STEELE CANYON HIGH SCHOOL

A CALIFORNIA CHARTER SCHOOL

Scott Parr, Ed.D., CEO/Principal

Paul Battle, Grade Level Principal
Daniel Cohen, Ed.D., Grade Level Principal
Elizabeth Hernandez, Grade Level Principal
Jennifer Tennison, Grade Level Principal

Virginia Brawley, Chief Business Officer
Ricardo Lopez, Facility Manager

12440 Campo Road
Spring Valley, CA 91978-2331

Governing Board Action Item Cover Sheet

Board Meeting Date: June 17, 2026

Name and Department Submitting Item: Paul Battle, SCHS Administration

Name of Item: Approval of the 2026 Local Control Accountability Plan (LCAP) and Budget Overview for Parents

Background and/or context for item:

2026 Local Control Accountability Plan (LCAP) and Budget Overview for Parents was subject to a PUBLIC HEARING NOTICE on the June 11, 2026 SCHS Governing Board meeting. Any and all feedback provided to the Principal/CEO since the Public Hearing was considered and included as applicable.

The LCAP is now presented to the board for approval and will subsequently be posted as the 2026 LCAP & Budget Overview for Parents final draft on the website in the appropriate location. It will also be submitted to the Grossmont Union High School District and the San Diego County Office of Education.

2026-27 LCFF Budget Overview for Parents SCHS

2026 Local Control Accountability Plan SCHS

Recommendation:

Approval.

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Steele Canyon Charter High School
CDS Code:	37 68130 3731262
LEA Contact Information:	Name: Scott Parr Position: CEO/Principal Email: sparr@schscougars.org Phone: 619-660-3500
Coming School Year:	2026-27
Current School Year:	2025-26

Approved By the Governing Board of Steele Canyon HS On 6/17/26 By MG

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$31887697
LCFF Supplemental & Concentration Grants	$3708147
All Other State Funds	$1548892
All Local Funds	$984500
All federal funds	$504515
Total Projected Revenue	$34,925,604

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$36553694
Total Budgeted Expenditures in the LCAP	$6111175
Total Budgeted Expenditures for High Needs Students in the LCAP	$3713008
Expenditures not in the LCAP	$30,442,519

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$3186922
Actual Expenditures for High Needs Students in LCAP	$3722971

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$4,861
2025-26 Difference in Budgeted and Actual Expenditures	$536,049

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	In addition to expenditures included in the LCAP, SCHS uses General Fund resources to support essential school operations that are not directly tied to specific LCAP actions. These expenditures include certificated and classified salaries and benefits for general education staff, instructional materials, utilities, facilities maintenance and operations, insurance, technology infrastructure, and

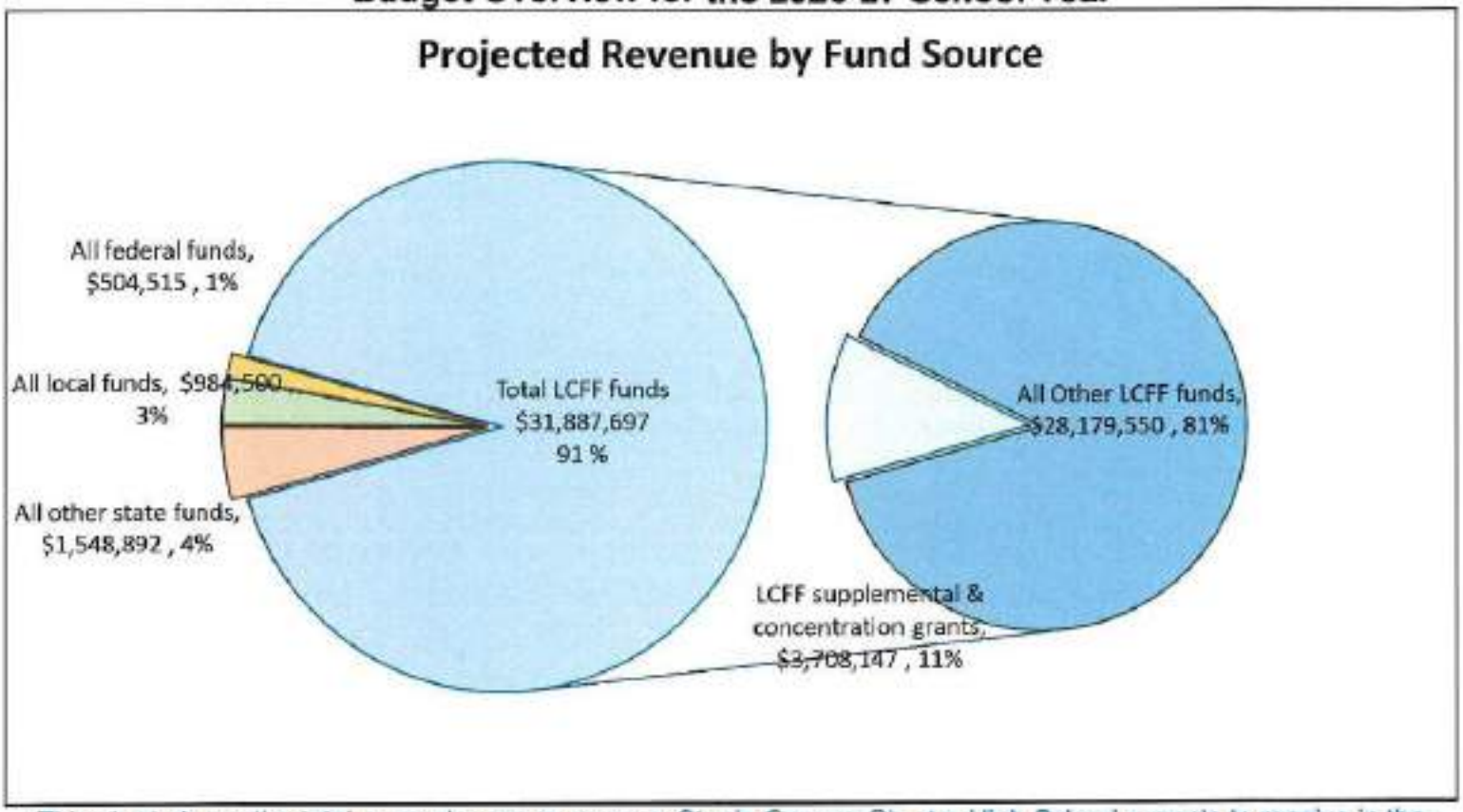
routine site and charter operational costs. Additional General Fund expenditures support areas such as special education services, athletics, and co-curricular programs that are part of the broader educational program but are not specifically funded or described as LCAP actions. These costs are necessary to maintain safe, effective, and fully functioning school operations.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Steele Canyon Charter High School
CDS Code: 37 68130 3731262
School Year: 2026-27
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 2026-27 School Year

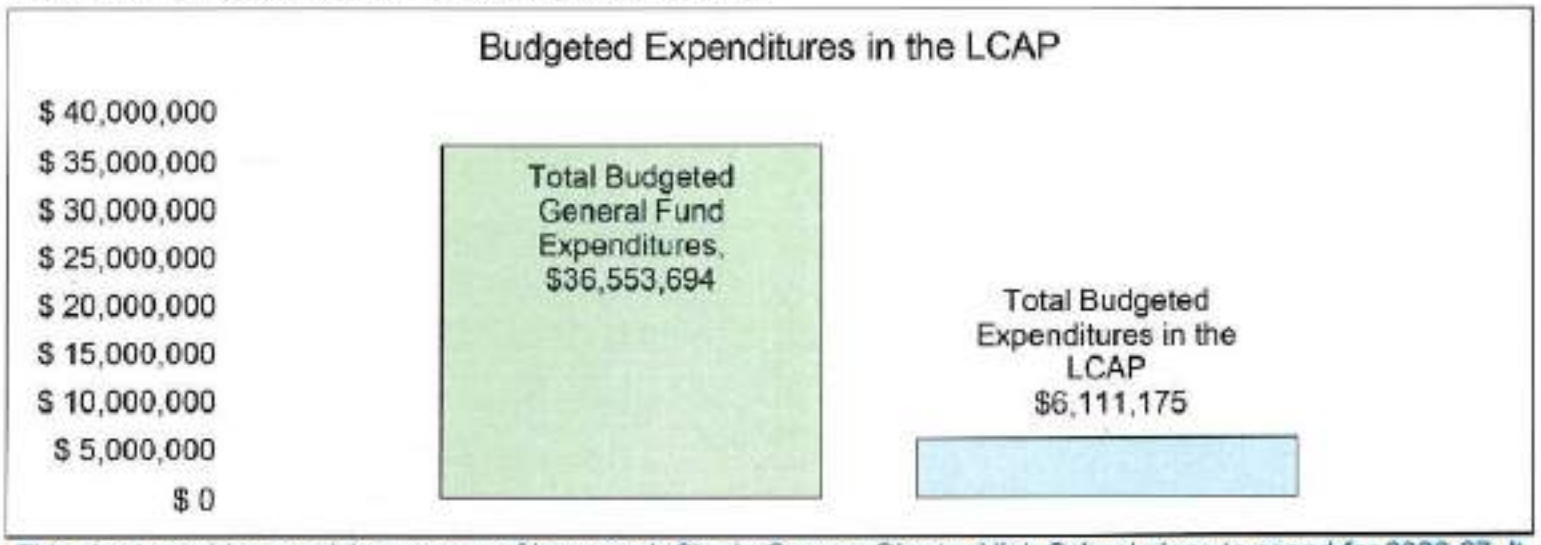


This chart shows the total general purpose revenue Steele Canyon Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Steele Canyon Charter High School is $34,925,604, of which $31887697 is Local Control Funding Formula (LCFF), $1548892 is other state funds, $984500 is local funds, and $504515 is federal funds. Of the $31887697 in LCFF Funds, $3708147 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 2026-27. 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 $36553694 for the 2026-27 school year. Of that amount, $6111175 is tied to actions/services in the LCAP and $30,442,519 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

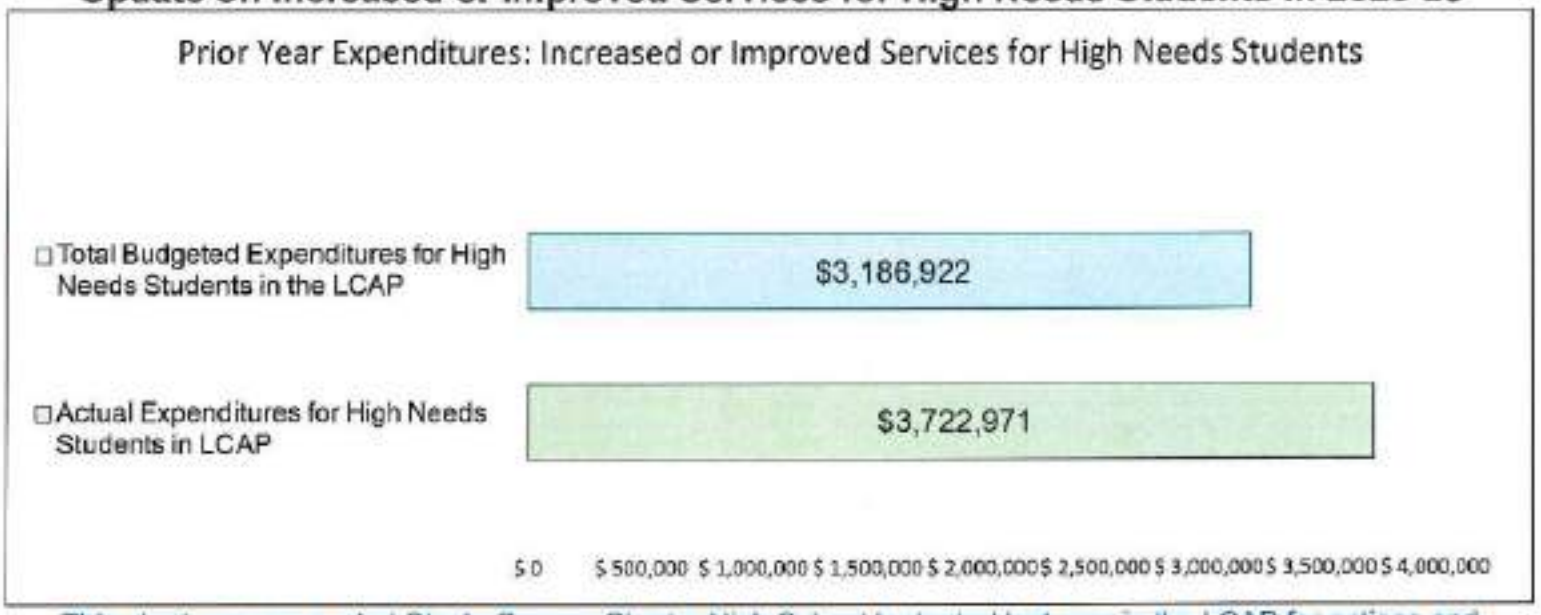
In addition to expenditures included in the LCAP, SCHS uses General Fund resources to support essential school operations that are not directly tied to specific LCAP actions. These expenditures include certificated and classified salaries and benefits for general education staff, instructional materials, utilities, facilities maintenance and operations, insurance, technology infrastructure, and routine site and charter operational costs. Additional General Fund expenditures support areas such as special education services, athletics, and co-curricular programs that are part of the broader educational program but are not specifically funded or described as LCAP actions. These costs are necessary to maintain safe, effective, and fully functioning school operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Steele Canyon Charter High School is projecting it will receive $3708147 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 $3713008 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 2025-26



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 2025-26, Steele Canyon Charter High School's LCAP budgeted $3186922 for planned actions to increase or improve services for high needs students. Steele Canyon Charter High School actually spent $3722971 for actions to increase or improve services for high needs students in 2025-26.

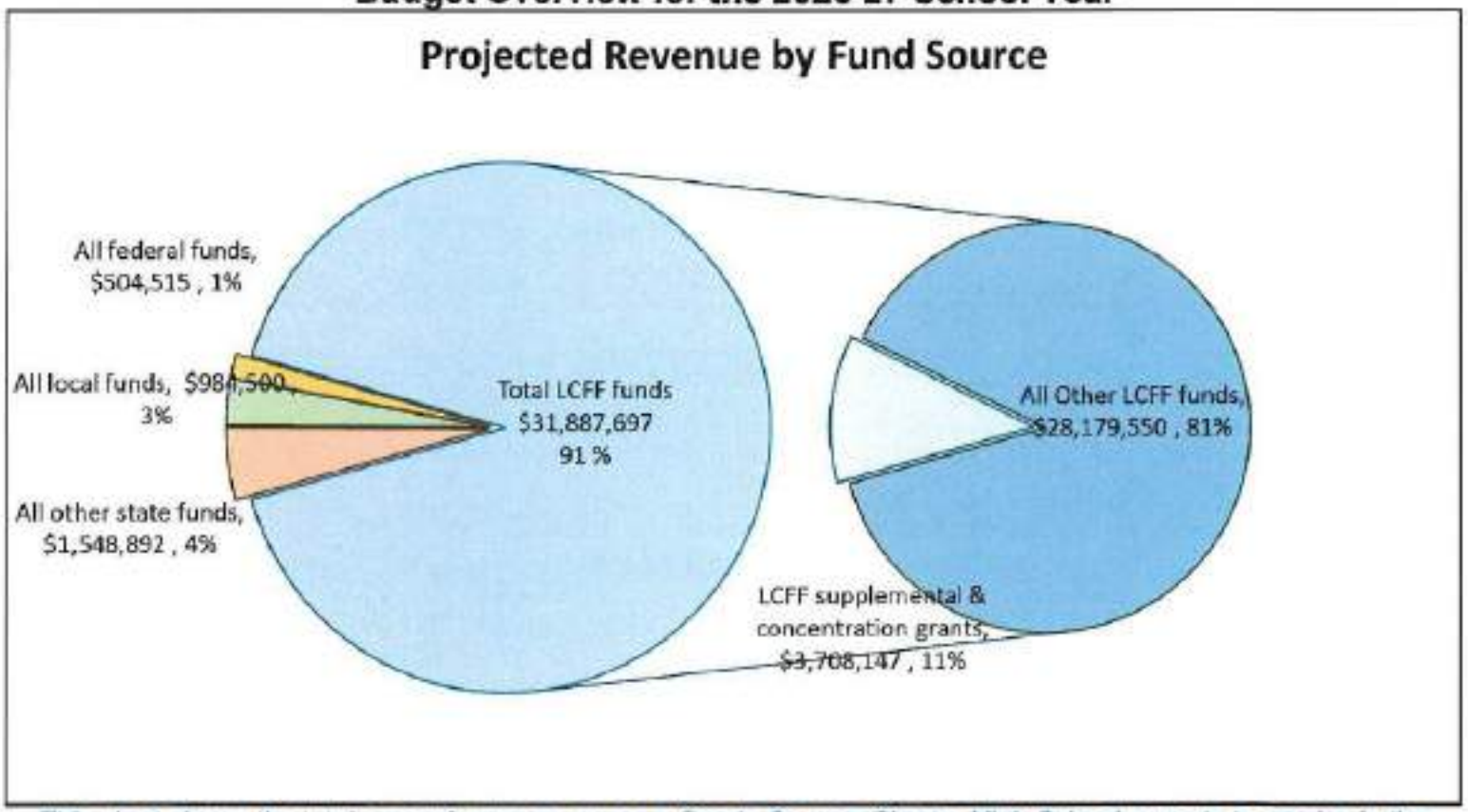
Approved By the Governing Board of Steele Canyon HS
On 6/17/26 By

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Steele Canyon Charter High School
CDS Code: 37 68130 3731262
School Year: 2026-27
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 2026-27 School Year

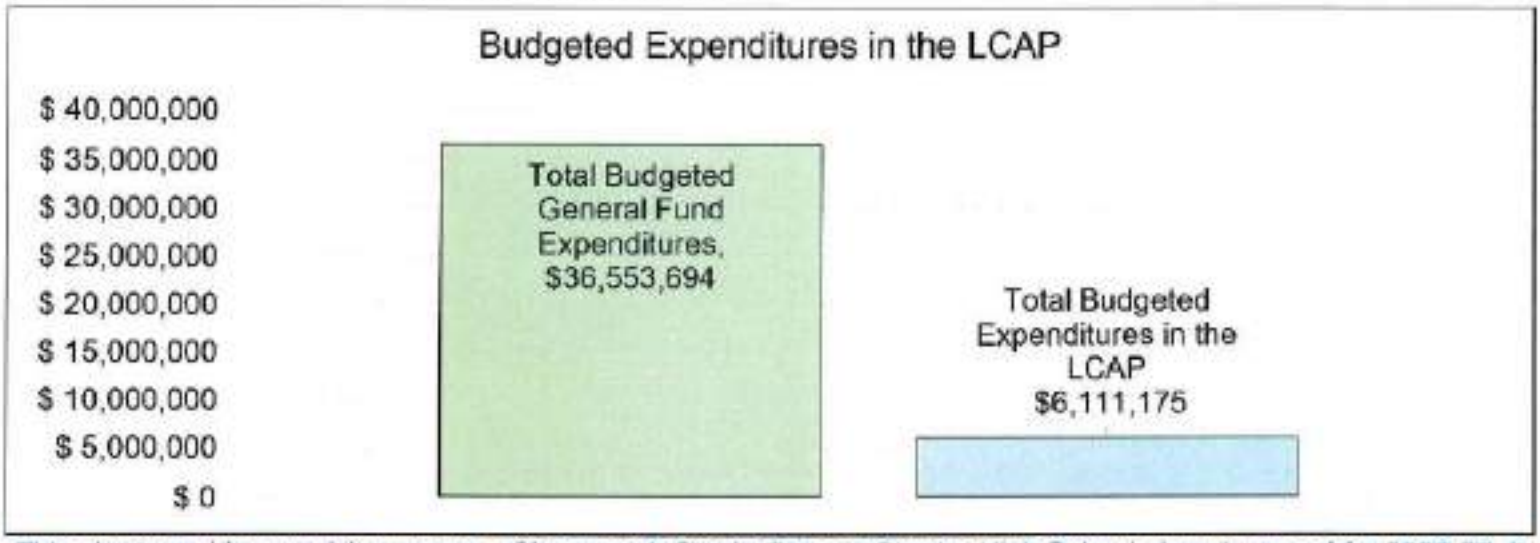


This chart shows the total general purpose revenue Steele Canyon Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Steele Canyon Charter High School is $34,925,604, of which $31887697 is Local Control Funding Formula (LCFF), $1548892 is other state funds, $984500 is local funds, and $504515 is federal funds. Of the $31887697 in LCFF Funds, $3708147 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 2026-27. 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 $36553694 for the 2026-27 school year. Of that amount, $6111175 is tied to actions/services in the LCAP and $30,442,519 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

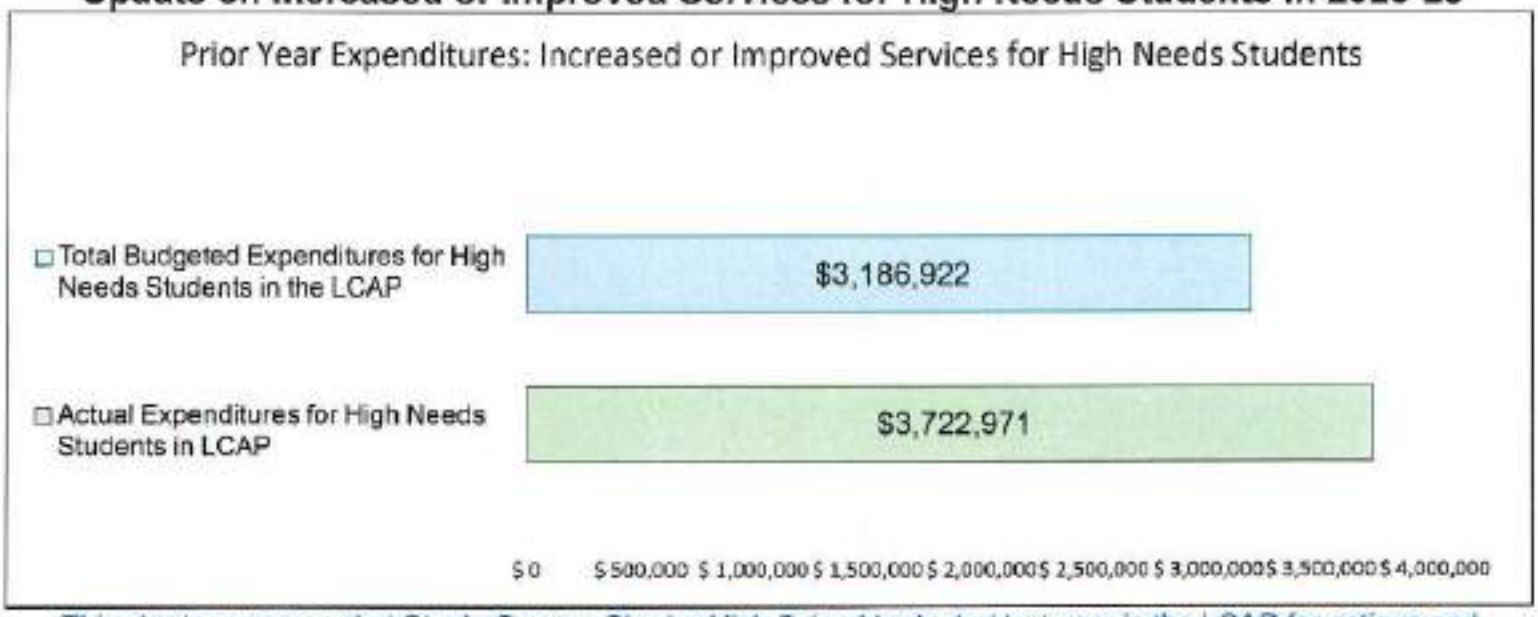
In addition to expenditures included in the LCAP, SCHS uses General Fund resources to support essential school operations that are not directly tied to specific LCAP actions. These expenditures include certificated and classified salaries and benefits for general education staff, instructional materials, utilities, facilities maintenance and operations, insurance, technology infrastructure, and routine site and charter operational costs. Additional General Fund expenditures support areas such as special education services, athletics, and co-curricular programs that are part of the broader educational program but are not specifically funded or described as LCAP actions. These costs are necessary to maintain safe, effective, and fully functioning school operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Steele Canyon Charter High School is projecting it will receive $3706147 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 $3713008 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 2025-26



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 2025-26, Steele Canyon Charter High School's LCAP budgeted $3186922 for planned actions to increase or improve services for high needs students. Steele Canyon Charter High School actually spent $3722971 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, athletics, and the Arts 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 areas of Advanced Placement, Career Technical Education, and Dual Enrollment college courses. 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 2026 school year was 2,237 students, and based on race/ethnicity, is 52.6% Hispanic, 30.8% White, 8% Two or More Races, 5.4% African-American, 1.7% Asian, 1.1% Filipino, .2% American-Indian, and .2% Pacific Islander.

Enrollment based on subgroup is as follows:
50% Socioeconomically Disadvantaged, 11% Students with Disabilities, 9% English Learners, 2.5% Homeless, and .1% Foster Youth.

At Steele Canyon, we have embraced a university-style schedule, wherein students can 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 2025-26 are positive and inspire us to continue the momentum we have built, especially in the areas of College Career Readiness, Dual Enrollment, and Career Technical Education (CTE). 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 College Career Indicator. The metric was disrupted by the pandemic, but we were happy to see its return in 2023 as a recalibrated baseline for future years. Steele Canyon High School performed in the Green with a 67.9% prepared status for the 523 students in the 2025 graduating cohort. This was a .2% increase from the previous year, and we are excited to build on this outcome in future years. Student groups' individual performances were While and Two or More Races students scoring in the Blue, Hispanic, Long-Term English Learners and Socioeconomically Disadvantaged, achieving Green. English Learners and Students with Disabilities achieved Yellow, moving up from Orange the year before. Two years in a row show that no student groups were reported as Red. In exploring the student groups who achieved lower designations, 33.8%. of English Learners were considered prepared compared to 29.3% the previous year, along with 18.8% of Students with Disabilities compared to 14.9% of Students with Disabilities. We certainly 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 an impressive 99.2% compared to 98.3% of students graduating last year, with a year-to-year 'Blue' metric measurement compared to the state outcome of 87.8% % graduating, which reflected a Green score statewide. All SCHS Student groups other than Students with Disabilities (Green), who graduated in 2025, were given the highest 'Blue' metric.

Academic performance in the area of English Language Arts was strong in the region, but did take a dip from the previous year. All students collectively earned a 'Green' designation with a 21.1 point decline from the 'Blue' designation from the previous year. Two or More Races achieved the 'Blue' metric, with White students earning 'Green'. Hispanic and socioeconomically disadvantaged students were in the 'Yellow'. English Learners were in the 'orange' category, and Students with disabilities, who slipped back into the 'Red' category the previous year. We explore barriers, analyze data and set goals that will create a higher level of focus on EL and SWD students during this LCAP cycle.

In the area of mathematics, we had a positive outcome with some gains compared to most area schools and the statewide average. Two or More Races were in the 'Blue' designation, with Hispanic, Socio-Economically Disadvantaged, and White students in the 'Green'. English Learners earned a 'Yellow,' and Students with Disabilities earned an ' Orange. We are happy to share that no student groups were in the 'Red' in the math assessment outcomes.

The SCHS Suspension Rate metric is showing in the 'Green' metric for all students, reflecting the same outcome as the previous year. 1.3% of students were suspended for at least one day compared to 2.8% the previous year. We recognize that if students are not in the classroom, then the learning is impacted. Out of our student groups, African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White all achieved 'Green'. Asian, English Learners, and Long-Time English Learners were in the 'Orange' designation. No student groups were in the 'Red' category. To counter this outcome, we continue to 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 Learner students, we will work with parents and guardians to foster relationships and connectedness to the school. Recognizing the connection between academic performance, social-emotional, and behavioral is helping guide our Multi-Tiered System of Support in getting students what they need, when they need it, and as soon as possible. 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 43% of EL students demonstrated progress in language proficiency compared to 35.4% the year before. This outcome is a 7.6% increase 14.9% from the previous year and lower than the state average. Last year, this was our only performance indicator in the Red, and we are happy to see a two-color jump in outcomes. This outcome still needs focus to continue its momentum and also 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 have added more sections of EL support. We hired 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 believes it can effectively support English Learner progress and help EL students achieve English Language proficiency, academic success, along with College Career Readiness, Dual Enrollment, and Career Technical Education (CTE. Steele Canyon is an institution that is increasingly engaging in self-examination 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 performance levels reported in the dashboard 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.

Steele Canyon High School's investment in its Multi-Tiered System of Supports (MTSS) will continue to expand throughout this LCAP cycle, with an intentional focus on academic achievement, behavior, and social-emotional well-being. SCHS will continue developing tiered systems of support that ensure students receive timely and targeted interventions based on identified needs. Through the analysis of student performance data, SCHS has identified key areas for growth and support for all students, with particular attention to increasing opportunities and improving outcomes for English Learners, Students with Disabilities, and other underserved student groups.

During the 2026–27 school year, Steele Canyon High School will expend approximately $1,000,000 in additional Learning Recovery Emergency Block Grant (LREBG) funds to continue addressing the long-term impacts of learning disruption identified through student achievement data, local indicators, stakeholder surveys, and ongoing program evaluation. Analysis of D/F rates, graduation indicators, college and career readiness outcomes, special education performance, and stakeholder feedback demonstrated a continued need for targeted academic intervention, Multi-Tiered System of Supports (MTSS) development, college and career planning services, inclusive instructional practices, and learning environment improvements.

LREBG funds will support expanded credit recovery opportunities through the Edmentum APEX platform and dedicated teacher sections to reduce D/F rates and mitigate unfinished learning. Funds will also maintain teacher release periods to strengthen implementation of a comprehensive MTSS framework focused on academic, social-emotional, and behavioral supports. Additional investments include continued funding of a College and Career Counselor to improve postsecondary readiness and individualized student planning, support for co-teaching mathematics models that increase access and achievement for students with disabilities and other learners requiring additional support. These expenditures align with stakeholder priorities and are intended to accelerate academic recovery while promoting student

connectedness, inclusion, and readiness for life after high school. Additionally, SCHS will utilize a portion of the additional Learning Recovery Emergency Block Grant (LREBG) funds to strengthen student achievement in English Language Arts and Mathematics. Based on analysis of student achievement data, including CAASPP/SBAC results, and feedback from students, staff, and families, the school identified the need for continued focus on academic achievement and instructional improvement. To support these efforts, LREBG funds will be used to provide release periods for the school's ELA and Math instructional leaders. These release periods will allow teachers to analyze assessment data, facilitate collaborative planning, align instruction to state standards, develop targeted interventions, and support continuous improvement efforts designed to increase student achievement and close performance gaps.

This LCAP cycle includes enhanced efforts to provide specialized instructional support, improve access and accommodations, and increase student participation in opportunities such as Career Technical Education (CTE), SBAC testing, Advanced Placement (AP), and Dual Enrollment programs. Collaboration among educators, administrators, families, and community partners remains central to creating an inclusive and supportive learning environment where all students can thrive academically, socially, and emotionally.

Goal 1: Academic Programs and Systems of Student Support

Academic Programs and Systems of Support. Steele Canyon High School will live up to its mission of providing all students with opportunities and a foundation for the future so that every student is prepared for their next step.

Through an in-depth analysis of student achievement data disaggregated by student group, Steele Canyon High School (SCHS) has strengthened its commitment to ensuring that all students graduate college and career-ready. Establishing this goal is only the beginning; achieving it requires a strategic, equitable, and multi-dimensional approach. To support the academic and social-emotional needs of all students, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students, SCHS has implemented a range of actions grounded in equity and access. These efforts include expanding opportunities in CTE pathways, dual enrollment and college courses, Cougar XL tutorials, and academic interventions aligned to California State Standards and ELD Standards. SCHS also continues to provide targeted support for student success on SBAC assessments and other College and Career Readiness (CCR) indicators identified within the California School Dashboard. In response to achievement gaps and learning disruptions associated with the long-term impacts of the COVID-19 pandemic, SCHS continues to strengthen its Multi-Tiered System of Supports (MTSS) through expanded academic interventions, paraprofessional support, and mental health services. The school increased its support infrastructure through the addition of a second school psychologist and a social work intern, expanding access to mental health services and preventative supports for students. Professional learning remains central to this work. Through dedicated Professional Learning Community (PLC) collaboration time, teachers analyze student data, reflect on instructional practices, evaluate learner outcomes, and make timely adjustments to better meet student needs. Continued investments in professional development and collaborative planning ensure that staff have the tools, resources, and training necessary to maximize student achievement. Restorative practices continue to be embedded within the school's discipline framework to foster a positive and inclusive school climate. Ongoing staff training reinforces the use of proactive and restorative approaches prior to considering exclusionary disciplinary measures. Additionally, the addition of a Data and Assessment Coordinator has strengthened SCHS's overall data culture. By leveraging disaggregated student data and engaging educational partners in collaborative analysis, the school is better positioned to allocate resources effectively and implement responsive interventions. SCHS remains committed to providing students with what they need, when they need it, so they can graduate fully prepared for future opportunities.

Goal 2: Community Partnerships and Communication

Community Partnerships and Communication: Steele Canyon High School will live up to its mission of building community and creating a foundation for the future so all students have space to grow.

Steele Canyon High School (SCHS) recognizes that academic achievement is most successful when students' basic needs and social-emotional well-being are also supported. As a result, SCHS has prioritized the development of comprehensive wraparound services designed to support the whole child. Through its partnership with the Grossmont Union High School District (GUHSD) SCHS continues to provide critical buyback services, including Special Education, nutrition, and Student Support Services. These partnerships directly contributed to the addition of a full-time school psychologist and an additional Special Education teacher, increasing the school's capacity to support the academic and emotional needs of students, particularly Students with Disabilities. In response to pandemic-related learning loss, the school conducted a needs assessment to inform the Learning Recovery Emergency Block Grant funding to address areas that are derivitive concerns associated with the COVID-19 learning losses. We continue to offer support for student engagement, relationship-building, and academic skill development to promote a successful transition into high school. SCHS also continues to host Rah Rah Rallies, which provide feeder middle school students with opportunities to visit campus, explore school programs, and build early connections to the school community. These outreach efforts strengthen the transition to high school while promoting student engagement and healthy enrollment trends. The school has also prioritized academic continuity through increased collaboration and articulation with feeder middle schools, particularly in English and mathematics. These efforts aim to align curriculum, instructional expectations, and essential skills to better support student readiness and success in high school, especially for at-promise student populations Career Technical Education (CTE) remains a cornerstone of SCHS's college and career readiness initiatives. Through the school's CTE Advisory Board, students gain exposure to industry professionals and real-world career pathways. Partnerships with Cuyamaca College and the Gemological Institute of America (GIA) further enrich these experiences by providing students with college visits, career workshops, and hands-on skill-building opportunities that prepare them for post-secondary success. To monitor student progress and guide interventions, SCHS continues leveraging technology platforms such as Aeries, Canvas, and Grade Guardian. These tools allow staff and families to monitor academic performance, attendance, and engagement in real time. Group dashboards within Grade Guardian are utilized to analyze trends among specific student groups, with focused attention on English Learners and Students with Disabilities ensuring timely interventions and support. The actions implemented this year have established a strong foundation for both academic and social-emotional growth. SCHS's targeted strategies grounded in equity, community partnership, and data-driven decision-making continue to strengthen school capacity and expand student access to opportunities. While persistent achievement gaps remain, the systems and supports now in place position SCHS to address these challenges with greater precision and effectiveness moving forward.

Goal 3: Facilities and Infrastructure

Facilities and Infrastructure: Steele Canyon High School's facilities and learning environment will live up to its mission by providing a community where all students feel safe, welcome, supported, and connected.

Steele Canyon High School takes great pride in maintaining a beautiful, safe, and inclusive campus that reflects the school's values and supports the learning and well-being of all students and staff. While the campus continues to be a source of pride, SCHS recognizes that many facilities are aging and require ongoing modernization. In close partnership with the Grossmont Union High School District (GUHSD), the school continues to proactively address critical infrastructure and safety needs to ensure that learning environments meet high standards of functionality, accessibility, and safety. To ensure access and equity for all students, SCHS continues to provide comprehensive

wraparound services, including transportation, nutrition, access to the least restrictive environments, and a broad range of student support services. These efforts help ensure that every student, regardless of background or need, can fully participate in the educational experience. SCHS also remains committed to eliminating the digital divide by continuing to modernize classroom technology. Students and staff are provided with updated devices, software, peripherals, and connectivity tools that support dynamic and engaging learning environments. Through ongoing investment in technology infrastructure, SCHS is preparing students for success in college, career, and digital citizenship. The school's 98% Facilities Inspection Tool (FIT) score reflects its continued commitment to facility maintenance, modernization, and safety. As part of its continuous improvement efforts, SCHS increased its safety budget, upgraded campus security camera systems, modernized classroom furniture and technology, enhanced classroom design, expanded access to appropriate personal protective equipment (PPE), and maintained high-efficiency HVAC systems across campus. Additional safety signage has also been installed, and campus security personnel continue to receive training focused on promoting a safe and caring school environment. These efforts are grounded in SCHS's core values: Take Care of Yourself, Each Other, and This Place. These values guide the school's commitment to stewardship, shared responsibility, and pride in maintaining a welcoming and future-ready campus. Through sustained investment and strategic planning, Steele Canyon High School continues to provide facilities and learning environments that reflect its mission of inclusion, safety, and excellence. SCHS will continue partnering with GUHSD and educational stakeholders to ensure the campus remains a safe, modern, and inspiring place for all members of the school community.

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
Professional Development SCHS (Principal, administration, Steele Canyon certificated and classified staff)	SCHS Mission and Vision August 8th, 2025 Focus for staff: Creating a Welcoming Environment & Creating Opportunities
New SCHS Teacher Orientation	New Teacher orientation and ongoing professional support and development with the guidance of the New Teacher Mentor New teachers are equipped with the tools to support high intentionality, expectations, and school initiatives, including, but not limited to, the regular use of Learning Intentions, Success Criteria, Student Discourse, and Lesson Closure. The importance of MTSS tiered strategies College Career Readiness, and how they contribute is made clear to new staff. 8-1-2025
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,	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. We continue to address those goals as we progress through the current LCAP 3-Year Cycle.
LCFF/LCAP Budget Workshop (Principal, administration, Steele Canyon certificated and classified staff)	Local Budget Workshop Informational Series including LCFF and Concentration Funding.
LCAP Multi-Tiered System of Support Weekly Meetings (Steele Canyon Teachers on special assignment for MTSS and Administration)	Multi-Tiered System of Student Support weekly meetings with administration and Teachers on Special Assignement.

Educational Partner(s)	Process for Engagement
LCAP Topics Cougar Council (Principal, administrators, Steele Canyon certificated and classified Leaders, and other school personnel)	Steele Canyon Cougar Council Monthly Meetings discussing various topics under the LCAP.
ELAC Parents, PIQE parent members (Spanish Translation Provided)	ELAC and Pique Parent Meeting for LCAP feedback and development, January 23rd, 2025 Evening with the Principal, PIQE Guest Speaker, April 2nd, 202 11:45-12:45 & May 7th, 2025, Principal Dialogue, & May 14th, 2025, with a culminating ELAC/RFEP Celebration for EL students who redesignated and were invited to the celebration with their families. A targeted feedback survey was conducted at the same time.
LCAP - EL Feedback and Celebration (ELAC Parents, PIQE parent members and their students (Spanish Translation Provided)	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 2025-26 school year and beyond (3-Year LCAP Cycle)?" A survey was collected in addition to the discussion. The meeting took place on 5-14-25 at 10:00 am
LCAP Development and Feedback (All Parents/Families)	Coffee with the Principal Meeting LCAP Development Discussion.
LCAP Parent Survey (All Parents/Families)	LCAP Survey delivered to all families of all grades focused on Academic Programs and Academic Support
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
Youth Truth Student Survey (All Grades)	LCAP Metric Ongoing progress check meetings with CTE Coordinator to partner in the development and execution of CTE courses offered at SCHS.
LCAP Survey Review (Admin & MTSS Team)	Review and update the survey tool and review outcomes. April 3rd, 2025 & April 6th, 2026
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 the CCAP agreement. 8-14-25, 9-10-25, 10-22-25, 11-19-25, 1-6-26, 2-11-26, 2-25-26, 3-6-26, 4-8-26, 4-17-26, 4-23-26, & 5-6-26
Professional Development SCHS (Principal, administration, Steele Canyon certificated and classified staff)	Closing the Achievement Gaps through Feedback and Monitoring Progress January 6th, 2025 • Stretch Goal 100% College Career Readiness

Educational Partner(s)	Process for Engagement
	• An MTSS system that provides students with what they need when they need it • Big Picture Team Focus Feedback
LCAP Dual Enrollment Cuyamaca College Affiliate 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.
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.
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. April 2nd, 2025
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 behavioral interventions. Ongoing weekly meetings and Professional Development. July 22-24, 2025 3-Day MTSS Conference, 8-1--25. 8-18-25, 8-20-25 All Staff PD on MTSS Focus Groups and Student Behavior, 8-25-25, 9-8-25, 9-15-25, 922-25, 9-29-25, 10-20-25, 10-27-25, 10-30-25 Counseling Meeting with MTSS Team, 11-3-25, 11-17-25, 12-1-25, 12-8-25, 12-15-25, 1-12-26, 1-26-26. 2-2-26, 2-11-26, 2-18-26, 2-23-26,3-2-26,3-9-26,3-16-26, 4-6-26. 4-13-26, 4-20-26 4-27-26, 5-4-26, 5-11-26, & 5-18-26
Regular Meetings with Career Technical Education Coordinator (Other School Personnel)	Discuss maintenance and expansion of CTE offerings and partnerships. Also student group participation analysis.
Educator Effectiveness and Evaluation (E3) (SCHS Admin & Certificated Staff)	Quarterly Meetings to set goals and conduct peer-led instructional rounds. Many goals are associated with school initiatives based in development of MTSS and other LCAP-focused initiatives.
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: 2026-27 LCAP and 2026-27 Budget Overview for Parents (Principal, administrators, teachers, staff, parents, students and other school personnel)	Public Hearing: 2026-27 LCAP and 2024-25 Budget Overview for Parents at OPEN SCHS Governing Board Meeting June 10th, 2026
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

Educational Partner(s)	Process for Engagement
LCAP 2024-27 APPROVAL June Board Meeting #2 LCAP Adoption: 2026-27 LCAP and Budget Overview for Parents (SCHS School Board Community, Principal/CEO, administrators, teachers, staff, parents, students, and other school personnel)	Public Hearing: 2026-27 LCAP and 2026-27 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.	The annual process of submitting the final LCAP to the state. Mid-June
Chronic Absenteeism Attendance Meeting in English & Spanish (Administration, social workers, Counselors and Families)	Families are asked to attend a Mandatory Meeting to address Chronic Absenteeism. Zoom is also offered. Parents invited to discuss awareness, impact, and strategies to avoid Chronic Absenteeism. 4-25 & 2-4-26 Zoom and in-person with Spanish translation.
Cougar XL Team Data Review (Principal, administration, Student Support Services Coordinator Steele Canyon XL Tutor Lead staff)	Data Briefing admin with outcomes specific to Students with Disabilities & English Learners, along with General Ed students.
Dual Enrollment California Dual Enrollment Equity Conference 2025 (admin member & College Career Counselor)	February 24th-26th Conference - California Alliance for Dual Enrollment Partnerships (CADEP) & Career Ladders Project, Sacramento, California
CTE Advisory Board Meeting (Admin Member, CTE Coordinator, CTE Instructors & Industry Partners)	Industry professionals meet with their CTE industry partner to discuss their program and how to improve the outcomes for students, and continue their preparation for their future. CTE Classroom Tour. May 7th, 2025, May 25th, 2026.
East County Alliance Partnership Summit (SCHS Admin, College Career Counselor. CCAP Partner School Districts & Grossmont & Cuyamaca College Admin & Counselors.	Discussion, development, and refining Dual Enrollment Partnerships - GUHSD Conference Room August 29th, 2024 & May 16th, 2025 & August 27th 2025 1-3pm.
Administrative Cabinet Meetings - Principal/CEO, Grade Level Principal Team, Lead Counselor, Data Coordinator, Business Manager, Human Resources Manager, Support Coordinator & School Resource Officer. Meeting discusses ongoing LCAP-related items such as Academic Achievement, Behavior Monitoring, Early Warning Systems, MTSS, Independent Study, Safety, Facilities, & Community Partnerships.	Meetings help weekly 8-11-25 Thru 6-29-26

Educational Partner(s)	Process for Engagement
MTSS SCHS School-Wide Professional Development. MTSS Team and Administration.	Behavior, Data, Strategies, and Ideas - All staff 8-19-25 Development of the Student Concern Form protocol, 1-5-26 Restorative practices as a preventative to straight discipline. MTSS Essential Standards/Assessment Cycle/Progress Monitoring. Student Concern Form. Living up to the Mission and Vision of the school by building community, Professional Development.
Charter School Development Conference CSDC	LCAP Making it Beautiful Session. October 6-9 2025.
LCAP Community Of Practice SDCOE. LCAP Developers and Administrators from County School Sites.	November 18, 9-12 pm
All Student College Enrollment Seminar - SCHS College Career Counselor and Grade Level Counselors	SCHS Library November, 2025
LCAP Mid Year Progress Monitoring Meeting - Principal/CEO, Business Manager and LCAP Development Coordinator	November 21st, 2025
SCHS Board Meeting SBAC TOSA Progress Monitoring Board Meeting Update. ELA and Math Release Period Staff, Board members and SCHS Community Members.	Board Meeting December 10th, 2025.
Parent Teacher Organization Meeting w/ LCAP agenda item	LCAP Coordinator met with PTO to discuss the impact of LCAP.
De-Escalation Training - Management, Counselors, Social Workers SRO, Office Staff, & Campus Supervision	Offered April 7th, 2025, and again on March 23rd, 2026. Designed to support Mission and Vision, focusing on being a safe and welcoming place. To improve responses to student behavior and dynamics between students and staff overall.
SCHS Parent Education Events	3/5, 4/9 and 4/30 vaping/sexting, college & career were the topics offered to families.
Special Education - Management. College Career Counselor & Special Education Severe/Moderate Teacher and Leadership.	Meeting to discuss barriers to SWD achievement and access to SBAC & CCR Metrics 2-11-26
CCAP Meeting with GUHSD Representative. College Career Counselor, Administration and Dawn Culzon from GUHSD	Discuss expansion and access to CCAP Courses. 2-12-26
Focus Group Professional Development - All Staff	PD focus Groups on Feedback for Mission and Vision 2-18-26
SCHS Family Counseling Sessions - Social Workers and SCHS Families	February, 2026 - Family Counseling offered on two occasions for school families (Social Workers)
Quarterly SCHS Safety Meetings Social Worker, Principals, Safety Committee Members - Parent Kevin Borum, Colton Israles, San Miguel Fire Asia McCoy, Sheriff. Chelsea Motolla Nurse, Campus	September 18th, 2025, November 18th, 2025, February 19th, 2026, May 21st, 2026 Quarterly Safety Team Meeting - Goal 3 - SCHS Cultural and Physical Space -

Educational Partner(s)	Process for Engagement
Supervision Lead Peter Ruiz, Tech Brendan McFeely, Student representative	
National Conflict Resolution NCRC Culture, Communication and Conflict Certification - Training for all administrators & Restorative Practices Training - Social Workers and Counseling members	Training to support living up to the Mission and Vision of the School. NCRC - 4 Thursday Training Series concluding January 2026. Restorative Practices took place October 6-7th, 2025

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

Steele Canyon High School (SCHS) recognizes that the purposeful and ongoing engagement of educational partners—including students, families, educators, and community organizations—is essential to developing an LCAP that reflects the priorities and needs of our entire learning community. Particular emphasis is placed on ensuring voices representing our LCFF-identified student groups—English Learners, foster youth, homeless youth, students with disabilities, and socioeconomically disadvantaged students are actively included in decision-making.

Input from our educational partners was collected through a wide range of forums, including School Site Council, Cougar Council, ELAC, PIQE, open forums such as Coffee with the Principal, student leadership groups like Cougar Congress, and community organizations, including our Foundation, Performing Arts, and Athletic Boosters. Feedback was also gathered from first responders and public safety agencies that support our campus community. These partners provided critical insight on academic programming, safety, student well-being, and family engagement.

Across all three stakeholder groups, students, parents, and staff, Steele Canyon High School received overwhelmingly positive feedback regarding its supportive culture, strong academic programs, and commitment to preparing students for college, careers, and future opportunities. Stakeholders consistently praised caring teachers and staff, the availability of AP, Dual Enrollment, CTE, and internship opportunities, and the welcoming environment that helps many students feel connected and supported. At the same time, common areas for growth emerged across all surveys, including the need for increased academic and social-emotional support, improved counseling and communication systems, campus maintenance and modernization, classroom technology upgrades, and expanded safety measures. Stakeholders also emphasized continued attention to equity, inclusion, and student belonging, as well as support for learning recovery, such as tutoring, study skills development, and smaller class sizes. Overall, the survey results suggest strong confidence in Steele Canyon's mission while highlighting clear opportunities to strengthen facilities, student support systems, and pathways that prepare all students for success after high school.

Feedback from students, parents/guardians, and staff revealed a strong desire for increased mental health and social-emotional support. In response, the adopted LCAP maintains a second full-time school psychologist and social worker, as well as enhancements to our Multi-Tiered System of Supports (MTSS). Students and families also expressed a need for clearer academic communication and progress monitoring, which directly influenced our continued investment in tools and modules such as CCGI, Aeries, Canvas, ParentSquare, and Grade Guardian.

Student feedback was that students consistently highlighted that SCHS has caring, supportive teachers and counselors. Additionally, their school offers a welcoming environment, strong college and career opportunities, coupled with a variety of academic pathways (AP, Dual Enrollment, CTE). It was mentioned that there is a sense of community and belonging. Students were quoted in the open-ended survey as saying, "Steele Canyon has been like a second home to me." "Teachers are always supportive of the students," and "The school provides many opportunities to grow and prepare for our futures." They offered areas for improvement, which included experiencing anxiety and pressure regarding college expectations, concerns about coaching quality, and limited lunch seating and crowded common areas Students also noted concerns with bathrooms and campus cleanliness. and the aging facilities. The survey questions surrounding the Learning Recovery Emergency Block Grant (LREGB) Need Assessment informed us that students want additional support in the areas of study skills, organization, math, science, and writing. It was also mentioned that a higher need for language development for multilingual learners.

Staff feedback was overwhelmingly positive, and the school staff feels the campus is a welcoming and supportive environment focused on growth and opportunity They believed they contributed to a place that makes students feel safe and welcome. It was expressed that SCHS has a strong and supportive administration, and they consistently described leadership as approachable, responsive, and student-centered, and that the culture was "open door" style. There was a positive staff culture & relationships that led to a sense of collegiality and teamwork, especially within departments. Staff feel personally supported and respected. Many comments suggest pride in being part of the school The staff sees themselves as student-centered, and they believe decisions are generally made with students' best interests in mind. School is seen as a good place for students overall, both academically and socially The areas of concern are related to Professional Development (Most Common Concern). PD is perceived as too generic or one-size-fits-all and not always relevant to specific content areas or roles They expressed a desire to have more differentiated, targeted PD with more practical, applicable strategies. The survey questions surrounding the Learning Recovery Emergency Block Grant (LREGB) Need Assessment informed us that staff feel that students still have deficiencies stemming from the COVID-19 Pandemic in the areas of reading, primarily, but also writing and math. Organizaton and study skills were also shared as a concern. They felt that supports in the area of smaller class size, tutoring before and after school, and an emphasis on study and organizational skills would be beneficial.

Parent/Community feedback was that Steele Canyon was welcoming, supportive, and focused on student growth and opportunity. The school is strong in academics, extracurriculars and career preparation. SCHS is a place where many students feel safe and connected. Many parents specifically praised teachers and coaches, academic and extracurricular opportunities, college and career readiness programs, and school culture and student support. affirmed support for college and career readiness programming Based on this, the LCAP maintains a strong investment in our Career Technical Education (CTE) Pathways, including the continuation of student exploration opportunities in partnership with Cuyamaca College, local industry experts via our CTE Advisory Board, and unique professional partnerships such as with the Gemological Institute of America (GIA). Educational partner input also emphasized the importance of early outreach and engagement with feeder middle schools and enrollment initiatives such as "Rah Rah Rallies." Areas of concern were vaping in the restroom, traffic safety, and bathroom conditions The survey questions surrounding the Learning Recovery Emergency Block Grant (LREGB) Need Assessment informed us that students need additional support in the areas of math, writing, study skills, and organization. They suggested increases in tutoring, study skills, online learning tools, and access to credit recovery in summer school.

This school year is the second year of our PLUS ONE Program, which is the expectation that not only will students earn a prestigious SCHS diploma. but they will also have agency in creating a path to achieving College Career Readiness This program was developed from community feedback that asked for a sharper focus on awareness for families, students, and their counselors on what it takes to achieve the status of College Career Readiness for ALL students. It also caused us to invest in a multi-faceted data analysis effort to diagnose and

remove any barriers certain student groups were having in achieving the CCR designation. 70% of our June Graduates earned this designation and were adorned with a GOLD & WHITE Graduation Cord & a College Career Readiness Seal on their diploma. The awarding of the CCR Cord helped create discussion among students on what they did to earn it or what they could do to ensure they design a path that leads to CCR success.

The feedback process was guided by a commitment to inclusion, transparency, and authentic partnership. Outreach methods included digital surveys, forums, newsletters, Naviance, email communication, and regular updates through platforms such as ParentSquare and Paw Prints. These efforts were intentionally inclusive, with targeted outreach to families of English Learners, foster youth, homeless youth, students with IEPs, and socioeconomically disadvantaged families.

As a result, the adopted LCAP reflects the collective wisdom, lived experiences, and aspirations of our school community. It represents a shared vision for educational equity, high-quality instruction, safe and modern facilities, and meaningful college and career preparation for all students.

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 19.8% Not Prepared	2024 SCHS Graduating Cohort of 519 students, 67.6% were designated 'Prepared' compared to 45.3% Statewide This is a 7.1% increase from the previous year's graduating cohort.	2025 SCHS Graduating Cohort of 523 students, 67.9% were designated 'Prepared' compared to 51.7% Statewide This is a .3% increase from the previous year's graduating cohort.	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	2025 SCHS Graduating Cohort of 523 students had a 7.4% Increase since the baseline of 2023. -Students with Disabilities .3% Decline from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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) -Socioeconomically Disadvantaged: 54% (337 Students) -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)	14.8% Approaching Prepared 17.5% Not Prepared -Students with Disabilities 14.9% Prepared (47 students) Decline 4.3% from previous year -English Learners 29.3% Prepared (47 Students) Maintained with -1% from the previous year -Hispanic: 60.8% Prepared (260 Students) Increase of 8.5% from previous year -African American: 57.9% (19 Students) Increase of 9.6% from previous year -White: 76.1% (180 Students) Increase of 7% from previous year	16.6% Approaching Prepared 15.5% Not Prepared -Students with Disabilities 18.8% Prepared (48 students) Increased 3.9% from previous year -English Learners 33.8% Prepared (65 Students) Increased 3.9% from the previous year -Hispanic: 59.6% Prepared (163 Students) Decrease of 1.2% from previous year -African American: 63.2% (19 Students) Increase of 5.3% from previous year -White: 79.9% (180 Students) Increase of 3.8% from previous year	underperforming student groups.	-English Learners increased 3.4% from the baseline year -Hispanic: Increase of 7.3% from baseline year -African American: Increase of 14.9% from baseline year -White: Increase of 10.8% from baseline year -Two or More Races: Increase of 3.7% from baseline year -Socioeconomically Disadvantaged: Increase of 8.1% from baseline -Homeless Not reported in baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Two or More Races: 70.7% (41 Students) Decline of 3.6% from previous year -Socioeconomically Disadvantaged: 62.7% (354 Students) Increase of 8.7% from previous year -Homeless 33.3% (12 Students) Not reported in previous year -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) Source (CA Dashboard)	-Two or More Races: 78% (41 Students) Increase of 7.3% from previous year -Socioeconomically Disadvantaged: 62.1% (354 Students) Decrease of .6% from previous year -Homeless 46.7% (12 Students) Increase of 13.4% from previous year -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) Source (CA Dashboard)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	UC A-G Rate Combination (LCFF Priority 4)	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 CCR pathway in 2022-23 was 11.2%.	The percent of students who achieved A-G status was 60.7% 315 of 519 Students. 296 students achieved a combination of A-G and their PLUS ONE.	2024-25 The percent of students who achieved A-G status was 64.93%, 337 of 519 Students from the Graduating Cohort. Two or More Races: 27 of 41 students - 65.85% White: 121 of 174 students - 69.54% African American: 14 of 19 students - 73.68% Hispanic: 166 of 269 students - 61.71% Asian: 2 of 6 students - 66.67% Filipino: 2 of 7 students - 28.57% Pacific Islander: 3 of 3 students - 100%	2026-27 Outcome: The percentage of students meeting UC/CSU requirements and completing at least one pathway will increase 6%.	There was a significant increase of 53.73% in students who achieved A-G and an additional pathway according to the CCI for 2023

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Native American: NA Does not state: NA EL Students: 34.4% Non-EL Students: 69.2% Students with Disabilities: 22.2% Socio-Economically Disadvantaged: 61.2%		
1.3	Academic Performance ENGLISH LANGUAGE ARTS	The 2022-23 ELA Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2023. Overall achievement in grade 11: SBAC ELA 72.82% of SCHS students met or exceeded standards. According to the California School Dashboard, 'All	The 2023-24 ELA Academic Performance Data: 517 SCHS Grade 11 Students Participated in the SBAC in 2024. Overall achievement in grade 11: SBAC ELA 77.43% of SCHS students met or exceeded standards.	The 2024-25 ELA Academic Performance Data: 495 SCHS Grade 11 Students Participated in the SBAC in 2025. Overall achievement in grade 11: SBAC ELA 66.73% of SCHS students met or exceeded standards.	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 measured Red in	2025 ELA SBAC Overall was 6.09% lower than the 2023 baseline of 72.82% Individual Subgroups difference since baseline performance data: -African American 31.7% Decrease from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. 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. Student Groups 2022-23 ELA Performance data: -African American 79.98% met or exceeded standards. (17 Students) Designated - No Performance Color -White 76.02% met or exceeded standards. (171 Students) Designated - GREEN	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. This year's performance was 66.2 points above the standard compared to an 'Orange' measurement in the state-wide performance that was 13.2 points below the standard. Student Groups 2023-24 ELA Performance data:	According to the California School Dashboard, 'All Students' delivered a score of 'GREEN" in their grade level standards on the ELA color spectrum lowest to highest: Red, Orange, Yellow, Green, and Blue. This year's performance was 45.2 points above the Standard compared to the State-Wide Performance which was 8.1% below the Standard. Student Groups 2024-25 ELA Performance data: -African American 48.28% met or exceeded standards. (19 Students) Designated - No Performance Color	the 2022-23 baseline year.	-White 1.83% Increase from baseline year -Two or More Races 1.22% decrease from baseline year -Students with Disabilities .41% decrease from baseline year -English Learners 28.87% Increase from baseline year -Socioeconomically Disadvantaged 3.23% decrease from baseline year -Hispanic or Latino 7.89% decrease from baseline year -No Performance Level Groups due to 'Less than 11 students - data not displayed for privacy':

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Two or More Races 83.72% met or exceeded standards. (43 Students) Designated - BLUE -Students with Disabilities: 20.41 % met or exceeded standards. (44 Students) Designated - RED -English Learners: 10.52% met or exceeded standards. (38 Students) Designated - ORANGE -Socioeconomically Disadvantaged 66.5% met or exceeded standards. (278 Students) Designated - BLUE • Hispanic or Latino 67.45% met or exceeded standards. (258 Students) Designated - BLUE -No Performance Level Groups due to 'Less than 11 students - data	-African American 78.95% met or exceeded standards. (19 Students) Designated - No Performance Color -White 86.04% met or exceeded standards. (175 Students) Designated - BLUE -Two or More Races 87.8% met or exceeded standards. (41 Students) Designated - GREEN -Students with Disabilities: 33.33 % met or exceeded standards. (42 Students) Designated - ORANGE -English Learners: 39.39% met or exceeded	-White 77.85% met or exceeded standards. (175 Students) Designated - GREEN -Two or More Races 82.50% met or exceeded standards. (41 Students) Designated - BLUE -Students with Disabilities: 20% met or exceeded standards. (42 Students) Designated - RED -English Learners: 39.39% met or exceeded standards. (33 Students) Designated - ORANGE - Socioeconomically Disadvantaged 63.27% met or exceeded		-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 5.26% decrease from baseline year -Male 8.71% decrease from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 exceeded standards. -Male 65.27% met or exceeded (Source CAASPP.ORG)	standards. (33 Students) Designated - ORANGE - Socioeconomically Disadvantaged 70.31% met or exceeded standards. (297 Students) Designated - GREEN -Hispanic or Latino 69.88% met or exceeded standards. (259 Students) Designated - GREEN -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.	standards. (297 Students) Designated - YELLOW -Hispanic or Latino 59.56% met or exceeded standards. (259 Students) Designated - YELLOW -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 45.45% met or exceeded standards. (11 Students) -Foster Youth no data -Female 74.36% met or exceeded		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Homeless no data -Foster Youth no data -Female 83.68% met or exceeded standards. (245 Students) -Male 71.37% met or exceeded (Source CAASPP.ORG and CA Dashboard)	standards. (273 Students) -Male 56.56% met or exceeded (221 students) (Source CAASPP.ORG and CA Dashboard)		
1.4	Academic Performance MATH	2022-23 MATH Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2023. Overall achievement in grade 11: SBAC MATH 42.52% of SCHS students met or exceeded standards. 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,	2023-24 MATH Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2024. Overall achievement in grade 11: SBAC MATH 42.52% of SCHS students met or exceeded standards. According to the California School Dashboard, 'All Students' scored 'GREEN" in their	2024-25 MATH Academic Performance Data: 493 SCHS Grade 11 Students Participated in the SBAC in 2025. Overall achievement in grade 11: SBAC MATH 38.71% of SCHS students met or exceeded standards. According to the California School Dashboard, 'All Students' dropped to a score of	2026-27 Outcome: CAASPP 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.	2025 MATH SBAC Overall was 3.81% lower than the 2023 baseline of 42.52% Individual Subgroups difference since baseline performance data: -African American 33.63% Decrease from baseline year -White 1.54% Increase from baseline year -Two or More Races 1.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. Student Groups 2022-23 MATH Performance data: -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. (168 Students) Designated - GREEN	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. Student Groups 2023-24 MATH Performance data: -Hispanic or Latino 30.65% met or exceeded standards. (261 Students) Designated - YELLOW -African American 36.85% met or exceeded standards. (19 Students)	'Yellow" in their grade level standards on the Math color spectrum lowest to highest: Red, Orange, Yellow, Green, and Blue. This year's performance was 27.9 points below the standard. Student Groups 2024-25 MATH Performance data: -Hispanic or Latino 30.45% met or exceeded standards. (266 Students) Designated - GREEN -African American 17.85% met or exceeded standards. (28 Students) Designated - No Performance Color -Two or More Races 53.84% met or exceeded		Increase from baseline year -Students with Disabilities 5.48% decrease from baseline year -English Learners 1.65% Increase from baseline year -Socioeconomically Disadvantaged 3.15% decrease from baseline year -Hispanic or Latino 4.31% decrease from baseline year -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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with Disabilities: 13.64% met or exceeded standards. (44 Students) Designated - ORANGE -Socioeconomically Disadvantaged 37.09% met or exceeded standards. (275 Students) Designated - GREEN -English Learners: 2.70% met or exceeded standards. (37 Students) Designated - RED 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 40.91% met or exceeded standards. -Male 44.31% met or exceeded standards.	Designated - No Performance Color -Two or More Races 53.66% met or exceeded standards. (41 Students) Designated - GREEN -White 52.33% met or exceeded standards. (172 Students) Designated - BLUE -Students with Disabilities: 9.52% met or exceeded standards. (42 Students) Designated - ORANGE - Socioeconomically Disadvantaged 29.93% met or exceeded standards. (294 Students) Designated - YELLOW	standards. (39 Students) Designated - BLUE -White 53.02% met or exceeded standards. (149 Students) Designated - GREEN -Students with Disabilities: 8.16% met or exceeded standards. (49 Students) Designated - ORANGE - Socioeconomically Disadvantaged 33.94% met or exceeded standards. (274 Students) Designated - GREEN -English Learners: 4.35% met or exceeded standards. (46 Students) Designated - YELLOW		-Foster Youth no data -Female 1.5% decrease from baseline year -Male 7.38% increase from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source CAASP.ORG)	-English Learners: 22.53% met or exceeded standards. (34 Students) Designated - YELLOW 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 36.99% met or exceeded standards. (246 Students) -Male 42.97% met or exceeded standards. (256 Students)	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 45.45% met or exceeded standards. (11 Students) -Foster Youth no data -Female 39.41% met or exceeded standards. (269 Students) -Male 36.93% met or exceeded standards. (222 Students) (Source CAASP.ORG & CA Dashboard)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source CAASP.ORG & CA Dashboard)			
1.5	Academic Performance SCIENCE	CAST Science % Met or Exceeded Standards for all students and significant subgroups. 2022-23 California Science Test (CAST) Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2023. Overall achievement in grade 11: CAST 49.4% of SCHS students met or exceeded standards. Student Groups 2022-23 CAST Performance data: -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	CAST Science % Met or Exceeded Standards for all students and significant subgroups. 2023-24 California Science Test (CAST) Academic Performance Data: 501 SCHS Grade 11 Students Participated in the SBAC in 2024. Overall achievement in grade 11: CAST 53.56% of SCHS students met or exceeded standards. Student Groups 2023-24 CAST Performance data: -Hispanic 42.47% met or exceeded standards. (259 Students)	CAST Science % Met or Exceeded Standards for all students and significant subgroups. 2024-25 California Science Test (CAST) Academic Performance Data: 503 SCHS Grade 11 Students Participated in the SBAC in 2025. Overall achievement in grade 11: CAST 52.68.% of SCHS students met or exceeded standards. Student Groups 2024-25 CAST Performance data: -Hispanic 41.85% met or exceeded standards. (270 Students)	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, SCHS students achieved 52.68% ,meeting or exceeding the standard. This is over a 3.28% increase since the baseline year. Student Groups 2024-25 CAST Performance data: -African American 15.52% Decrease from baseline year -White 5.65% Increase from baseline year -Two or More Races 27.97% decrease from baseline year -Students with Disabilities 2.66% decrease from baseline year -English Learners 2.63% decrease from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded standards. (43 Students) -White 63.69% met or exceeded standards. (168 Students) -Students with Disabilities: 8.88% met or exceeded standards. (46 Students) -Socioeconomically Disadvantaged 41.09% met or exceeded standards. (275 Students) -English Learners: 2.63% met or exceeded standards. (38 Students) 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	-African American 42.11% met or exceeded standards. (19 Students) -Two or More Races 64.29% met or exceeded standards. (42 Students) -White 69.18% met or exceeded standards. (172 Students) -Students with Disabilities: 14.64% met or exceeded standards. (41 Students) -Socioeconomically Disadvantaged 42.85% met or exceeded standards. (294 Students) -English Learners: 8.82% met or exceeded standards. (34 Students)	-African American 34.48% met or exceeded standards. (29 Students) -Two or More Races 32.5% met or exceeded standards. (40 Students) -White 69.34% met or exceeded standards. (150 Students) -Students with Disabilities: 11.54% met or exceeded standards. (52 Students) -Socioeconomically Disadvantaged 46.4% met or exceeded standards. (278 Students) -English Learners: 0% met or exceeded standards. (46 Students)		-Socioeconomically Disadvantaged 5.31% increase from baseline year -Hispanic or Latino 5.52% increase from baseline year -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 4.55% increase from baseline year -Male .82% increase from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Female 50% met or exceeded standards. -Male 48.73% met or exceeded standards. (Source CAASP.ORG)	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 51.21% met or exceeded standards. (246 Students) -Male 55.69% met or exceeded standards. (255 Students) (Source CAASP.ORG & CA Dashboard)	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 54.55% met or exceeded standards. (275 Students) -Male 49.55% met or exceeded standards. (224 Students) (Source CAASPP.ORG & CA Dashboard)		
1.6	Advanced Placement (AP)	2023 73% AP Exam Pass Rate	2024 77% AP Exam Pass Rate	2025 78% AP Exam Pass Rate	2026-27 Outcome: That all student groups are represented	2025 4% AP Exam Pass Rate overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Participation Rate and Pass Rate 3 or Better: -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)	808 of the 1049 Exams yielded a passing score of 3 or better Exam Score Results (Rubric score of 3 or better needed to earn college credit) Students who earned a '3': 245 (31%) Students who earned a '4': 246 (32%) Students who earned a '5': 99 (14%) 40.5% of the graduating class scored 3 or higher in at least one AP exam. Student Groups AP Participation Rate and Pass Rate 3 or Better: -Black or African American - 39 Exams (67% Pass Rate) -Asian - 51 Exams (88% Pass Rate)	837 of the 1068 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': 255 (29%) Students who earned a '4': 267 (34%) Students who earned a '5': 113 (16%) 53% of the graduating class scored 3 or higher in at least one AP exam. Student Groups AP Participation Rate and Pass Rate 3 or Better: -Black or African American - 42 Exams (71% Pass Rate) -Asian - 37 Exams (84% Pass Rate)	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.	Increase from baseline year -African American 21% increase in pass rate from baseline year -White 6% increase in pass rate from baseline year -Two or More Races matched the pass rate from baseline year -Hispanic or Latino 5% increase in pass rate from baseline year -Free and Reduced Lunch Student 2% increase in pass rate from baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic or Latino - 383 Exams (68% Pass Rate) AP Subject # Exams and Pass Rate % -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 Exam (100% Pass Rate) -Microeconomics 96 Exams (73% Pass Rate) -Psychology 101 Exams (71% Pass Rate) Spanish Language 28 Exams (96% Pass Rate)	-American Indian or Alaska Native -5 Exam (100% Pass Rate_) -White - 379 Exams (82% Pass Rate) -Two or More Races - 85 Exams (85% Pass Rate) -Hispanic or Latino - 470 Exams (71% Pass Rate) AP Subject # Exams and Pass Rate % -Biology 57 Exams (61% Pass Rate) -Calculus BC 55 Exams (60% Pass Rate) -Computer Science Principles 64 Exams (97% Pass Rate) -English Lang and Comp 130 Exams (58% Pass Rate) -English Lit and Comp 73 Exams (89% Pass Rate) -Environmental Science 88 Exams (75% Pass Rate)	-American Indian or Alaska Native -5 Exam (100% Pass Rate) -White - 427 Exams (83% Pass Rate) -Two or More Races - 114 Exams (83% Pass Rate) -Hispanic or Latino - 423 Exams (73% Pass Rate) AP Subject # Exams and Pass Rate % -Biology 81 Exams (69% Pass Rate) -Calculus BC 50 Exams (66% Pass Rate) -Computer Science Principles 72 Exams (76% Pass Rate) -English Lang and Comp 144 Exams (78% Pass Rate) -English Lit and Comp 60 Exams (88% Pass Rate) -Environmental Science 81 Exams (91% Pass Rate)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	-Microeconomics 112 Exams (80% Pass Rate) -Psychology 100 Exams (69% Pass Rate) Spanish Language 20 Exams (95% Pass Rate) Statistics 17 Exams (94% Pass Rate) US Government 114 Exams (89% Pass Rate) US History 78 Exams (95% Pass Rate) World History 139 Exams (73% Pass Rate) Free and Reduced Lunch Students- 502 Exams (72% Pass Rate) (Source: College Board)	-Microeconomics 87 Exams (83% Pass Rate) -Psychology 107 Exams (69% Pass Rate) Statistics 25 Exams (60% Pass Rate) US Government 86 Exams (92% Pass Rate) US History 88 Exams (90% Pass Rate) World History 186 Exams (72% Pass Rate) Free and Reduced Lunch Students- 426 Exams (70% Pass Rate) (Source: College Board)		
1.7	Career Technical Education (CTE)	SCHS CTE Course Offerings Maintained and & Subgroup Participation 2022-23: SCHS CTE Offerings: 4 Introductory courses 8 Concentrator courses	SCHS CTE Course Offerings Maintained and & Subgroup Participation 2023-24: SCHS CTE Offerings:	SCHS CTE Course Offerings Maintained and & Subgroup Participation 2024-25: SCHS CTE Offerings:	2026-27 Outcome: Steele Canyon will maintain and increase its offerings of CTE Programs and increase the amount of program	SCHS transitioned to a 2-course sequence for most CTE Offerings Total Completers: 10 additional completers in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8 Capstone courses SCHS added 9 additional sections of CTE since the original 13 of 2019. 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	1 Introductory courses 8 Concentrator courses 8 Capstone courses 44 Total CTE Section Offered Graduating Cohort: Total Completers in 2024 Graduating Cohort: 117 2 Individualized Education Plan Students (IEP) 56 Socio-Economically Disadvantaged (SED) 1 English Learner (EL) 59 White 42 Hispanic 3 African American 12 Two or more races 1 Filipino 0 Asian	1 Introductory courses 8 Concentrator courses 8 Capstone courses Total Completers in 2025: 99 Completers by Race/Ethnicity Two or More: 8 White: 36 Hispanic: 50 African American: 1 Asian: 2 Filipino: 2 Completers by Grade Level Grade 9: 9 Grade 10: 39 Grade 11: 21 Grade 12: 30	'Completers' by 5% in each student group with a special emphasis on English Learners and Students with Disabilities	graduating cohort since baseline year
1.8	College Courses	2023: SCHS offers 11 sections of Dual Enrollment that will afford our high school	2024: SCHS continues to offer 11 sections of on-campus Dual Enrollment that will	2025: SCHS offers 13 sections of on-campus Dual Enrollment that will	**2026-27 Outcome:** SCHS will Maintain its Dual Enrollment Opportunities and increase	SCHS increased its Dual Enrollment Opportunities by 2 sections.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students the opportunity to earn college credit through dual enrollment College Course Participation Counts by Race/Ethnicity -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 Students 2 Total Students: 313 2023 College Course Counts by Grade Level Ninth Grade - 14 Tenth Grade - 80 Eleventh Grade - 108 Twelfth Grade - 111	afford our high school students the opportunity to earn college credit through dual enrollment and students are also able to attend college courses at Cuyamaca's campus or online through concurrent enrollment opportunities. College Course Participation Counts by Race/Ethnicity IN-PROGRESS -Hispanic Students: 173 -White Students: 136 -Black or African Students: 19 -Filipino Students: 2 -Two or More Races Students: 31 -Asian Students: 4	afford our high school students the opportunity to earn college credit through dual enrollment and students are also able to attend college courses at Cuyamaca's campus or online through concurrent enrollment opportunities. College Course Participation Counts by Race/Ethnicity -Hispanic Students: 192 -White Students: 172 -Black or African Students: 12 -Filipino Students: 2 -Two or More Races Students: 48 -Asian Students: 8 -American Indian Student: 1 -Pac Islander: 1	participation by student groups by 5%	Participating in College Courses offered on campus -Hispanic Students: 42 additional students compared to baseline year -White Students: 52 additional students compared to baseline year -Black or African Students: 2 less students compared to baseline year -Filipino Students: 1 less student compared to baseline year -Two or More Races Students: 22 additional students compared to baseline year -Asian Students: 7 additional students compared to baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-American Indian Student: 1 Total Students: 368 2024 College Course Counts by Grade Level Ninth Grade - 15 Tenth Grade - 52 Eleventh Grade - 104 Twelfth Grade - 197	Total Students: 436 2024 College Course Counts by Grade Level Ninth Grade - 65 Tenth Grade - 116 Eleventh Grade - 127 Twelfth Grade - 128		123 more students accessed College Courses since the baseline year
1.9	State Seal of Biliteracy	2022-23 41 Students met the SSB requirements	2023-24 60 SCHS Students met the State Seal of Biliteracy requirements	2024-25 78 SCHS Students met the State Seal of Biliteracy requirements	2026-27 Outcome: SCHS will increase the amount of students receiving the State Seal of Biliteracy by 10%	SCHS experienced a 37 student or 53% increase in students that met the State Seal of Biliteracy requirements.
1.10	Achievement & Opportunity Gaps - Behavior	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% Filipino- 0% Hispanic or Latino-	2023-24 SCHS Suspension Rate 2.8% of the 2023-24 student enrollment. Suspensions by Ethnicity African American- 4.8% Am Ind or Alaska Native- No data Asian- 0%	2024-25 SCHS Suspension Rate 1.3% of the 2024-25 student enrollment. 37 Suspensions 30 of those were Unduplicated Students Percent of Suspensions by	2026-27 Outcome: Reduce suspensions by 1% for all students and 2% for each disproportionate student subgroup	SCHS experienced a 2.4% reduction in suspensions since the baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%) (Source=Dataquest CDE)	Filipino- 0% Hispanic or Latino- 3.1% Pacific Islander- no data White- 2% Two or More Races- 3.3% Unduplicated Count of Students Suspended- 2.8% 71 total students suspended in 2024. Suspensions by Race/Ethnicity and Percent Cumulative Enrollment (Proportionality): African American- 4.8% (4.8% of the student population) Am Ind or Alaska Native- No data Asian- 0% (<0% of the student population) Filipino- 0% (<0% of the student population) Hispanic or Latino- 57.3% (52% of the student population)	Ethnicity that make up the 30 suspensions African American- 5.3% Am Ind or Alaska Native- No data Asian- 3.3% Filipino- 0% Hispanic or Latino- 50% Pacific Islander- no data White- 30% Two or More Races- 10% 37 total students suspended in 2025. 1 students was expelled in 2025. Suspensions by Race/Ethnicity and Percent Cumulative Enrollment (Proportionality): African American- 4.8% (4.8% of the student population) Am Ind or Alaska Native- No data Asian- 0% (<0% of		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pacific Islander- no data White- 20.7% (31% of the student population) Two or More Races- 4.1% (8.2% of the student population) Unduplicated Students- 2.8% (% of the student population) (Source=Dataquest CDE)	the student population) Filipino- 0% (<0% of the student population) Hispanic or Latino- 57.3% (52% of the student population) Pacific Islander- no data White- 20.7% (31% of the student population) Two or More Races- 4.1% (8.2% of the student population) Unduplicated Students- 2.8% (% of the student population) (Source=Dataquest CDE)		
1.11	Achievement & Opportunity Gaps - Chronic Absenteeism	2023 Chronic Absenteeism Eligible Enrollment - 2187 Students Chronic Absenteeism Count - 458 Students Chronic Absenteeism Rate - 20.9% Chronic Absenteeism by Race/Ethnicity:	2024 Chronic Absenteeism Eligible Enrollment - 2184 Students Chronic Absenteeism Count - 393 Students	2025 Chronic Absenteeism Eligible Enrollment - 2209 Students Chronic Absenteeism Count - 331 Students	2026-27 Outcome: Reduce Chronic Absenteeism by 3% for all students and 5% for each disproportionate student subgroup	127 less SCHS students experienced Chronic Absenteeism since the baseline year. A 5.9% reduction in the Chronic Absenteeism Rate since baseline pf 20.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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% Two or More Races 28/171 students=16.4% (Source=Dataquest CDE)	Chronic Absenteeism Rate - 18.4% Chronic Absenteeism by Race/Ethnicity: -African American 23/103 students=22.3% -Asian 4/30 students=13.3% -Filipino 2/25 students=8% -Hispanic or Latino 239/1131 students=21.1% -White 97/672 students=14.4% Two or More Races 28/180 students=15.6% (Source=Dataquest CDE)	Chronic Absenteeism Rate - 15% Chronic Absenteeism by Race/Ethnicity: -African American 14/116 students=12% -Asian 4/34 students=11.8% -Filipino 2/23 students=.9% -Hispanic or Latino 201/1154 students=17.4% -White 87/689 students=12.6% Two or More Races 21/181 students=11.6% (Source=Dataquest CDE)		-African American 13.7% reduction in chronic absenteeism -Asian .3% increase in chronic absenteeism -Filipino 31.1% reduction in chronic absenteeism -Hispanic or Latino 6.7% reduction in chronic absenteeism -White 3.8% reduction in chronic absenteeism Two or More Races 4.8% reduction in chronic absenteeism
1.12	Achievement & Opportunity Gaps - English Learner Progress	2023 English Learner Progress: A-G Completion Rates: 23.21% of EL students completed vs. 59.93% total population	2024 English Learner Progress: A-G Completion Rates: % of EL students completed vs. %	2025 English Learner Progress: A-G Completion Rates: % of EL students completed vs. %	2026-27 Outcome: Increase by 7% of EL students making progress in Language Proficiency (CA Dashboard) & 7 %	English Learner Progress 7.3% decrease in EL students making progress in Language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50.3% of the 163 English Learners are making progress 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	total population (TBD) 35.4% of the English Learners are making progress towards English Language Proficiency. 29% of EL students progressed at least one ELPI level 6.1% of EL students maintained their ELPI level 4 28% of EL students maintained their current ELPI level 36.6% of EL students decreased at least one ELPI level	total population (TBD) 43% of the English Learners are making progress towards English Language Proficiency. (Increased 7.6%) Yellow Designation on CA Dashboard 39.6% of EL students progressed at least one ELPI level (Increased 10.3%) 3.4% of EL students maintained their ELPI level 4 26.2% of EL students maintained their current ELPI level 30.9% of EL students decreased at least one ELPI level	increase in A-G completion.	Proficiency (CA Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024 Students with Disabilities (SWD) Enrollment: 224 Students SWD Dashboard Data: ELA Performance - 33.33% Met or exceeded a 12.92% increase. Orange was achieved from Red, the previous year Math Performance - Orange Up from Red the previous year Suspension Rate - Yellow Designation Up from Red the previous year College Career Indicator Baseline - Orange - Up from Low as a baseline the previous year	2025 Students with Disabilities (SWD) Enrollment: 224 Students SWD Dashboard Data: ELA Performance - 16.95% Met or exceeded Red, went down from Orange the previous year Math Performance - 13.10 Met or Exceeded Orange - Maintained from the previous year CAST Science Performance - 9.89% Suspension Rate - Green Designation up from Yellow the previous year College Career Indicator Baseline - Yellow - Up from Orange the previous year	2026-27 Outcome: Raise Special Education Student group out of the red metric in all California Dashboard Metric Categories	ELA Performance for SWD: 16.38% decrease. Red was achieved same as the baseline year Math Performance - Orange Up from Red the baseline year Suspension Rate - Green Designation Up from Red the baseline year College Career Indicator Baseline - Yellow - Up from Low as a baseline the previous year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Source=Dataquest CDE)		
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 interventions to include behavioral, and social-emotional supports.	2024 The MTSS Team is partnering with administration and pertinent experts on staff in creating Committees to begin the development of Social-Emotional and Behavioral supports.	2025 The MTSS Team is partnering with administration and pertinent experts on staff in creating Committees to continue the development of Social-Emotional and Behavioral supports with regularly scheduled professional learning for all staff.	2026-27 Outcome: The SCHS MTSS will have developed five tiered interventions for each of the following: academics, social-emotional (mental health) and behavior.	The SCHS MTSS Team is working on the development of Tiered Behavioral Interventions
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	GRADE GUARDIAN 2025 2178 Students population. Of that with regards to their overall grades: 1414 were considered of LOW-RISK (65%) 191 were considered MEDIUM -RISK	GRADE GUARDIAN 2026 2237 Students population. Of that, with regards to their overall grades: 1620 were considered of LOW-RISK 225 were considered MEDIUM -RISK	2026-27 Outcome: SCHS will increase the students Grade Status of Low-Risk by 6%	SCHS experienced 27 less students who were considered High Risk.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			573 Students were considered HIGH-RISK	392 Students were considered HIGH-RISK		

Goal Analysis [2025-26]

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.

Steele Canyon High School continues to live up to its Mission in developing opportunities for students to pursue not only their high school diploma but also achieve College Career Readiness (CCR) status according to the California School Dashboard. We are not planning any substantive changes to our goals set at the outset of this LCAP cycle, as we are seeing increases in all areas other than a set back in overall ELA and Math SBAC scores. A deeper dive into the testing cohort as individuals, demonstrates that many student performed better than they did on their 8th grade standardized assessments. We are continuing to conduct data analysis to define and overcome any barriers that may exist to ALL students being able to experience and achieve success. As a school, we are developing our academic, behavioral, and social-emotional supports by creating opportunities in tandem with an awareness campaign for students and their families, and a program to incentivize students to meet expectations by choosing a path to CCR. We call it the 'PLUS ONE' Program. The initiative is that as students arrive at Steele Canyon High School, they partner with their counselor and academic advisor to build a plan to achieve the CCR status as they pursue their diploma. The school is introducing the CCR Graduation Cord, a CCR seal on the diploma and recognition in the graduation program for students who achieve this distinction. These items serve as a recognition symbol of each student's achievement toward being prepared for College & Career. We expect to see increases each year as we continue to implement supports and promote the Plus One program. The accessibility of this program is designed for all students with special emphasis on students with disabilities, English Learners (ELs), and socioeconomically disadvantaged students (SED). An analysis of this year's outcomes shows that overall there was an increase in College Career Readiness achievement, and that the majority of student groups are increasing, if not maintaining the momentum and progress towards College Career Readiness. It was mixed results for student groups in the area of math, but no groups were in the red designation. In the Science standardized assessment (CAST) there was a 4% increase in students who met or exceeded the standard. All but one subgroup increased their achievement percentage. Our AP program continues to be a standout achievement, as students had a 4% increase in exam pass rate. SCHS had more CTE completers, State Seal of Bi-Literacy Seal recipients, and dual enrollment participants than ever before, as we continue to build opportunities for our students. Fewer students engaged in discipline that results in a suspension, which can harm the learning process. This could be the result of the additional social-emotional supports that are being provided to our students. The expert staff in the area of Curriculum Specialists & MTSS who are afforded a release period are making a difference in striving to provide the best academic program, coupled with the support needed.

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 between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Our goal is to improve student achievement and access to a broad course of study opportunities for all students, with targeted support for students with disabilities, English Learners (ELs), and socioeconomically disadvantaged students (SED). We are pleased with the gains made in the first year of implementation of the LCAP Cycle for all students and for specific student groups, including the disproportionality of Students with Disabilities. We are disappointed to see that our English Learner Progress indicator was in the Red. We made a significant investment in adding resources and sections of ALD, along with staffing. We will continue to refine our commitment and push forward with the planned strategies. This next year, the two new teachers will have a year's experience and moving forward, are feeling significantly more confident in implementing strong support for our English Learners. We did experience a significant increase in their ELA outcomes, which is an indicator that our strategy is beginning to make a difference. Students with Disabilities also showed a 12.92% gain in ELA performance. going from Red to Orange. Socio-economically disadvantaged students showed a 3.81% increase in ELA performance, and English Learners were able to achieve a 28.87% increase in ELA performance. Students who receive Free and Reduced Lunch earned a 72% AP exam pass rate, showing a 6% increase in achieving a 3 or better on their AP exams. These gains demonstrate that the actions, strategies. and resources being implemented are showing to be highly effective in making progress towards the goal. These interventions have shown success in closing achievement gaps. Students receiving targeted supports have shown measurable growth on standardized test benchmarks; however, students with disabilities still lag behind in meeting grade-level standards, indicating the need for more individualized instructional strategies, data analysis, and teacher training. ELs participating in integrated ELD sessions have demonstrated improved language proficiency, but their academic performance remains below the intended targets We will continue to refine our commitment to the success of our English Learner population as we continue the journey of this LCAP cycle SCHS's Chronic Absenteeism Rate was 18.4%. The school took deliberate steps to address the issue, starting with the message to families that the belief is that we are better with you here. We engaged students and their families who were on track to be considered Chronically Absent and held mandatory meetings as an additional preventative measure so we could offer support. This led to a decrease in chronic absenteeism and an increase in ADA and apportionment. We are working with our MTSS and mental health support partners to make sure students are feeling connected to school.

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.

Stakeholder survey results, student achievement data, D/F rates, college and career readiness indicators, special education performance metrics, and local assessment data were analyzed to determine ongoing needs associated with learning recovery and student support. Findings indicated continued academic gaps for some students, particularly those requiring credit recovery and targeted intervention, as well as a need for sustained social-emotional, behavioral, and academic support systems through a comprehensive MTSS framework. As a result, the LEA will utilize approximately $1,000,000 in additional LREBG funds during the 2026–27 school year to support evidence-based recovery efforts. Investments include expanded credit recovery opportunities through Edmentum APEX and dedicated teacher staffing

($92,797), continued teacher release periods to strengthen MTSS implementation ($319,068), maintenance of a dedicated College and Career Counselor position to support postsecondary readiness, and a continued investment of co-teaching mathematics services to increase support for students with disabilities and other learners requiring additional intervention ($319,068). Additionally, stakeholder survey feedback and student achievement data identified academic performance in English Language Arts and Mathematics as a continuing priority. While overall achievement remains strong, analysis of SBAC results indicates opportunities to further improve proficiency rates and address achievement gaps among student groups. The allocation of LREBG funds for ELA and Mathematics teacher release periods will increase the school's capacity to monitor student performance, implement targeted interventions, and strengthen instructional practices. By providing dedicated time for instructional leadership, collaboration, and data-driven decision-making, this action supports sustained academic recovery and continued progress toward the LEA's goals for student achievement and college and career readiness.

This investment is expected to contribute to improved student outcomes on state assessments, increased effectiveness of intervention efforts, and stronger alignment of instruction to identified student needs.

These actions are intended to accelerate academic recovery, improve student engagement and connectedness, reduce barriers to learning, strengthen inclusive practices, and ensure all students have access to the supports necessary to graduate prepared for college, career, and civic life. The LEA will continue monitoring implementation and effectiveness through local assessment data, D/F rates, graduation indicators, college and career readiness measures, special education outcomes, and annual stakeholder feedback. SCHS will continue to create opportunities and develop supports in pursuit of 100% of ALL SCHS students reaching College Career Readiness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement (Partial LREBG Funding)	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. The school is	$298,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		dedicated to a year-long Math III program, which is a strong contributor to supporting Unduplicated Students. 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. Additional LREGB Funds will provide release periods for ELA and Mathematics instructional leaders to support schoolwide academic improvement efforts. Responsibilities include leading data analysis of SBAC and local assessments, facilitating professional collaboration, coordinating curriculum alignment, supporting intervention strategies, monitoring student progress, and assisting teachers in implementing evidence-based instructional practices. This action is intended to improve student outcomes in English Language Arts and Mathematics while supporting equitable access to rigorous instruction for all students.		
1.2	Academic Support (Partial LREBG Funding)	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 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, record-keeping, and	$1,716,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 the Teachers on Special Assignment (TOSA) that were established to provide academic coaching to all teachers in every discipline. In addition, Cougar XL 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. We also run a robust credit remediation and recovery program with an A-G online learning system that is run by our credentialed teachers during the first and fourth block when the most students can access it. 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 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. Additional LREBG funds will support credit recovery courses utilizing the Edmentum APEX platform and teacher staffing necessary to provide targeted intervention opportunities for students who have experienced academic setbacks. This action is intended to address unfinished learning and reduce D/F rates by providing students with timely opportunities to recover credits, remain on track for graduation, and strengthen mastery of essential academic standards.		

Action #	Title	Description	Total Funds	Contributing
1.3	Social-Emotional Support (Partial LREBG Funding)	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, Friday Night Live, staff collaboration/retreat, and Family Support Events. Additional LREBG funds will continue to offer release periods for expert teachers representing core academic subjects and elective programs to support the ongoing development and implementation of the school's Multi-Tiered System of Supports (MTSS). Teacher leaders will collaborate to analyze student data, identify barriers to learning, develop tiered interventions, and strengthen academic, behavioral, and social-emotional support systems. This work will improve the school's ability to proactively identify student needs and provide coordinated interventions that support overall student success.	$537,661.00	Yes
1.4	English Learners and English Language Development	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	$454,909.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Development (ELD) Standards in all classrooms. We will focus on the data of EL students who progress ELPI levels and try to eliminate occurrences of students who decrease an ELPI 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.		
1.5	Professional Learning	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: Focus on Intentionality in Teaching and Learning: Teacher Mentor (TOSA) Learning Intentions and Success Criteria Student Discourse	$151,333.00	No

Action #	Title	Description	Total Funds	Contributing
		Lesson Closing Activities Equitable Grading Practices Activities that produce evidence of learning First Best Lesson - planning for mistakes/misunderstandings and how we will support all students Motivation - Extrinsic/Intrinsic, how to get the best out of students ELD Frameworks College Career Readiness (CCR) Building Community: Restorative Practices Trauma-Informed Care Progressive ladder of consequences and interventions for encouraging positive behavior Communication: Formative Assessment Student discourse MTSS -Learning Objective & Success Criteria Equity: Check-Ins Implicit Bias Microaggressions Technology: Canvas for new teachers Canvas for advanced users - Pre-reqs, embedding Illuminate, Secure Browser Grade Guardian e-Referrals (AP, Counseling, Attendance), Communicating with parents/students Teacher Mentor (TOSA) Tech Mentor (TOSA)		

Action #	Title	Description	Total Funds	Contributing
1.6	College & Career Readiness (Partial LREBG Funding)	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 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 Bi-Literacy, 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 Additional LREBG funds will support the continuation of a dedicated College and Career Counselor. This position provides individualized college, career, and postsecondary planning services, assists students with financial aid and college applications, expands career exploration opportunities, and supports students in developing clear postsecondary pathways. Maintaining this position will help address stakeholder priorities related to college and career readiness and ensure students have access to personalized guidance as they prepare for life beyond high school.	$507,450.00	Yes
1.7	Special Education (Partial LREBG Funding)	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	$319,068.00	No

Action #	Title	Description	Total Funds	Contributing
		and abilities using a variety of teaching methods, materials and modifications as needed. SCSH 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. Additional LREBG funds will support a co-teaching mathematics model designed to increase access to rigorous instruction for students with disabilities and other students requiring additional academic support. Through collaboration between general education and special education teachers, students will receive differentiated instruction, targeted interventions, and increased opportunities for inclusion within the least restrictive environment. This action is intended to improve student achievement, course completion, and overall access to grade-level curriculum.		

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.	2024: SCHS is on track to maintain the level of engagement in the	2025: SCHS is on track to maintain the level of engagement in the 2024-25 academic	2026-27 Outcome: Steele Canyon High School will maintain or increase parent	No Current difference. SCHS is maintaining its Parent Engagement Opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-24 acadmic school year.	school year. (School Site Council, PTO, PIQE, Coffee with the Principal	engagement forums.	
2.2	Multi-Language Learner Engagement	2023: 40 unique families participated in at least one Spanish Speaking Parent Forum	2024: Engagement at available opportunities throughout the school year were maintained	2025: Engagement at available opportunities throughout the school year were maintained	2026-27 Outcome: Steele Canyon will have a 6% increase in families who participate in at least one Spanish Speaking Forum.	No Current difference. SCHS is maintaining its Parent Engagement Opportunities for unique Spanish-speaking families
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%	2024: 2147 Student Enrollment Enrollment by Ethnicity and % of student population English Learners - 215 = 10% Homeless- 44 = 2% Socioeconomically Disadvantaged 1139 = 53% Students with Disabilities 224 = 10% African American 102 4.8%	2025: 2198 Student Enrollment Enrollment by Ethnicity and % of student population English Learners - 192 = 8.7% Homeless- 56 = 2.5% Socioeconomically Disadvantaged - 1,118 = 51% Students with Disabilities- 235 = 10.7% African American 115 = 5.2%	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.	SCHS has an attendance report of 30 additional students less in 2025 than in the baseline of 2023. We did have an increase in ADA, Apportionment and a decrease in Chronic Absenteeism. In the upcoming school year, we are experiencing strong interest in our school from families seeking the best opportunities for their students and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 718 33.1%	American Indian 4 .2% Asian 30 1.4% Filipino 25 1.2% Hispanic or Latino 1,124 52.3% Two or More Races 180 8.4% Pacific Islander 5 .2% White 671 31.3% (Source: Dataquest)	American Indian 3 = .1% Asian 34 = 1.5% Filipino 23 = 1% Hispanic or Latino 1,149 = 52.3% Two or More Races 180 = 8.2% Pacific Islander 5 .= 2% White 685 = 31.2% Not Reported 4 = .1% (Source: Dataquest)		this has led to an enrollment waiting list.
2.4	Summer Bridging Enrollment	2023: 30 Students participated in the full Summer Bridging experience.	2024: 28 Students participated in the Summer Bridging experience.	2025: 30 Students initially participated in the Summer Bridging experience but due to summer commitments the cohort dropped to 25.	2026-27 Outcome: Steele Canyon will have an active Summer Bridging Program that services a minimum of 30 at-promise students each summer.	SCHS had the same amount of students participate in the 2025 Summer Bridging Program as did in the baseline year.
2.5	Community College Partnerships	2023-24 Six Courses exist under the CCAP Agreement between Steele Canyon High School and the Grossmont-Cuyamaca	2024-25 Six Courses (11 college sections) exist under the CCAP Agreement between Steele Canyon High	2025-26 Seven Courses (13 college sections) exist under the CCAP Agreement between Steele	2026-27 Outcome: Steele Canyon will maintain its current partnership with Cuyamaca College and add an additional college	SCHS was able to maintain its partnership with Cuyamaca College Dual Enrollment Offerings and was able to add a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community College District. American Sign Language 120 & 220 Art 120 Business 110 Great Music Listening 110 Spanish 220	School and the Grossmont-Cuyamaca Community College District. Students are able to access these courses on the SCHS campus. American Sign Language 120 (3 sections) & 121 (1 section) Art 120 (1 section) Business 110 (2 sections) Great Music Listening 110 (1 section) Spanish 220 (3 sections)	Canyon High School and the Grossmont-Cuyamaca Community College District. Students are able to access these courses on the SCHS campus. American Sign Language 120 (3 sections) & 121 (1 section) Art 120 (1 section) Business 110 (2 sections) Great Music Listening 110 (1 section) Spanish 220 (4 sections) Administration of Justice (1 Section/NEW)	partnership course.	section of Administation of Justice through Grossmont College in the upcoming year.
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	2024-25 SCHS's CTE Program was able to maintain its offerings of CTE and its Advisory Board of industry representatives for each pathway.	2025-26 SCHS's CTE Program was able to maintain its offerings of CTE and its Advisory Board of industry representatives for each pathway.	2026-27 Outcome: Steele Canyon will expand the partnerships and corresponding representatives for future CTE offerings by one pathway.	No Current difference. SCHS is maintaining its offering of CTE with a strong surge in Computer Science interested students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		representatives meet each term.				
2.7	Translation Services	Spanish is the only language that translation services are available for in 2023-24.	2024-25 SCHS was able to translate defining documents and add google translate to the SCHS website. SCHS has a system for verbal and written translation services for Spanish. Discussions have begun about the prospect of adding Arabic.	2025-26 SCHS added staff to its designated Spanish Speakers available for translation. Arabic is facilitated through technology translation at this stage.	2026-27 Outcome: Steele Canyon will add Arabic to the translation services offered in written and spoken form.	SCHS is maintaining its Spanish translation services and is depending on Google Translate for all other languages. Grossmont District & El Cajon Valley Translation Services have been consulted.

Goal Analysis [2025-26]

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.

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 continues to define itself as a high-performing school that values connectedness, leading to an increase in families choosing Steele Canyon for their students. We feel lucky, but also recognize it is a direct result of the dynamic programs we build and offer our students, with an ongoing investment in collaboration, and valuing and applying the feedback our families give us. Our increase in demand comes at a time of declining enrollment for most districts, and enrollment is key to being able to have the revenue and resources to provide the services needed for ALL students to thrive and achieve their academic goals. We continue to offer opportunities for our families to partner with us and offer feedback on the effectiveness of our programs. We do find the challenge of families not taking advantage of our offerings to engage us at events such as Coffee with the Principal, ELAC & PIQE. We offer Spanish translation for these events as a standard, but the attendance rate falls short of what we would hope. We added a Zoom version also, which helps families who are unable to travel to campus and be in person. Our Summer Bridging Program is a great way for incoming freshmen to get better prepared and also acquainted with the school, but feeder school middle school calendars sometimes make it challenging for families to be able to participate. Our Community College Partnerships continue to grow by working to improve the way we

interact with one another so we can continue to offer students their dual enrollment opportunities. We are excited to continue our College Course offerings and we added Administration of Justice as a College Course next year for our students. In the summer of 2026, SCHS will be piloting a summer enrichment offering by offering the class Philosophy 110 as a hybrid summer college class through Cuyamaca.

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 between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

CTE Partnerships continue to grow as we connect with industry professionals who connect with our teachers as industry advisor partners to support student's career interest. 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 ComputerAided 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.

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.

Stakeholder survey results, student achievement data, D/F rates, college and career readiness indicators, special education performance metrics, and local assessment data were analyzed to determine ongoing needs associated with learning recovery and student support Findings indicated continued academic gaps for some students, particularly those requiring credit recovery and targeted intervention, as well as a need for sustained social-emotional, behavioral, and academic support systems through a comprehensive MTSS framework. As a result, for Goal 1 and 3, the LEA will utilize approximately $1,000,000 in additional LREBG funds during the 2026–27 school year to support evidence-based recovery efforts. Investments from goal 3 include ongoing modernization of classroom learning environments through a furniture refresh initiative ($100,000). These actions are intended to accelerate academic recovery, improve student engagement and connectedness, reduce barriers to learning, strengthen inclusive practices, and ensure all students have access to the supports necessary to graduate prepared for college, career, and civic life The LEA will continue monitoring implementation and effectiveness through local assessment data, D/F rates, graduation indicators, college and career readiness measures, special education outcomes, and annual stakeholder feedback.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 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.	$95,008.00	Yes
2.2	Matriculation and Articulation	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	$132,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		introduced College Career Readiness Cord Adornment representing College Career Readiness Status.		
2.3	Community Partnerships	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. 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.		Yes

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%	The SCHS Facilities Inspection Tool Score is 98.8% for the 2024-25 academic school	The SCHS Facilities Inspection Tool Score (FIT) is 99.28% for the 2025-26 academic	2026-27 Outcome: Steele Canyon will maintain its outstanding score on facilities each year according to	The FIT Inspection Score is a 3.28% increase from the baseline year. This not only maintains an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			year. This Inspection typically occurs in May of each school year.	school year. This outcome is considered exemplary status.	the rubric metrics of systems, interior, cleanliness, electrical, restrooms/fountains/, safety, structural, grounds etc. on the 'FIT' inspection	outstanding score but improves upon it.
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.	SCHS has maintained its offerings of Wifi Hotspots for students to access their learning at home where internet is not available. All requests have been evaluated and accommodated.	SCHS has maintained its offerings of Wifi Hotspots for students to access their learning at home where internet is not available. All requests have been evaluated and accommodated.	2026-27 Outcome: Steele Canyon will have 100% of its families able to access wireless connectivity to support student learning.	Steele Canyon continues to address and resolve any connectivity issues within the classroom in support of student learning. We are seeing significantly less requests for connectivity support.
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.	All SCHS Classrooms have up to date Wireless Access Points at optimum speeds needed.	All SCHS Classrooms have up to date Wireless Access Points at optimum speeds needed. This is monitored weekly during the Technology Meeting and action is taken as needed.	2026-27 Outcome: Steele Canyon will have 100% of its wireless access points updated to optimize access to wireless connectivity to support student learning.	All wireless access points are up to date and optimized in support of student learning.
3.4	Student Electronic Device Refresh	Incoming Freshmen Students were each	620 Chromebook devices were	623 Chromebook devices were	2026-27 Outcome:	600 brand new devices will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		given new and capable devices that satisfy the demands of the learning environment at no cost to them. 600 devices issued.	issued to incoming Class of 2028 freshmen.	issued to incoming Class of 2029 freshmen.	Steele Canyon will provide its incoming freshman class highly capable devices so they can access their learning electronically.	issued to incoming students as we open the school year.
3.5	Staff Electronic Device Refresh	The teaching staff are operating on 2-3 year old computer teaching devices.	SCHS will refresh its staff devices to M5 chip devices when released in July 2026	Staff devices were refreshed and older computers repurposed or made available to staff for purchase.	2026-27 Outcome: Steele Canyon will refresh staff devices with modern highly capable technology during this LCAP cycle so that the technology can enhace teaching and learning.	The school conducted a staff device refresh as we opened the 2025-26 school year.
3.6	Classroom and Common Area Furniture Refresh	SCHS has completed a desk and chair renewal in most classrooms but the goal is still in progress due to supply limitations.	New chairs have been delivered to science labs and art classrooms. Spring will focus on replacing 25 year-old classroom tables throughout various classrooms and computer labs.	Data in progress and will be available in the end of year report.	2026-27 Outcome: Steele Canyon will update furniture in classrooms as needed. All original 24 year old furniture will be updated or replaced.	The school has made significant progress in the area of refreshing and replacing 25 year old furniture across the campus.
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.	Each classroom has updated filtration that exceeds the minimum requirement	Each classroom has updated filtration that exceeds the minimum requirement	2026-27 Outcome: Steele Canyon will maintain all ventilation systems equal to or	SCHS continues to keep classrooms safe with updated filtration that exceeds the minimum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			supplemented with free-standing HEPA filters.	supplemented with free-standing HEPA filters.	better that industry standards.	requirement supplemented with free-standing HEPA filters.
3.8	Surveillance Camera System	SCHS currently has 81 individual camera locations placed strategically around campus.	SCHS currently has 81 individual camera locations placed strategically around campus. The Spring will consist of adding cameras to under some locations under the parking lot solar panels.	SCHS currently has 81 individual camera locations placed strategically around campus. The Spring will consist of adding cameras to under some locations under the parking lot solar panels.	2026-27 Outcome: Three additional camera locations will be added strategically to the current system closing the gap in areas without surveillance.	SCHS added 9 cameras making it 90 active cameras. This already exceeds the 3 planned in this LCAP cycle. The school is exploring adding additional cameras to the parking area but faces internet access issues that would possibly require trenching.

Goal Analysis [2025-26]

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.

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. There are no substantive differences in planned actions and actual implementation of these actions. The focus on campus safety continues to be paramount. We added to our surveillance system, closing blind spots in critical areas on campus. The furniture refresh program made progress with many departments benefiting from the update. We continue to identify areas and address the 25-year-old furniture as needed.

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 between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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 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 up to 25 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. The planned actions and actual implementation were highly successful in making progress toward the goal.

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.

No changes to the planned goal, metrics, target outcomes, or actions for the upcoming year are planned at this time.

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

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 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	$852,448.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
3.2	Technology	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.	$345,710.00	No
3.3	Operations	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 to come by providing top-notch facilities, maintenance, and operations. This includes providing transportation services and child nutrition while maintaining fiscal solvency.	$700,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3708147	$107364

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
13.159%	0.000%	$0.00	13.159%

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	**Action:** Academic Achievement (Partial LREBG Funding) **Need:** Data analysis identified achievement gaps in English Language Arts and Mathematics for English Learners, Foster Youth, and Low-Income students, particularly on SBAC assessments. Additional support is needed to	Specialized Teachers on Release for SBAC Support: Provide targeted intervention, data analysis, progress monitoring, and instructional support to improve student performance in ELA and Mathematics, with a focus on students who are not yet meeting standards. Year-Long Integrated Math 3 Course:	The LEA will monitor SBAC ELA and Mathematics results, course grades, pass rates in Integrated Math 3, progress-monitoring data, and the performance of unduplicated student groups. Data will be reviewed regularly to

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
	strengthen foundational skills, improve proficiency levels, and increase academic achievement. **Scope:** Schoolwide	Provides additional instructional time and support for students who need more time to master grade-level math standards. The extended course structure increases opportunities for skill development, intervention, and successful completion of rigorous mathematics coursework. These actions are designed to address the academic needs of English Learners, Foster Youth, and Low-Income students, who are disproportionately represented among students performing below standard in ELA and Mathematics. The additional instructional support and intervention opportunities are intended to improve academic outcomes and close achievement gaps.	assess growth, identify areas for improvement, and determine the effectiveness of the supports in increasing academic achievement.
1.2	**Action:** Academic Support (Partial LREBG Funding) **Need:** Unduplicated students demonstrate a disproportionate need for targeted support in Math, ELA, and Science. **Scope:** Schoolwide	Unduplicated students are offered Cougar XL tutor access as needed, as well as before and after school tutoring with certificated teachers, fully staffed support in the area of Nurse, Registrar, and Attendance monitoring. Ongoing need for data analysis to overcome barriers is supported by our Data and Assessment Coordinator. Finally, some students need more personalized support and do not thrive in a traditional brick-and-mortar school environment We are able to meet their needs in our online iAcademy Program.	We will monitor grades in Core Subjects by running reports specific to our Unduplicated students.
1.3	**Action:** Social-Emotional Support (Partial LREBG Funding) **Need:** Data analysis and stakeholder feedback identified achievement gaps in English Language Arts and Mathematics, as well as	A second Full-Time Social Worker will provide targeted mental health support, case management, family outreach, and resource coordination to address barriers that impact attendance, engagement, and academic performance for unduplicated students. Specialized Teachers with MTSS Release Periods:	The effectiveness of these actions will be monitored through ongoing review of academic, attendance, engagement, and social-emotional data for English Learners, Foster Youth, and Low-Income students.

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
	increased social-emotional, attendance, and engagement needs among English Learners, Foster Youth, and Low-Income students. These students require additional academic intervention, progress monitoring, and access to support services to remove barriers to success. **Scope:** Schoolwide	Increase the school's capacity to identify struggling students, coordinate interventions, monitor progress, and provide targeted academic support for English Learners, Foster Youth, and Low-Income students. Student Support Services buybacks provide access to specialized interventions, wellness, and student support services that enhance the LEA's ability to meet the academic and social-emotional needs of English Learners, Foster Youth, and Low-Income students.	Metrics will include grades, course completion rates, SBAC performance, attendance rates, chronic absenteeism, graduation rates, intervention participation, and student wellness indicators. The LEA will also review stakeholder survey results, MTSS progress-monitoring data, and utilization of counseling and support services to evaluate whether the actions are improving outcomes and reducing barriers for unduplicated student groups. Adjustments will be made as needed based on data analysis and stakeholder feedback.
1.6	**Action:** College & Career Readiness (Partial LREBG Funding) **Need:** Data and stakeholder feedback indicate that English Learners, Foster Youth, and Low-Income students participate in college-credit and advanced coursework at lower rates than their peers and may face financial barriers to accessing college and career readiness opportunities. **Scope:**	Dual Enrollment Opportunities through the CCAP Partnership: Expands access to college-level coursework and college credit while students are in high school, increasing college and career readiness for unduplicated students. AP Exam Fee Assistance: Removes financial barriers that may prevent Low-Income students from taking Advanced Placement exams and earning college credit, encouraging greater participation in rigorous coursework.	The LEA will monitor enrollment and successful completion of dual enrollment courses, AP course participation, AP exam participation rates, exam pass rates, college credit attainment, and college and career readiness indicators. Data will be reviewed annually to evaluate increased access and improved

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
	Schoolwide	These actions are designed to increase access to advanced academic opportunities for English Learners, Foster Youth, and Low-Income students, who are more likely to face financial and systemic barriers to participation in college preparatory programs.	outcomes for unduplicated student groups.
2.1	**Action:** Family Engagement **Need:** SIS Parent Portal: Provides families with real-time access to grades, attendance, assignments, and student progress. YouthTruth Surveys: Collect feedback from students and families to identify needs and improve school programs and services. Zoom Platform: Expands access to meetings and conferences for families who are unable to attend in person due to transportation or scheduling barriers. ParentSquare: Provides timely and consistent communication between the school and families through multiple communication methods. Open House and Spring Fling Events: Create opportunities for families to connect with staff, learn about student progress, and engage with the school community. Parchment and Google Workspace:	These actions help reduce barriers to family engagement that disproportionately impact English Learners, Foster Youth, and Low-Income students. Increased access to information, communication tools, and participation opportunities strengthens partnerships between home and school and supports student success.	The LEA will monitor parent participation rates, usage of communication platforms, attendance at family engagement events, YouthTruth survey results, and stakeholder feedback. Data will be reviewed annually to assess whether family engagement and communication are improving, particularly for unduplicated student groups.

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
	Provide families and students with accessible tools to support communication, document access, and college and career planning. **Scope:** Schoolwide		
2.2	**Action:** Matriculation and Articulation **Need:** Data and stakeholder feedback indicate that English Learners, Foster Youth, and Low-Income students may experience challenges transitioning to high school and are at greater risk of falling behind in credits needed for graduation. Additional support is needed to promote school connectedness, successful transitions, and on-time graduation. **Scope:** Schoolwide	The SCHS Cougar Crew Program provides structured peer mentoring, orientation activities, and transition supports that help incoming students build connections, understand school expectations and develop a sense of belonging. Additionally, the SCHS Summer School credit recovery provides students who have fallen behind in credits with opportunities to recover coursework and remain on track for graduation. These actions address barriers that disproportionately affect English Learners, Foster Youth, and Low-Income students by supporting successful transitions into high school, increasing student engagement, and providing additional opportunities to earn credits toward graduation.	The LEA will monitor ninth-grade transition data, student participation in Cougar Crew activities, attendance rates, credit accumulation, credit recovery completion rates, graduation rates, and stakeholder feedback. Data will be reviewed annually to evaluate the effectiveness of these supports in improving student engagement, persistence, and progress toward graduation for unduplicated student groups.
2.3	**Action:** Community Partnerships **Need:** Data and stakeholder feedback indicate that English Learners, Foster Youth, and Low-Income students may experience challenges transitioning to high school and are at greater risk of falling behind in credits needed for graduation. Additional support is needed to	The Cougar Crew Program provides structured peer mentoring, orientation activities, and transition supports that help incoming students build connections, understand school expectations, and develop a sense of belonging. Summer School credit recovery provides students who have fallen behind in credits with opportunities to recover coursework and remain on track for graduation. These actions address barriers that disproportionately affect English	The LEA will monitor ninth-grade transition data, student participation in Cougar Crew activities, attendance rates, credit accumulation, credit recovery completion rates, graduation rates, and stakeholder feedback. Data will be reviewed

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
	promote school connectedness, successful transitions, and on-time graduation. **Scope:** Schoolwide	Learners, Foster Youth, and Low-Income students by supporting successful transitions into high school, increasing student engagement, and providing additional opportunities to earn credits toward graduation.	annually to evaluate the effectiveness of these supports in improving student engagement, persistence, and progress toward graduation for unduplicated student groups.
3.3	**Action:** Operations **Need:** Data and stakeholder feedback indicate that transportation can be a significant barrier for English Learners Foster Youth, and Low-Income students. Without reliable transportation, some students may have difficulty accessing educational opportunities, maintaining regular attendance, and fully participating in school programs. **Scope:** Schoolwide	Transportation availability and cost support provide access to school transportation and financial assistance for transportation costs, ensuring that students can attend school regularly regardless of economic or logistical barriers. This action addresses transportation barriers that disproportionately impact English Learners, Foster Youth, and Low-Income students. By reducing or eliminating transportation costs and increasing access to school, the LEA improves educational access, attendance, and engagement for these student groups.	The LEA will monitor student transportation utilization, attendance rates, chronic absenteeism rates, enrollment trends, and stakeholder feedback. Data will be reviewed annually to determine whether transportation support is improving access to school and reducing attendance barriers for unduplicated student groups.

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
1.4	**Action:** English Learners and	SCHS has developed an EL Support Plan in alignment with the EL framework's mission of	Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Development **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) **Scope:** Limited to Unduplicated Student Group(s)	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 ELPI levels and try to eliminate occurrences of students who decrease an ELPI level. We increased the number of ELD sections and provided 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.	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

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.

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 added 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	

2026-27 Total Planned 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	28179550	3708147	13.159%	0.000%	13.159%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$5,062,499.00	$1,048,676.00	$0.00	$0.00	$6,111,175.00

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
1	1.1	Academic Achievement (Partial LREBG Funding)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	Annual	$298,904.00	$0.00	$
1	1.2	Academic Support (Partial LREBG Funding)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	Annual	$1,503,684.00	$213,000.00	$1
1	1.3	Social-Emotional Support (Partial LREBG Funding)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	Annual	$452,106.00	$85,555.00	$
1	1.4	English Learners and English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Steele Canyon High		$454,909.00	$0.00	$

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
1	1.6	College & Career Readiness (Partial LREBG Funding)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	Annual	$487,450.00	$20,000.00	$
1	1.7	Special Education (Partial LREBG Funding)	Students with Disabilities	No			Specific Schools: Steele Canyon High School	Annual	$319,068.00	$0.00	
2	2.1	Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	Annual	$0.00	$95,008.00	$
2	2.2	Matriculation and Articulation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	Annual	$127,000.00	$5,000.00	$
2	2.3	Community Partnerships	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School				
3	3.1	School Safety	All	No			Specific Schools: Steele Canyon High School	Annual	$539,953.00	$312,495.00	$
3	3.2	Technology	All	No			Specific	Annual	$0.00	$345,710.00	$

2026-27 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
28179550	3708147	13.159%	0.000%	13.159%	$3,713,008.00	0.000%	13.176 %	**Total:**	$3,713,008.00
								LEA-wide Total:	$0.00
								Limited Total:	$454,909.00
								Schoolwide Total:	$3,258,099.00

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 (Partial LREBG Funding)	Yes	Schoolwide	English Learners Foster Youth Low Income		$176,664.00	
1	1.2	Academic Support (Partial LREBG Funding)	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,623,887.00	
1	1.3	Social-Emotional Support (Partial LREBG Funding)	Yes	Schoolwide	English Learners Foster Youth Low Income		$218,593.00	
1	1.4	English Learners and English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Steele Canyon High School	$454,909.00	
1	1.6	College & Career Readiness (Partial LREBG Funding)	Yes	Schoolwide	English Learners Foster Youth Low Income		$311,947.00	
2	2.1	Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	$95,008.00	

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 (%)
2	2.2	Matriculation and Articulation	Yes	Schoolwide	English Learners Foster Youth Low Income		$132,000.00	
2	2.3	Community Partnerships	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.1	School Safety				Specific Schools: Steele Canyon High School	$852,448.00	
3	3.2	Technology				Specific Schools: Steele Canyon High School	$345,710.00	
3	3.3	Operations	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Steele Canyon High School	$700,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,531,816.00	$4,012,920.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Achievement	Yes	$462,448.00	395628
1	1.2	Academic Support	Yes	$1,188,412.00	1632253
1	1.3	Social-Emotional Support	Yes	$87,875.00	114347
1	1.4	English Learners and English Language Development	Yes	$452,510.00	457990
1	1.5	Professional Learning	Yes	$120,000.00	192131
1	1.6	College & Career Readiness	Yes	$297,875.00	297875
1	1.7	Special Education	No	$289,949.00	289949
2	2.1	Family Engagement	Yes	$52,150.00	52150
2	2.2	Matriculation and Articulation	Yes	$12,060.00	12060
2	2.3	Community Partnerships	No		
3	3.1	School Safety	Yes	$418,537.00	418537

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	Yes	$150,000.00	150000
3	3.3	Operations	No		

2025-26 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)
3697398	$3,186,992.00	$3,722,971.00	($535,979.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Achievement	Yes	$462,448.00	395628		
1	1.2	Academic Support	Yes	$1,188,412.00	1632253		
1	1.3	Social-Emotional Support	Yes	$33,000.00	114347		
1	1.4	English Learners and English Language Development	Yes	$452,510.00	457990		
1	1.5	Professional Learning	Yes	$120,000.00	192131		
1	1.6	College & Career Readiness	Yes	$297,875.00	297875		
2	2.1	Family Engagement	Yes	$52,150.00	52150		
2	2.2	Matriculation and Articulation	Yes	$12,060.00	12060		
3	3.1	School Safety	Yes	$418,537.00	418537		
3	3.2	Technology	Yes	$150,000.00	150000		

2025-26 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)
27015912	3697398	0%	13.686%	$3,722,971.00	0.000%	13.781%	$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.

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in EC Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by EC Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LRERG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- 9. **Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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).

California Department of Education
November 2024