exceeded standards. (17 Students) • Two or More Races 60.47% met or exceeded standards. (43 Students) • White 63.69% met or exceeded standards. (168 Students) • Students with Disabilities: 8.88% met or 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>exceeded standards. (46 Students)</p> <ul style="list-style-type: none"> • Socioeconomic ally Disadvantaged 41.09% met or exceeded standards. (275 Students) • English Learners: 2.63% met or exceeded standards. (38 Students) <p>No Performance Level Groups due to 'Less than 11 students - data not displayed for privacy':</p> <ul style="list-style-type: none"> • American Indian or Alaska Native no data • Asian no data • Filipino no data • Pacific Islander no data <p>standards.</p> <ul style="list-style-type: none"> • Homeless no data • Foster Youth no data 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Advanced Placement (AP)	<ul style="list-style-type: none"> • Female 50% met or exceeded standards. • Male 48.73% met or exceeded standards. (Source CAASP.ORG)			2026-27 Outcome: That all student groups are represented equitably in AP participation and experience a 6% pass rate growth in earning a 3 or better on their exams since the 2023 baseline school year.	
		2023 73% AP Exam Pass Rate 727 of the 993 Exams yielded a passing score of 3 or better Exam Score Results (Rubric score of 3 or better needed to earn college credit) Students who earned a '3': 290 (29%) Students who earned a '4': 276 (28%) Students who earned a '5': 161 (16%) 35.2% of the graduating class scored 3 or higher in at least one AP exam. Student Groups AP				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Participation Rate and Pass Rate 3 or Better:</p> <ul style="list-style-type: none"> • Black or African American - 33 Exams (50% Pass Rate) • Asian - 46 Exams (80% Pass Rate) • American Indian or Alaska Native - 1 Exam (100% Pass Rate) • White - 445 Exams (77% Pass Rate) • Two or More Races - 76 Exams (83% Pass Rate) • Hispanic or Latino - 383 Exams (68% Pass Rate) <p>AP Subject # Exams and Pass Rate %</p> <ul style="list-style-type: none"> • Biology 42 Exams (64% Pass Rate) • Calculus BC 19 Exams (64% Pass Rate) 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • Chinese Language 1 Exam (100% Pass Rate) Computer Science Principles 80 Exams (90% Pass Rate) • English Lang and Comp 150 Exams (54% Pass Rate) • English Lit and Comp 53 Exams (92% Pass Rate) • Environmental Science 90 Exams (82% Pass Rate) • Japanese Language 1 Exam (100% Pass Rate) • Microeconomics 96 Exams (73% Pass Rate) • Psychology 101 Exams (71% Pass Rate) Spanish Language 28 Exams (96% Pass Rate) Statistics 25 Exams (80% Pass Rate) US Government (75%) 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Career Technical Education (CTE)	Pass Rate) US History 71 Exams (72% Pass Rate) World History 135 Exams (70% Pass Rate) Free and Reduced Lunch Students- 450 Exams (66% Pass Rate) (Source: College Board)			2026-27 Outcome: Steele Canyon will maintain and increase its offerings of CTE Programs and increase the amount of program 'Completers' by 5% in each student group with a special emphasis on English Learners and Students with Disabilities	
		SCHS CTE Course Offerings Maintained and Subgroup Participation 2022-23: SCHS CTE Offerings: 4 Introductory courses 8 Concentrator courses 8 Capstone courses SCHS added 9 additional sections of CTE since the original 13 of 2019. Expected Outcome: MET Graduating Cohort: 89 Completers 2 Individualized Education Plan Students (IEP)				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		56 Socio-Economically Disadvantaged (SED) 5 English Learner (EL) 41 White 35 Hispanic 5 African American 7 Two or more races 0 Asian				
1.8	College Courses	2023: SCHS offers 11 sections of Dual Enrollment that will afford our high school students the opportunity to earn college credit through dual enrollment College Course Participation Counts by Race/Ethnicity <ul style="list-style-type: none"> • Hispanic Students 146 • White Students 120 • Black or African Students 14 • Filipino Students 3 • Two or More Races Students 26 • Asian Students 1 Samoan Students 1 Decline to State			2026-27 Outcome: SCHS will Maintain its Dual Enrollment Opportunities and increase participation by student groups by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students 2 Total Students: 313</p> <p>2023 College Course Counts by Grade Level Ninth Grade - 14 Tenth Grade - 80 Eleventh Grade - 108 Twelfth Grade - 111</p>				
1.9	State Seal of Biliteracy	<p>2022-23 41 Students met the SSB requirements</p>			<p>2026-27 Outcome: SCHS will increase the amount of students receiving the State Seal of Biliteracy by 10%</p>	
1.10	Achievement & Opportunity Gaps - Behavior	<p>2022-23 SCHS Suspension Rate 3.7% of the 2022-23 student enrollment.</p> <p>Suspensions by Ethnicity African American- 8.6% Am Ind or Alaska Native- No data Asian- 0% Filipino- 0% Hispanic or Latino- 4.2% Pacific Islander- no data White- 2.3% Two or More Races- 4.1%</p>			<p>2026-27 Outcome: Reduce suspensions by 3% for all students and 5% for each disproportionate student subgroup</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>82 total students suspended in 2023. Suspensions by Race/Ethnicity and Percent Cumulative Enrollment:</p> <p>African American- 8.6% (4.8%) Am Ind or Alaska Native- No data Asian- 1.2% (<0%) Filipino- 0% (<0%) Hispanic or Latino- 57.3% (51%) Pacific Islander- no data White- 20.7% (33.1%) Two or More Races- 4.1% (7.8%)</p> <p>(Source=Dataquest CDE)</p>				
1.11	Achievement & Opportunity Gaps - Chronic Absenteeism	<p>2023 Chronic Absenteeism Eligible Enrollment - 2187 Students</p> <p>Chronic Absenteeism Count - 458 Students</p> <p>Chronic Absenteeism Rate - 20.9%</p> <p>Chronic Absenteeism by Race/Ethnicity:</p>			<p>2026-27 Outcome: Reduce Chronic Absenteeism by 3% for all students and 5% for each disproportionate student subgroup</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Achievement & Opportunity Gaps - English Learner Progress	<ul style="list-style-type: none"> • African American 27/105 students=25.7% • Asian 3/26 students=11.5% • Filipino 8/25 students=32% • Hispanic or Latino 270/1122 students=24.1% • White 119/724 students=16.4% <p>Two or More Races 28/171 students=16.4%</p> <p>(Source=Dataquest CDE)</p>			2026-27 Outcome: Increase by 7% of EL students making progress in Language Proficiency (CA Dashboard) & 7 % increase in A-G completion.	
		<p>2023 English Learner Progress:</p> <p>A-G Completion Rates: 23.21% of EL students completed vs. 59.93% total population</p> <p>50.3% of the 163 English Learners are making progress</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		towards English Language Proficiency. 38.7% of EL students progressed at least one ELPi level 11.7% of EL students maintained their ELPi level 4 20.2% of EL students maintained their current ELPi level 29.4% of EL students decreased at least one ELPi level				
1.13	Achievement & Opportunity Gaps - Special Education	2023 Special Education Enrollment 214 Students Dashboard Data ELA Performance - Red Math Performance - Red Suspension Rate - Red College Career Indicator Baseline - Low			2026-27 Outcome: Raise Special Education Student group out of the red metric in all California Dashboard Metric Categories	
1.14	Achievement & Opportunity Gaps - Multi-Tiered System of Student Support (MTSS)	2023 The MTSS Team is refining academic supports and will expand its tiered			2026-27 Outcome: The SCHS MTSS will have developed five	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Achievement & Opportunity Gaps - Grade Guardian	2160 Students population. Of that with regards to their overall grades: 1460 were considered of LOW-RISK (68%) 180 were considered MEDIUM -RISK 600 Students were considered HIGH-RISK			2026-27 Outcome: SCHS will increase the students Grade Status of Low-Risk by 6%	tiered interventions for each of the following: academics, social-emotional (mental health) and behavior.

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	Academic Achievement	<p>SCHS is committed to its Mission of being 'a place of opportunities' and a 'foundation for the future' and if we live up to that standard, we will achieve our Vision of preparing ALL students for their next opportunity. We are committed to providing the resources and expenditures necessary to ensure that ALL students have open access and ample opportunities to graduate not only with an SCHS High School Diploma but also college and career-ready as defined by the state of California. Over the span of this LCAP cycle, the school will improve performance in English Language Arts (ELA) and mathematics for all identified students, including unduplicated students. This will be achieved through full alignment with the California Common Core Standards and the ELD standards in the following content areas: ELA, mathematics, Career Technical Education, Computer Science, Health Education, History-Social Science, Exercise, and Nutritional Science, Science, Arts Education, and World Languages. We will continue to recruit, retain, and provide continued training to highly qualified teachers and paraprofessionals who provide and support high-quality standards-based instruction. We will also refine current programs and develop new programs in the areas of AP, Dual Enrollment, and CTE to provide ample opportunities for students to demonstrate college career readiness upon graduation.</p>	\$306,061.00	No Yes
1.2	Academic Support	<p>SCHS is committed to its Mission of being 'a community for all' and 'a place of opportunities' and if we live up to that standard, we will achieve our Vision where every student 'belongs and has space to grow' while they 'prepare for their next opportunity'. SCHS will provide the resources and expenditures to ensure that all students have the necessary academic support to graduate college and career-ready. SCHS is committed to providing all students with a rigorous and relevant education but also recognizes equally that high levels of support are necessary so that every student can reach their potential and personal goals. The SCHS Grade Level Team (GLT) structure is provided to each grade level and provides a</p>	\$1,504,360.84	No

Action #	Title	Description	Total Funds	Contributing
		<p>heightened level of support and monitoring of academic progress. The GLT is made up of an Assistant Principal, Counselor, Academic Advisor, and Grade Level Secretary who work together to successfully transition 9th graders to high school, develop an individualized 4-year plan, and support that plan as they follow their grade level cohort through the grade levels as they progress towards graduation. To successfully monitor student progress, we staff a full-time Data and Assessment Coordinator who provides the GLTs with the necessary reports and data to support appropriate student outcomes and interventions. The additional support staff is provided to all students to support their health, records keeping, and attendance including a full-time nurse on site, registrar, and two attendance technicians. In the previous LCAP cycle, SCHS partnered with the San Diego County Office of Education in a 3-Year effort to begin the process of developing an academic Multi-Tiered System of Student Support school-wide. This plan has unfolded in the area of academics and will expand over the course of this LCAP cycle to focus on social-emotional and behavioral support. During this LCAP cycle, we plan to maintain Teachers on Special Assignment (TOSA) that were established to provide academic coaching to all teachers in every discipline. In addition, Cougar Cave has designated tutorial support available to all 9th-grade students and all other students who need targeted academic support. It is overseen by a Student Support Coordinator who has a staff of trained active college students or graduates who serve as Academic Coaches and Tutors who provide academic support for each block. Our teachers also provide additional targeted tutoring services after school called Beyond-the-Bell and we offer 24-hour tutorial support in offering 'Tutor Me' to all students. We also run a robust credit remediation and recovery program with an A-G online learning system that is run by our credentialed teachers from block to block. We also offer students an option for independent study in a program called iAcademy that allows students who may struggle in a traditional setting to work at their own pace online with a credentialed teacher mentor as support. Steele Canyon also offers a robust AVID program with two AVID cohorts at each grade level. To improve outcomes on the SBAC, we will investigate assessment benchmark opportunities such as iReady or the like. We will continue to use targeted Interim Assessment Blocks (IABs) in 9-10th grades so that students are afforded practice and exposure to the SBAC style of standardized assessments. This will be emphasized for identified student groups, and SBAC</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Bootcamps will occur in English Language Arts and Mathematics for all 11th-grade students and targeted student groups so that all students are prepared and able to demonstrate a 3 or better on their 11th-grade Smarter Balance Assessment to be considered college and career-ready.</p>		
1.3	<p>Social-Emotional Support</p>	<p>SCHS is committed to its Mission of being 'a community for all' and 'a place of opportunities' and if we live up to that standard, we will achieve our Vision where every student 'belongs and has space to grow' while 'feeling safe and welcome'. SCHS will provide the resources and expenditures to ensure that ALL students have the necessary tiered social-emotional support to thrive at school and graduate college career-ready. The Multi-Tiered System of Support will be expanding its focus on the development of tiered support in the area of social-emotional and behavioral interventions for ALL students. This effort is designed to keep students in the learning environment by lowering discipline issues by offering restorative practices, community building, and other means of correction. This plan will include the possibility of adding a Spanish-speaking school psychologist during the cycle of this LCAP, social worker interns, School Connection Positive Adventures, Camp Lead, Friday Night Live, staff collaboration/retreat, and Family Support Events.</p>	<p>\$87,875.00</p>	<p>No</p>
1.4	<p>English Learners and English Language Development</p>	<p>SCHS is committed to its Mission of being 'a community for all' and 'a place of opportunities' and if we live up to that standard, we will achieve our Vision where every student 'belongs and has space to grow' while 'feeling safe and welcome'. SCHS has developed an EL Support Plan taken in alignment with the EL framework mission of building content knowledge and language in tandem while attending to specific learning needs. SCHS will maintain 5-6 EL paraprofessionals on staff and an increase of .33 FTE towards EL language acquisition and support classes. SCHS intends to increase the percentage of EL students making progress toward English Language Proficiency or maintaining the highest levels and will support English Learner Students by integrating the California English Language Development (ELD) Standards in all classrooms. We will focus on the data of EL students who progress ELP levels and try to eliminate occurrences</p>	<p>\$64,646.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Learning	<p>of students who decrease an ELP level. We will increase the amount of ELD sections and provide the necessary facilities. We will focus on providing additional effective and highly trained paraprofessionals to support Designated ELD and Integrated ELD. We will have continued professional learning for teachers and paraprofessionals in SDAIE strategies, the integration of common formative assessments, and reading technique strategies to inform instruction for English Learners and improve English Learner language acquisition and academic achievement. Additional materials, programs, materials, and tutorial support offerings will be made available to all Designated ELD and Integrated ELD students in regular and summer school sessions.</p> <p>SCHS is committed to its Mission of being 'a place of opportunities' and building a 'foundation for the future'. If we live up to that standard, we will achieve our Vision where all staff 'belongs and has space to grow' while they 'prepare for their next opportunity'. SCHS will provide the resources and expenditures to support professional learning and growth for our staff to meet the needs of our diverse population of students to ensure that all are college and career-ready. A Teacher Mentor (TOSA) will be available to all probationary teachers to provide support and resources for their success and a Technology Mentor (TOSA) will be available to ensure staff technology training needs are met. Extensive professional Learning opportunities will be provided to SCHS-certificated and classified staff in the form of a collaborative 3-year Professional Learning Plan by focus categories which include: Learning, Building Community, Communication, Equity, and Technology. This plan is designed to meet the articulated school-wide goals and targets established in our SCHS Charter, WASC, and LCAP which will include but are not limited to the following:</p> <p>Focus on Intentionality in Teaching and Learning: Teacher Mentor (TOSA) Learning Intentions and Success Criteria Student Discourse Lesson Closing Activities Equitable Grading Practices</p>	\$148,350.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	College & Career Readiness	<p>Activities that produce evidence of learning</p> <p>First Best Lesson - planning for mistakes/misunderstandings and how we will support all students</p> <p>Motivation - Extrinsic/Intrinsic, how to get the best out of students</p> <p>ELD Frameworks</p> <p>College Career Readiness (CCR)</p> <p>Building Community:</p> <p>Restorative Practices</p> <p>Trauma-Informed Care</p> <p>Progressive ladder of consequences and interventions for encouraging positive behavior</p> <p>Communication:</p> <p>Formative Assessment</p> <p>Student discourse</p> <p>MTSS -Learning Objective & Success Criteria</p> <p>Equity:</p> <p>Check-Ins</p> <p>Implicit Bias</p> <p>Microaggressions</p> <p>Technology:</p> <p>Canvas for new teachers</p> <p>Canvas for advanced users - Pre-reqs, embedding Illuminate, Secure Browser</p> <p>Grade Guardian</p> <p>e-Referrals (AP, Counseling, Attendance), Communicating with parents/students</p> <p>Teacher Mentor (TOSA)</p> <p>Tech Mentor (TOSA)</p>	\$148,350.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Special Education	<p>prepare for their next opportunity'. SCHS is dedicated to prioritizing that ALL students graduate College & Career Ready as designated by the College Career Indicator in the Dashboard. SCHS will respond effectively to our most recent WASC accreditation of 6 years by focusing on our 'area of growth' to 'strengthen structures of College Career Readiness'. SCHS will continue to provide learning opportunities at next to no cost for all students 9-12 which integrates academic subjects with relevant, challenging technical and occupational knowledge through Career Technical Education (CTE) Pathways, Dual Enrollment, State Seal of Biliteracy, internships, work experience, A-G completion, and Advanced Placement (AP) courses (cost to families associated with AP examinations). These pathways and opportunities will allow students to incorporate applied learning across all disciplines preparing them for both college and career. SCHS will develop a 4-year college career readiness student plan that will be monitored by each Grade Level Team to ensure the mission for all students to attain proficiency. The Grade Level Teams systematizing their student achievement data analysis and outcomes are instrumental to the plan of achieving the 100% College Career Readiness target.</p> <p>SCHS is committed to its Mission of being 'a community for all' and 'a place of opportunities' and if we live up to that standard, we will achieve our Vision where every student 'belongs and has space to grow' while 'feeling safe and welcome'. Improving outcomes for Special Education students takes a multi-faceted approach that addresses their unique needs. Differentiated instruction that is tailored to meet the diverse learning styles and abilities using a variety of teaching methods, materials and modifications as needed. SCSSH is increasing its Collaboration approach with the general education and special education teachers to ensure that they have the appropriate support in inclusive classrooms. In addition, SCHS is employing a co-teaching model in the core areas to help provide additional support and accommodations. All this coupled with professional development and strong parent engagement we can move towards moving special education students out of the red metric on the California Dashboard and ensure their academic success and well-being.</p>	\$244,113.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Community Partnerships and Communication: Steele Canyon will live up to its Mission of building community and a foundation for the future so ALL students have space to grow.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Steele Canyon recognizes that building community and engagement with our educational partners are critical to the success of the school's mission and vision. We believe strongly that our families are our most important partners in their children's education. We want to ensure that families are well-informed and able to participate directly in their child's education. We want to increase involvement and opportunities to provide feedback in English, Spanish, and Arabic to better serve our students and also provide families with the tools to monitor their student's progress and know how to intervene when necessary. We also want to articulate and matriculate with our feeder middle school and our higher learning institutions to make sure we are successfully preparing our incoming and outgoing students for success. We also want to increase our college-going rate by providing ample opportunities for students to challenge themselves and participate in Career Technical Education, AP, and college courses on our campus free of charge (other than AP exam costs). Steele Canyon High School is dedicated to living up to our ideal state in 5, 10, and 25 years and the partnership with our families is key to that commitment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Engagement Opportunities	2023: 10 Parent Engagement Opportunities occurred during the academic school year.			2026-27 Outcome: Steele Canyon High School will maintain or increase parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Multi-Language Learner Engagement	2023: 40 unique families participated in at least one Spanish Speaking Parent Forum			2026-27 Outcome: Steele Canyon will have a 6% increase in families who participate in at least one Spanish Speaking Forum.	
2.3	SCHS Enrollment	2023: 2168 Student Enrollment English Learners -225 10.4% Homeless-24 1.1 % Socioeconomically Disadvantaged 1,046 48.2% Students with Disabilities 216 10% African American 103 4.8% American Indian 5 .2% Asian 27 1.2% Filipino 24 1.1% Hispanic 1,112 51.3% Two or More Races 170 7.8% Pacific Islander 4 .2% White 718 33.1%			2026-27 Outcome: Steele Canyon will increase its total population by 1% to meet school-board enrollment targets totaling a 21 student increase at end of year metric.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Summer Bridging Enrollment	2023: 30 Students participated in the full Summer Bridging experience.			2026-27 Outcome: Steele Canyon will have an active Summer Bridging Program that services a minimum of 30 at-promise students each summer.	
2.5	Community College Partnerships	2023-24 Six Courses exist under the CCAP Agreement between Steele Canyon High School and the Grossmont-Cuyamaca Community College District. American Sign Language 120 & 220 Art 120 Business 110 Great Music Listening 110 Spanish 220			2026-27 Outcome: Steele Canyon will maintain its current partnership with Cuyamaca College and add an additional college partnership course.	
2.6	Career Technical Education Business Partnerships	SCHS 2023-24 has a CTE Advisory Board which includes an industry specific representative fro each pathway. Currently nine pathways and corresponding representatives meet each term.			2026-27 Outcome: Steele Canyon will expand the partnerships and corresponding representatives for future CTE offerings by one pathway.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Translation Services	Spanish is the only language that translation services are available for in 2023-24.			2026-27 Outcome: Steele Canyon will add Arabic to the translation services offered in written and spoken form.	

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	Family Engagement	SCHS is committed to its Mission of being 'a community for all' and 'a place of opportunities', and if we live up to that standard, we will achieve the Vision of our students and their families feeling a sense of belonging with space to grow. SCHS recognizes the importance of engaging our families	\$110,602.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>as educational partners and will provide the necessary resources and expenditures to ensure our community has all the information they need to participate in decision-making opportunities and engage in the learning process in support of their students. SCHS will seek out every opportunity to engage the community whether in-person or electronically with Parent Forums, Coffee with the Principal, Canvas, Aeries, Naviance, Google for Education, Parent Square, Zoom, Google Form Surveys, Community Forums (English and Spanish), Translation Services, Parent Institute for Quality Education (PIQE), English Language Advisory Council (ELAC), Si Se Puede Club Activities, Paw Prints, Governing Board Meetings, PTO, Boosters, Cougar Congress, and climate surveys. In addition, annual events such as Spring Fling, Open-House, Curriculum Night, and Graduation will be opportunities that support communication, engagement, and positive student outcomes. Our feedback from families has made it clear that partnering in their student's achievement is of the utmost importance. This LCAP cycle will prioritize family and student connectedness to Steele Canyon High School.</p>		
2.2	<p>Matriculation and Articulation</p>	<p>SCHS is committed to its Mission of being 'a community for all' while building a 'foundation for the future' and if we live up to that standard, we will achieve our Vision of preparing ALL students for their next opportunity. SCHS will provide the resources and expenditures that ensure a smooth transition for our students and families to high school. This action will include collaboration with SCHS and feeder school teachers to discuss and articulate curriculum, and SCHS will engage in 'Rah-Rah Field Trips' to feeder schools to promote open enrollment. We will also focus on connecting ALL students with an emphasis on at-promise students to programs such as the Summer Bridging Program for incoming 9th Grade Students. Cougar Crew Leadership and the Freshmen Orientation Program support school connectedness for students, and Graduation is an event to remember that puts our graduates on display with their newly introduced College Career Readiness Cord Adornment representing College Career Readiness Status.</p>	\$7,815.00	No
2.3	<p>Community Partnerships</p>	<p>SCHS is committed to its Mission of being 'a place of opportunities' and a 'foundation for the future' and if we live up to that standard, we will achieve</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>our Vision of preparing ALL students for their next opportunity. SCHS is currently partnering with Gemologic Institute of America (GIA) and Gravotech which offers students professional workshops at the industry facilities for an industry tour. Gravotech the manufacturer of the Computer-Aided Design (CAD) offers the students access to the software in exchange for them using the school campus for their industry training. We also partner with Cuyamaca College in offering our students not only the CCAP dual enrollment opportunities but also Exploration Day at the college for students to experience the post-secondary experience of CTE at the college. Our Theater and Stage Tech CTE program partners with numerous theatrical organizations that offer experience and mentorships by actual professionals in the industry. In addition, our Sports Medicine program hosts numerous professionals to serve as speakers in the classroom sharing their real-life experiences. Administration of Justice, AOJ works directly with law enforcement and the justice system with excursions to the courthouse for professional tours with legal and judicial staff.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Facilities and Infrastructure: Steele Canyon's facilities and learning environment will live up to its Mission by providing a community for ALL where each person belongs, feels safe, and welcome	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Inspection Tool 'FIT' Score	SCHS FIT Score 96%			2026-27 Outcome: Steele Canyon will maintain its outstanding score on facilities each year according to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Technology Gap - Number of families who needed interventions to support student access to adequate internet at home.	37 Wifi Hot Spots are currently active among families in need.			the rubric metrics of systems, interior, cleanliness, electrical, restrooms/fountain s/, safety, structural, grounds etc. on the 'FIT' inspection	
3.3	Technology - High Speed Wireless Access in all classrooms	Wireless Access Points will be replaced every three years to stay at optimum processing speed to serve classroom curriculum demands.			2026-27 Outcome: Steele Canyon will have 100% of its wireless access points updated to optimize access to wireless connectivity to support student learning.	
3.4	Student Electronic Device Refresh	Incoming Freshmen Students were each given new and capable devices that satisfy the demands of the learning environment at no cost			2026-27 Outcome: Steele Canyon will provide its incoming freshman class highly capable devices so	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to them. 600 devices issued.			they can access their learning electronically.	
3.5	Staff Electronic Device Refresh	The teaching staff are operating on 2-3 year old computer teaching devices.			2026-27 Outcome: Steele Canyon will refresh staff devices with modern highly capable technology during this LCAP cycle so that the technology can enhance teaching and learning.	
3.6	Classroom and Common Area Furniture Refresh	SCSHS has completed a desk and chair renewal in most classrooms but the goal is still in progress due to supply limitations.			2026-27 Outcome: Steele Canyon will update furniture in classrooms as needed. All original 24 year old furniture will be updated or replaced.	
3.7	Ventilation Systems in Classrooms and Common Areas.	Each classroom has updated filtration that exceeds the minimum requirement supplemented with free-standing HEPA filters.			2026-27 Outcome: Steele Canyon will maintain all ventilation systems equal to or better than industry standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Surveillance Camera System	SCHS currently has 81 individual camera locations placed strategically around campus.			2026-27 Outcome: Three additional camera locations will be added strategically to the current system closing the gap in areas without surveillance.	

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	School Safety	SCHS is committed to its Mission of being 'a community for all' and 'a foundation for the future', and if we live up to that standard, we will achieve	\$795,122.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>the Vision of our students and their families feeling safe and welcome and a sense of belonging with space to grow. SCHS will provide the resources and expenditures to ensure our school is a safe place for all students by maintaining and improving the facilities and infrastructure for both staff and students. SCHS will eradicate all original furnishings that are 24 years old and replace them with an updated classroom environment and common areas with modern furniture, upgraded air ventilation, and filtration in every building, state-of-the-art surveillance systems, appropriate safety signage, campus security, a full-time School Resources Officer, maintaining mental health support with 2 full-time school psychologists, two full-time social worker, and distinct markers on each building for first responders during an emergency.</p>		
3.2	Technology	<p>SCHS is committed to its Mission of being 'a community for all' and 'a foundation for the future', and if we live up to that standard, we will achieve the Vision of our students and their families feeling safe and welcome and a sense of belonging with space to grow. SCHS will provide the resources and expenditures that help our students and community overcome the technological divide while providing access to a technologically advanced learning environment. This effort will include maintaining a 1-1 device ratio for students and rotating in newer devices to all incoming freshmen, upgrading the Informational Technology (IT) on campus such as servers and wireless access points, Pixellot Camera system for wirelessly streaming live events, Teacher device refresh, a Teacher Tech Mentor Teacher on Special Assignment (TOSA), and Canvas Learning Management System.</p>	\$271,302.00	No
3.3	Operations	<p>SCHS is committed to its Mission of being 'a community for all' and 'a foundation for the future', and if we live up to that standard, we will achieve the Vision of our students and their families feeling safe and welcome and a sense of belonging with space to grow. SCHS will provide the resources and expenditures that ensure all students have access to wrap-around door-to-door services for years</p>	\$171,791.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>to come by providing top-notch facilities, maintenance, and operations. This includes providing transportation services and child nutrition while maintaining fiscal solvency.</p>		

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
\$3414832	\$504649

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
13.635%	0.000%	\$0.00	13.635%

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
1.1	<p>Action: Academic Achievement</p> <p>Need:</p> <p>Scope: LEA-wide</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>1.4</p>	<p>Action: English Learners and English Language Development</p> <p>Need: English Language Learners (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by the SCSH SBAC results for student groups. Goal 1.10, 1.11 & 1.13 are principally directed at providing additional services to our unduplicated students (particularly EL students)</p> <p>Scope: LEA-wide Schoolwide</p>	<p>SCHS has developed an EL Support Plan taken in alignment with the EL framework mission of building content knowledge and language in tandem while attending to specific learning needs. SCHS will maintain 5-6 EL paraprofessionals on staff and an increase of .33 FTE towards EL language acquisition and support classes. SCHS intends to increase the percentage of EL students making progress toward English Language Proficiency or maintaining the highest levels and will support English Learner Students by integrating the California English Language Development (ELD) Standards in all classrooms. We will focus on the data of EL students who progress ELP levels and try to eliminate occurrences of students who decrease an ELP level. We will increase the amount of ELD sections and provide the necessary facilities. We will focus on providing additional effective and highly trained paraprofessionals to support Designated ELD and Integrated ELD. We will have continued professional learning for teachers and paraprofessionals in SDAIE strategies, the integration of common formative assessments, and reading technique strategies to inform instruction for English Learners and improve English Learner language acquisition and academic achievement. Additional materials, programs, materials, and tutorial support offerings will be made available to all Designated ELD and Integrated ELD students in regular and summer school sessions.</p>	<p>Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.8.1, 10, 1.11, & 1.14. Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 & 2.7. Metrics 3.2</p>
<p>2.1</p>	<p>Action: Family Engagement</p> <p>Need:</p>	<p>The engagement and awareness participation in PIQE creates helps to express the importance of college career readiness and Smarter Balance testing. EL and SED students are</p>	<p>Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.8.1, 10, 1.11, & 1.14.</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>English Learner(EL) and socioeconomically disadvantaged(SED) families and students expressed in LCAP survey feedback a desire to be more involved in the school. Family engagement and connectedness, particularly among EL and SED are a high priority for us and PIQe is an excellent way to foster high levels of engagement and celebrate their students' achievements.</p> <p>Scope: LEA-wide</p>	<p>underperforming and strategies are being implemented to address the unique needs of our Multi-language learner students.</p>	<p>Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 & 2.7. Metrics 3.2</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>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.</p>			

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.

Steele Canyon High School plans to add additional staffing in the area of English Learners with a EL Specialist instructor being hired along with additional paraprofessionals to directly support the students acquisition of language and academic success in the inclusive classroom setting.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		45-1
Staff-to-student ratio of certificated staff providing direct services to students		125-1

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	25044600	3414832	13.635%	0.000%	13.635%					
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds					
Totals	\$2,869,556.00	\$769,318.84		\$221,513.00	\$3,860,387.84					
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
1	1.1	Academic Achievement	All	No	LEA-wide			Annual	\$302,561.00	\$3,500.00
				Yes						
1	1.2	Academic Support	All	No				Annual	\$1,499,472.84	\$4,888.00
1	1.3	Social-Emotional Support	All	No				Annual	\$0.00	\$87,875.00
1	1.4	English Learners and English Language Development	English Foster Low	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	Annual	\$0.00	\$64,646.00
1	1.5	Professional Learning	All	No				Annual	\$0.00	\$148,350.00
1	1.6	College & Career Readiness	All	No			Specific Schools:	Annual	\$0.00	\$148,350.00
1	1.7	Special Education	Students with Disabilities	No				Annual	\$0.00	\$244,113.00

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	L
3	3.1	School Safety	All	No			Specific Schools: Steele Canyon High School	Annual	\$108,882.00	\$686,240.00	\$
3	3.2	Technology	All	No			Specific Schools: Steele Canyon High School	Annual	\$0.00	\$271,302.00	\$
3	3.3	Operations	All	No			Specific Schools: Steele Canyon High School	Annual	\$0.00	\$171,791.00	\$

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
25044600	3414832	13.635%	0.000%	13.635%	\$444,975.00	0.000%	1.777 %	Total: LEA-wide Total:	\$444,975.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$64,646.00
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	Academic Achievement	Yes	LEA-wide			\$306,061.00		
1	1.4	English Learners and English Language Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	\$64,646.00		
1	1.6	College & Career Readiness				Specific Schools:	\$148,350.00		
2	2.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	\$74,268.00		
3	3.1	School Safety				Specific Schools: Steele Canyon High School	\$676,068.00		
3	3.2	Technology				Specific Schools: Steele Canyon High School	\$45,706.00		
3	3.3	Operations				Specific Schools: Steele Canyon High School	\$167,867.00		

2023-24 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)			
Totals		\$2,957,906.00	\$2,958,972.83			
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	Academic Achievement	No	296246	303,230.83	
1	1.2	Academic Support	No	914531	930000	
			Yes			
1	1.3	Social-Emotional Support	No	33000	33000	
1	1.4	English Learners and English Language Development	Yes	61626	62535	
1	1.5	Professional Learning	No	5201	7125	
1	1.6	College & Career Readiness	No	145350	145350	
1	1.7	Special Education	No	\$244,113.00	244113	
2	2.1	Family Engagement	No	74268	74268	
2	2.2	Matriculation and Articulation	No	7815	7815	
3	3.1	School Safety	No	868411	868411	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Technology	No	113414	113414
3	3.3	Operations	No	193931	169711

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)
2957906.00	\$1,003,039.36	\$976,157.00	\$26,882.36	11.000%	11.000%	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	1.2	Academic Support	Yes	\$945,043.36	914531	10%	10%
1	1.4	English Learners and English Language Development	Yes	\$57,996.00	61626	1%	1%

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
24150150	2957906.00		12.248%	\$976,157.00	11.000%	15.042%	\$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.

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.

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

At a minimum, the LCAP must address all LCFE priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFE 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 school sites 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 school site must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites 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 school sites, 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 school sites 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 school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site 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 LCFE State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusions 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 school sites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSSP.
- **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.

- o 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).

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