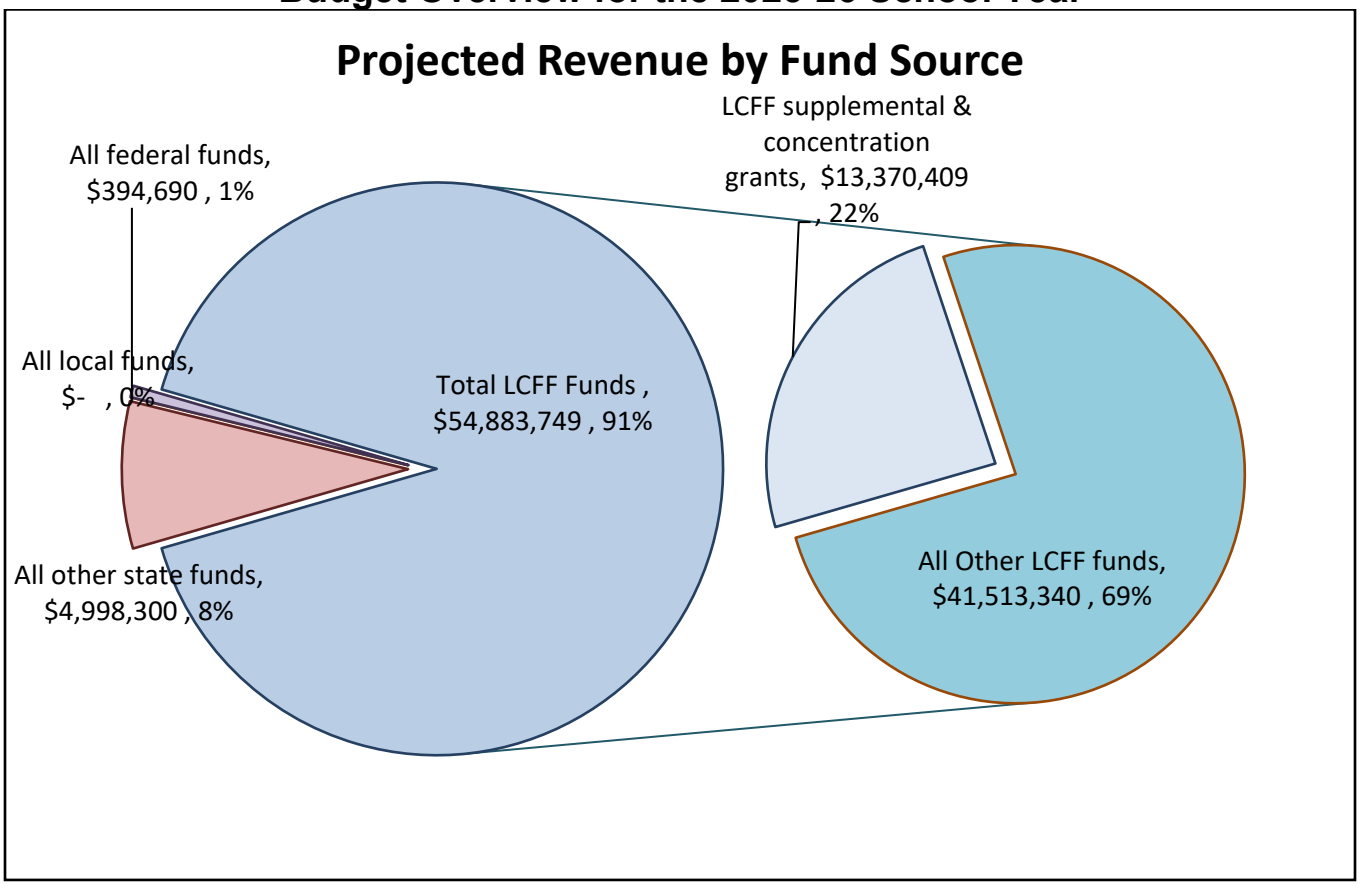
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Workforce Innovation High School
CDS Code: 37679830134890
School Year: 2025-26
LEA contact information:
Lindsay Reese
Area Superintendent
principal@innovationsandiego.org
(619) 432-4690

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

Budget Overview for the 2025-26 School Year

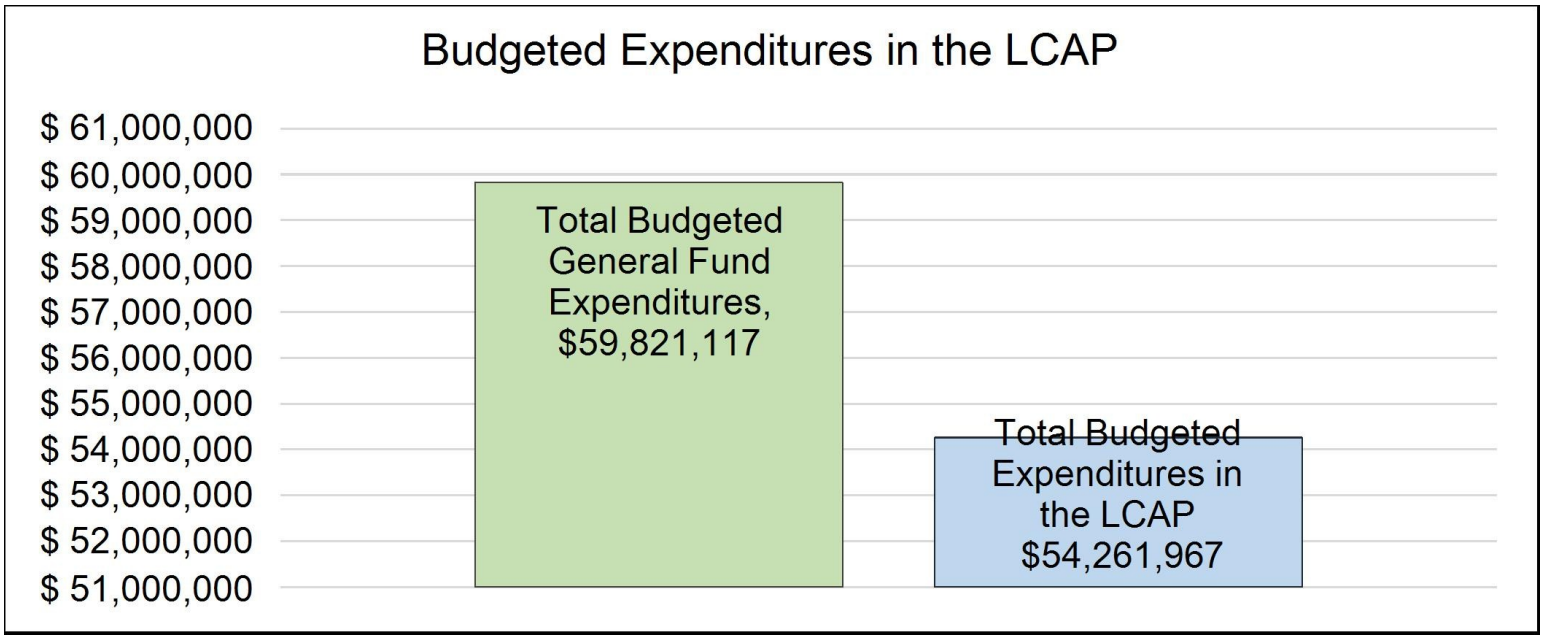


This chart shows the total general purpose revenue San Diego Workforce Innovation High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Workforce Innovation High School is $60,276,739, of which $54,883,749.00 is Local Control Funding Formula (LCFF), $4,998,300.00 is other state funds, $0.00 is local funds, and $394,690.00 is federal funds. Of the $54,883,749.00 in LCFF Funds, $13,370,409.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Diego Workforce Innovation High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Workforce Innovation High School plans to spend $59,821,117.00 for the 2025-26 school year. Of that amount, $54,261,967.00 is tied to actions/services in the LCAP and $5,559,150 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Audit fees
Legal expenses
Association fees
Special Education expenditures
Mandated Block expenditures
Ancillary Grants
AMS Prop 28: Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act – Prop 28

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Diego Workforce Innovation High School is projecting it will receive $13,370,409.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Workforce Innovation High School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Workforce Innovation High School plans to spend $13,370,409.00 towards meeting this requirement, as described in the LCAP.

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

Goal #1: Increase Academic Progress

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

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

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

Goal #3: Increase Student Retention

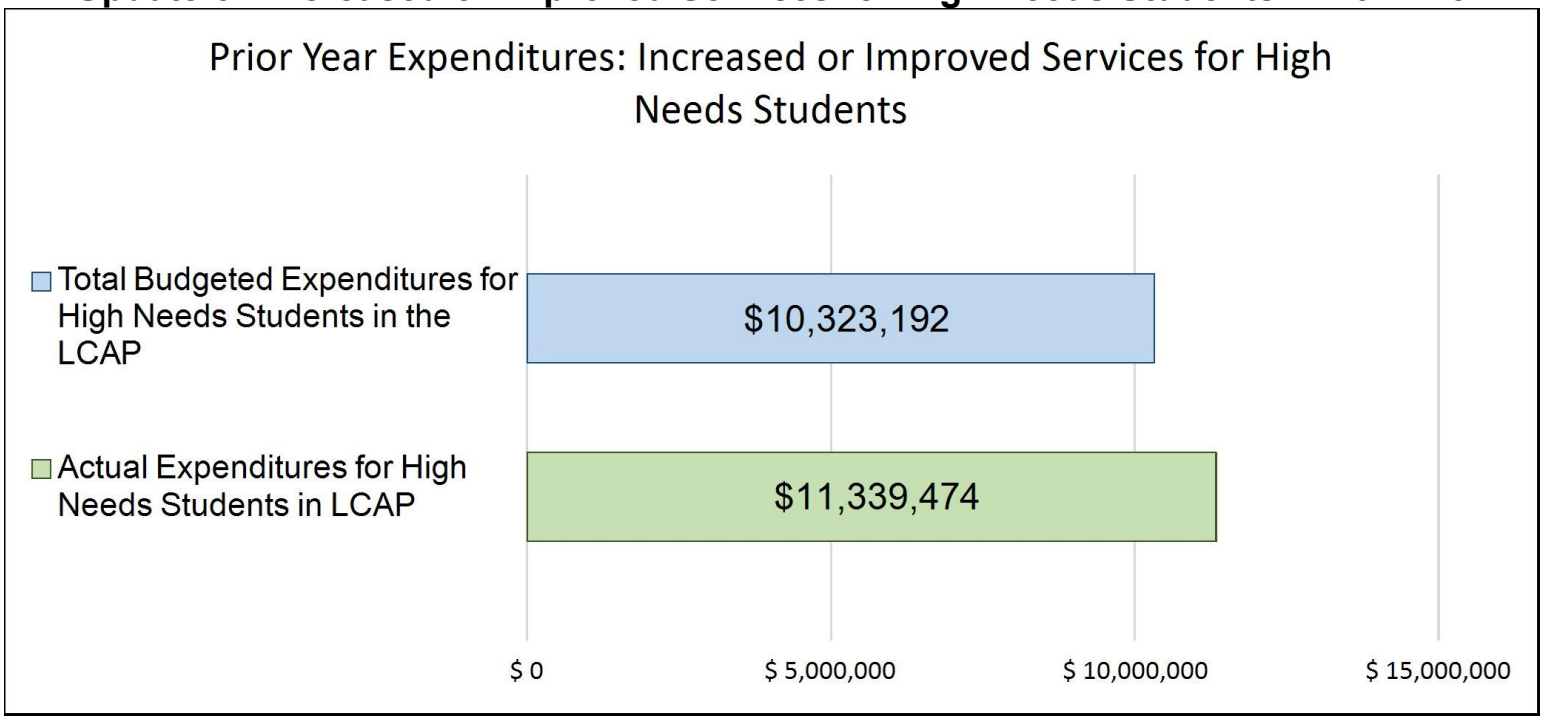
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income,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

Goal #4: Increase Educational Partner Engagement

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

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, San Diego Workforce Innovation High School's LCAP budgeted $10,323,192.00 for planned actions to increase or improve services for high needs students. San Diego Workforce Innovation High School actually spent $11,339,474.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,016,282 had the following impact on San Diego Workforce Innovation High School’s ability to increase or improve services for high needs students:

Students received support in critical areas of socioemotional and academic needs through student-centered interventions such as counseling and tutoring.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

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.

San Diego Workforce Innovation High School (SDWIHS) is an independent study school that qualifies for the Dashboard Alternative School Status (DASS) program. As of CBEDs day 2024, SDWIHS had an enrollment of 2,795 students. The school serves a diverse student population, including 20.3% English Language Learners, 77.7% low-income students, 1.4% foster youth, and 22.3% special education students. SDWIHS aims to engage all students in learning by providing personalized education in an alternative setting. The goal is to prepare students for college and careers through job-readiness courses, standards-based coursework, and Workforce Innovation partnerships.

Through partnerships with WIOA, students gain improved tools to identify and access training options and other employment services that best suit their needs. Many students require the flexibility of an independent study program to meet family obligations, work, and childcare needs. SDWIHS offers site-based learning, independent study, and distance learning to accommodate these diverse needs.

The school fosters a student-centered learning environment with high academic and behavioral standards. It encourages parental involvement, one-on-one teacher-student interaction, student-driven participation in the learning process, curriculum choice, and technology access. Each student has a digital academic plan tailored to optimize their learning potential and success. Multiple assessment platforms, including learning records, student work samples, local diagnostic assessment data, and state assessment data, measure student academic achievement. SDWIHS aims to develop critical thinkers, determined, self-directed, and lifelong learners. The school operates year-round with 13 Learning Periods (LP) for credit recovery.

SDWIHS employs 279 staff members, including 80 teachers, 1 small group instructor, 28 education specialists, 3 special education program specialists, 5 school psychologists, 2 CTE teachers, 18 tutors, 21 paraprofessionals, 9 school counselors, 2 social workers, 36 support staff members, 8 registrars, 8 student retention support staff, 4 Jobs for American Graduates (JAG) Specialists, 6 learning center coordinators, 3 assistant principals, and 2 principals. The school has 11 locations throughout San Diego and Riverside County.

Reflections: Annual Performance

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

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

Graduation Rate
Our CDE Dashboard Alternative School Status (DASS) Graduation rate was calculated at 91.7%. This is high for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is a +13.3% point increase from last year. 90% of our low-income and Hispanic students graduated in 2024. Above the All-student groups were African American, White, and homeless students at 95.6%, 93.4%, and 94.1%, respectively. English learners were below the All-student group at 82.0%. Additionally, our students with disabilities graduated at 91.7%. Our Asian, foster youth, and all other student groups did not have enough in the population to warrant a calculation. This shows that our mission of meeting students' academic and social-emotional needs was effective. We plan to increase our success with our students by increasing such support as tutoring for all seniors.

CAASPP English Language Arts
The CAASPP scores also showed that 31% of our 11th graders were meeting or exceeding standards. This was a significant increase of +10.0% points from last year and is above the expected outcome of 25%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. English learners were at 5% and below the All-student groups. The Hispanic and low-income student groups who were below the All-group were at 29% and 30%, respectively. African American and White students were at 26% and 31%. Our students with disabilities were at 11%. This is significant because we serve students who are traditionally 3-4 grade levels behind in their schooling.

CA Dashboard English Language Arts
Our Academic Indicator for English Language Arts showed the All-student group performing at 56.1 points below standard and received an orange status. This was a significant increase from the previous year by 26.7 points. The three groups in the orange were our English learners, Hispanic, and socioeconomically disadvantaged and they increased by 15 points on average. Our two groups in the red were LTELs and students with disabilities, declining by about 9 points. The White student group was in the yellow with a 35 point increase. Our, African American, American Indian, Asian, Filipino, foster youth, homeless, and all other student groups did not have enough students for a status to be calculated.

CAASPP Mathematics
Our 11th graders scored 8% meeting standards on the CAASPP for Mathematics. This is a +2% growth from the previous year. This met our expected outcome of 8%. Our African American, White, and low-income students and were just above the All-student group at 9%, 11% and 9%, respectively. Just below the All-student group were our Hispanic at 3.45%, English learners at 4%, students with disabilities at 3% and homeless at 3%. The Asian and foster youth groups did not have enough students to warrant a calculation. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

CA Dashboard Mathematics
The Academic Indicator for Mathematics for the All-student group has an orange status as it increased by +20 points from the previous year. The All-group was below standard by 142.4 points. The four student groups earning an orange status was our socioeconomically disadvantaged, English learners, Hispanic and White students. They increased by +15 points on average. Our two groups in the red were LTELs and students with disabilities. All other student groups did not have enough students for a status to be calculated, including our, African American, American Indian, Asian, Filipino, foster youth, and homeless. There were no other groups who were two or more performance levels below the “all student” group.

English Learner Progress
The CA Dashboard ELPI is orange and shows 37.5% making progress towards English. Although this declined 6% from the previous year, it was still in the orange. Our LTEL group was also showing an orange status, with 40.6% making progress. We met our expected outcome of moderate growth. Our English Learner reclassification rate was at 7% with a small 2% decrease. The state average was 45.7% English Learner Progress Indicator for all EL students who made progress last year. We hope to meet that soon.

Success Rate
Another important measure for us is our success rate, which is the percentage of students who graduate, along with the percentage that are retained or returned to their local school district. Our success rate was running high as of LP 7 at 99.78% and is up +9.15 percentage points. It has been high over the last three years and shows that our mission of meeting students’ academic and social-emotional needs continues to be effective.

Retention Rate
One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as trauma. We identify early on which students are not completing their schoolwork and then assign them tutors to ensure that they help support student learning. As of LP 7, our retention rate was 99.78%, which is a +15.11 percentage points growth compared to last year. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

Credit Completion
Our credit completion rate is a very important local metric that helps to monitor progress towards graduation. It has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn on average +8% more credits compared to the baseline. Our English learners earned a +29% higher credit completion rate than the previous year. Students in the low-income and special education groups earned +.25 and +.10 points higher, respectively, in credit completion compared to last year. The foster youth student group also increased by +.08. The English learner group was +.70 points and above the All-student group. We expect to continue to increase our credit completion rates for all students so that they stay above 4.0 or higher each learning period.

Suspension and Expulsion Rate
Suspension rate was blue, which is “Very Low” on the CA Dashboard. It was 0.0% for the All-student group. All student groups earned a blue status, including English learners, LTELs, low-income, Hispanic, African American, Asian, and all other groups in the population. Our, and all other students had 0% suspensions. Expulsions were low at 0.0%.

School Survey Results
Our school survey data shows that 98% of our students felt connected this year. This is the same as last year and is over our expected outcome. This is an important metric for us, and we expect to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 99% of the students surveyed said that they feel safe at school.

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

Parents are encouraged to participate in their students’ education as well as school activities, events, and celebrations. This year, we had twice as many parents participate in our PAC and ELAC meetings. On the school survey, 98% said that they feel encouraged to participate this year, which is a +14 point increase from the previous year.

Standards were met for the following state indicators:

* Parent Engagement,

* Local Climate Survey,

* Access to a Broad Course of Study,

* Basic Teacher and Instructional Materials, and

* Implementation of Academic Standards.

How will we maintain our success?

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

The goals and actions articulated in our LCAP support our personalized learning model, and adequate funding is provided to ensure that effective strategic supports such as tutors, student retention services, and trauma-informed trained teachers continue. We monitor the

progress of our students through multiple measures around engagement and academic performance. LCAP data and other local data are discussed quarterly and shared with our educational partners, including the school board.

Due to the nature of our credit recovery, independent study, and Dashboard Alternative School Status (DASS) program, certain data points are not included in the LCAP. Students do not take Advanced Placement or pass EAP in any amount greater than 11, and the CDE prohibits any potentially identifying student data. The federal calculation for the 4–5-year cohort graduation rate and the chronic absenteeism rate metrics are also not a match for our program because the calculations are for seat-based programs, independent study programs that have students with high mobility. We utilize alternative metrics such as the one-year DASS graduation rate and local attendance rates to monitor and report our students' progress towards graduation. Furthermore, our dropout rate is calculated as our non-completer rate, which tracks any student who does not report to us that they have continued with another program to complete their education.

Reflections: Identified Need

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

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

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

5-Year Cohort Graduation Rate
The federal 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 32.2% in 2024 and 29% in 2023. This is far below the 68% threshold, but it is an increase of +3.2 points. This is a significant increase for a DASS school. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Below the All-student group, was our Hispanic group at 29.7%, and they increased by 4.5 points. Also just below were our African American students at 31.6%. Our English learners and LTELs were both about 26%, and below the All-student group. White student groups were above the All-student group at 42.8%. Additionally, our socioeconomically disadvantaged were at 29.9% and increased by 3.7 points. Homeless students also saw an increase of +11.4% to 30.4%. Students with disabilities were at 25%, declining slightly by 5.8%. The two or more races student group was at 23.7%. There were not enough students in the following groups to warrant a performance color for our American Indian, Asian, Filipino, and all other student groups. We recognize the inequities between the highest student group and the other student groups, and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

CAASPP Science
The CAASPP Science scores also showed that 4% of our high school students were meeting or exceeding standards. This was a decrease of -12% points from the previous year and was below our expected outcome of 18%. Scoring above the All-student group were our Hispanic and low-income student groups at 6%. Our African American, Asian, White English learners, homeless, foster youth, students with disabilities student groups, and all other groups did not have enough in the population to warrant a calculation. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Attendance
Our attendance rate is high at 84.89% and is -7.44 percentage points below our baseline. It is also below our expected outcome of 90%. Our teachers and retention support staff work to address the serious concerns we have for students dropping out. Additional re-engagement strategies could be helpful to students. Building relationships and staying connected to students has kept the non-completer rate low at 7.22%, which is below our 10% threshold.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: African-American, English learner, Hispanic, homeless, two or more races, socioeconomically disadvantaged, students with disabilities, and White.
English Learner Performance Indicator: none
Academic Indicator -English Language Arts: English learner, Hispanic, socioeconomically disadvantaged, and White.
Academic Indicator -Mathematics: English learner, Hispanic, socioeconomically disadvantaged, and White.
College and Career Indicator: African-American, English learner, Hispanic, homeless, two or more races, socioeconomically disadvantaged, students with disabilities, and White.

Reflections: Technical Assistance

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

Reason for Technical Assistance:

Our collaborative CSI/DA Improvement team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our English Learners, Hispanic, SED, and White students for the Graduation Rate. We have done a needs assessment to identify root causes and worked with the San Diego County Office of Education on possible actions that could improve our student outcomes. We decided to build our capacity to increase the 4-5 year graduation cohort rate through targeted tutoring interventions. We expect this adjustment to have a positive impact on our student groups' performance on the Dashboard.

Summary of the work underway as part of receiving technical assistance:

This year, our CSI/DA Improvement team continued work at the school site and county level as part of our technical support for Differentiated Assistance. We met with the San Diego County Office of Education at least quarterly, collaborating to Promote Equitable Outcomes for All Students and investigate systems and identify improvement practices. Working from our needs assessment and identified root causes, we focused on increasing the 4/5-year graduation cohort rate through targeted tutoring interventions, aimed at improving outcomes for All Students, ELs, Homeless, SED, SWD, African American, Hispanic, White, and Two or More Races Students (those underperforming in the 2023 CA Dashboard Academic Performance Indicators Student Group Report). LCAP Action 1.2 and 1.3 in the 2024-2025 LCAP were updated with these interventions in order to address this required action and meet the students' need for additional support. Early results show an increase in tutoring participation of 26%. Tutoring also had a positive effect on 4th/5th year students, averaging +0.45 credits over peers who did not attend tutoring. This shows a positive impact and that we are trending in the right direction.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

• SDWIHS assigned the Director of State and Federal Programs to lead the school in conducting a needs assessment by analyzing the 5-year cohort graduation data to identify gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. The framework was Carnegie's Improvement Science, and the model is the Plan-Do-Study-Act process for continual improvement.

• The type of data collected for the needs assessment was CA Dashboard, math, ELA, and graduation results, attendance data, tutoring participation data, and credit completion data.

• The data informed the CSI plan by guiding the root cause analysis towards tutoring as a viable research-based strategy to increase math skills, credit completion, and graduation rates. The data revealed that students who participated in tutoring had 50% more credits completed than those who did not. As a result, Goal 1 Action 3 in the LCAP provides for tutoring.

• The educational partners were engaged in the process through meetings held by leadership, sharing the data, and eliciting feedback from

the PAC and ELAC meetings, staff, and student groups. The discussions centered on equity for all students regarding learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support such as tutoring. Additionally, as a professional network of DASS independent study schools, SDWIHS reviewed graduation data using the fishbone protocol. The fishbone helped to reveal the root causes. A deeper dive was done with the admin team around credit completion and resource inequities to help frame the analysis. The educational partners were engaged through the PAC and ELAC meetings and staff in analyzing the data. The discussions led to supporting Goal 1 Action 3, which is assigning tutoring for students as the means to improve the graduation rate.

Evidence-Based Intervention – Intensive Tutoring

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

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

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

In determining the selection of strategies to improve graduation, SDWIHS considered and identified the following evidence-based research interventions from these sources:
• Evidence Based Resources Keeping Students on Track to Graduation (2012) – Center for Equity and Excellence in Education (LACOE Resource).
• Department of Education: Using Evidence to Strengthen Education Investments (2016).
• What Works Clearinghouse - The Institute of Science Education, Preventing Dropout in Secondary Schools, Educator's Practice Guide, (2017): https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf
• Addressing unfinished learning with targeted help and high dosage tutoring: Thomas Fordham Institute 2021. Found at https://fordhaminstitute.org/national/commentary/addressing-unfinished-learning-targeted-help-and-high-dosage-tutoring.
• High Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Los: Pamela Fong, REL West 2021. Found at https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34.
• The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.
• Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan Mayer, Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late._improving_academic_outcomes_for_disadvantaged_youth_2015.pdfin.

During a randomized controlled trial, math tutoring research showed 2,718 African American or Hispanic males in the ninth and tenth grades

from the south and west sides of Chicago an increase in math scores from 0.19 to 0.31 and an increase in math grades by 0.5. Of the students, 90% were on free and reduced lunch programs. (Nickow, Oreopoulos, Quan, 2020).

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

The administrative team and educational partners selected the following research-based strategies to implement:
* The school will provide one-on-one intensive tutoring.
* The school will provide positive social recognition for good attendance.
* The school will track specific data for the senior cohort.
* The school will continue seeking educational partner involvement and input.

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

Resource Inequities Analysis

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

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

- Access to Highly Qualified Teachers
- Access to Counselors
- Access to Student Retention Services
- Access to Tutors
- Access to interventions both social-emotional and academic
- Access to comprehensive recognition program for attendance, graduation, and retention

• Access to support for high needs English Language Learners, foster youth, special education, homeless
• Access to technology and instructional materials

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

All students receive a personalized learning program that is unique to each student and is specifically designed to create an optimal path toward graduation. The independent study model assigns a supervising teacher to each student, who develop a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed.
The resource inequities are being addressed by increasing the funding in LCAP Goal 1 Action 3 for intensive tutoring. LCAP Goal 1 Action 3 provides funding for tutoring support. Students are identified for tutoring based on NWEA diagnostic assessment results and teacher referrals. Tutors connect with students daily and provide academic support in math and other subjects to help them earn credits toward graduation.

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
PAC/Parent Advisory Committee	PAC Dates: 8/15/2024, 8/28/2024, 8/29/2024,9/11/2024, 11/7/2024, 11/13/2024, 11/14/2024, 11/21/2024, 12/4/2024, 1/15/2025, 1/22/2025, 1/29/2025, 2/19/2025, 2/26/2025, 2/27/2025, 3/6/2025, 3/12/2025, 3/13/2025, 5/8/2025, 5/14/2025, 5/15/2025, 5/22/2025, 5/28/2025 Quarter 1 Meeting Agenda Topics: Review of LCAP Goals and Actions, Title I updates, Comprehensive School Improvement Updates, Counseling Updates and Reminders, Student Awards Ceremony Description and connection to LCAP Actions • Reviewed how students can be successful in the program, including academic planning, ideal course pacing, tutoring, and intervention resources. (LCAP 1.1, 1.2, 1.3) • Counselors provided an overview of upcoming college and career-focused field trips and emphasized the importance of academic planning. They also reviewed key graduation deadlines and highlighted supportive services available to help students stay on track for graduation. (LCAP 1.4, 2.1) • The school hosted a student awards ceremony as a motivational tool to recognize academic achievement. Awards included Honor Roll (3.0+ GPA), Principal’s Roll

Educational Partner(s)	Process for Engagement
	(3.5+ GPA), and Credit Crushers (30+ credits per semester). Students who completed the CNA CTE pathway were also recognized (LCAP 1.4, 1.5, & 3.1) • Encouraged parent and student participation in school decision-making (LCAP 4.1, 4.2, & Title I - Parent Engagement) Quarter 2 Meeting Agenda Topics: Parent Feedback from Q1 meeting, Student opportunities, Counselor Updates, Comprehensive School Improvement (CSI) Overview, Jobs for California Grads (J4CG) Updates, Student Awards Ceremony Description and connection to LCAP Actions • Explained why the school was identified for CSI (due to low four- and five-year graduation cohort rates). Shared that the school would address this through targeted tutoring and academic planning interventions to improve outcomes for All Students, focusing on ELs, SED, Hispanic, and White student groups identified as underperforming on the CA Dashboard. (LCAP 1.2, 1.4, & 1.5) • Shared upcoming opportunities to participate in Jobs 4 CA Grads (J4CG) where students could develop work readiness skills and participate in job shadowing and paid internships. Counselors also shared information about upcoming college tours and FAFSA workshops (LCAP 2.1) • Encouraged parent and student participation in school decision-making (LCAP 4.1, 4.2, & Title I - Parent Engagement) Quarter 3 Meeting Agenda Topics: Upcoming assessment dates and best practices for state testing, California Dashboard results, Counseling Updates and Reminders, Student Awards Ceremony

Educational Partner(s)	Process for Engagement
	Description and connection to LCAP Actions • Discussed CA Dashboard results and individualized student support through our CSI focus (LCAP 1.3) • Counselors provided an overview of upcoming college and career-focused field trips and emphasized the importance of academic planning. Counselors shared information about intervention programs and offerings at the school. (LCAP 1.4, 2.1 and Title I- Intervention Programs) • The school hosted a student awards ceremony as a motivational tool to recognize academic achievement. Awards included Honor Roll (3.0+ GPA), Principal's Roll (3.5+ GPA), and Credit Crushers (30+ credits per semester). (LCAP 1.4, 1.5) • Encouraged parent and student participation in school decision-making (LCAP 4.1, 4.2, & Title I - Parent Engagement) Quarter 4 Meeting Agenda Topics: Final LCAP review and recommendations for the upcoming school year, review the school climate survey and solicit additional feedback Description and connection to LCAP Actions • Draft 2025–26 LCAP goals and actions were shared, along with related data, metrics, and outcomes highlighting how funds support student performance. Parents also reviewed results from the Annual LCAP Survey (administered Nov 2024–March 2025) and participated in a consultation on funding priorities, goals, and actions. (LCAP 4.1, 4.2, & Title I - Parent Engagement)
ELAC/ English Learner Advisory Committee	ELAC Dates: 09/12/2024, 12/5/2024, 3/6/2025, and 5/29/2025.

Educational Partner(s)	Process for Engagement
	Quarter 1 Meeting Agenda Topics: Introduction to LCAP Goals and Actions, Purpose/Roles of ELAC, Reclassification criteria, Title I updates, Parent-Student Compact Review, Counseling Updates and Reminders, Student Awards Ceremony Description and connection to LCAP Actions • Discussed EL reclassification process along with EL support staff, interventions, and materials (LCAP 1.1 & Title I - Intervention) • Reviewed Title I program goals and actions. Requested parent feedback. (LCAP 4.1, 4.2, & Title I - Parent Engagement) • Reviewed LCAP Goals and actions and asked for parent feedback. (LCAP 1.1 & Title I - Intervention) Quarter 2 Meeting Agenda Topics: Academic Support for English Learners, Review LCAP Goals and Actions, Comprehensive School Improvement (CSI) Overview, Title I Goals and Actions Description and connection to LCAP Actions • Shared academic support for EL students - ELD curriculum, bilingual tutors and paraprofessionals, and educational software -Rosette Stone and Edmentum (LCAP 1.1, 1.2, 2.4, 2.5) • Explained why the school was identified for CSI (due to low four- and five-year graduation cohort rates). Shared that the school would address this through targeted tutoring and academic planning interventions to improve outcomes for All Students, focusing on ELs, SED, Hispanic, and White student groups identified as underperforming on the CA Dashboard. (LCAP 1.2, 1.4, & 1.5)

Educational Partner(s)	Process for Engagement
	• Reviewed Title I program goals and actions. Requested parent feedback. (LCAP 4.1, 4.2, & Title I - Parent Engagement) Quarter 3 Meeting Agenda Topics: • Improving graduation rates through intensive tutoring • Upcoming assessment dates and best practices for state testing • Counseling Updates and Reminders Description and connection to LCAP Actions • Discussed tutoring availability and services. Shared how intensive tutoring will support improved graduation rates aligned with CSI plan (LCAP 1.3, 1.4) • Counselors provided an overview of upcoming college and career-focused field trips and emphasized the importance of academic planning. Counselors shared information about intervention programs and offerings at the school. (LCAP 1.4, 2.1 and Title I- Intervention Programs) • Encouraged parent and student participation in school decision-making (LCAP 4.1, 4.2, & Title I - Parent Engagement) Quarter 4 Meeting Agenda Topics: Final LCAP review and recommendations for the upcoming school year, review the school climate survey and solicit additional feedback Description and connection to LCAP Actions • Draft 2025–26 LCAP goals and actions were shared, along with related data, metrics, and outcomes highlighting how funds support student performance. Parents also reviewed

Educational Partner(s)	Process for Engagement
	results from the Annual LCAP Survey (administered Nov 2024–March 2025) and participated in a consultation on funding priorities, goals, and actions. (LCAP 4.1, 4.2, & Title I - Parent Engagement)
Teachers and Staff	Teacher/Staff Meeting Dates: 7/10/2024, 7/29/2024, 8/16/2024, 8/29/2024, 9/12/2024, 9/27/2024, 10/4/2024, 10/25/2024, 11/1/2024, 11/8/2024, 12/6/2024, 12/8/2024, 1/31/2025, 2/7/2025, 2/14/2025, 2/28/2025, 3/7/2025, 3/14/2025, 3/28/2025, 4/4/2025, 4/25/2025, 5/2/2025, 5/9/2025, 5/23/25 Teachers and staff are actively engaged in the LCAP process through regular opportunities for collaboration, reflection, and continuous improvement. Staff meetings on the first Friday of each Learning Period focus on reviewing LCAP goals and actions, survey results, CSI and DA plans, Title I priorities, and monitoring progress on key metrics. Additionally, meetings on the third Friday of each month discuss internal tutoring data, EL strategies and supports, and professional learning topics—all aimed at enhancing student achievement and ensuring staff are aligned with the school's vision for success.
Principals / Administrators	Regional Principal Meeting Dates: 7/1/2024, 7/15/2024, 7/22/2024, 7/29/2024, 8/5/2024, 8/12/2024, 8/19/2024, 8/26/2024, 9/9/2024, 9/16/2024, 9/30/2024, 10/14/2024, 10/21/2024, 10/28/2024, 11/4/2024, 12/2/2024, 12/9/2024, 12/16/2024, 1/27/2025, 2/3/2025, 2/24/2025, 3/3/2025, 3/10/2025, 3/17/2025, 3/24/2025, 3/31/2025, 4/7/2025, 4/14/2025,4/21/2025, 4/28/202, 5/5/2025,5/12/2025,5/19/2025,6/2/2025,6/23/2025,6/30/2025 Principals regularly collaborate with other regional principals to discuss local and state reporting requirements, emerging trends in school needs, available resources, and other factors related to the development and progress monitoring of the LCAP. The principals

Educational Partner(s)	Process for Engagement
	and leadership team actively contribute to the creation and refinement of the LCAP to address the specific needs of the school, which are assessed through ongoing data analysis, consideration of future needs, and identification of current inequities. Furthermore, the principals and leadership team convene quarterly to analyze data and monitor the progress of LCAP and school goals.
Students	Dates: various dates – during student meetings, in Small Group Instruction classes, and while meeting with the school counselors. In the fall, students were invited to share feedback on their experiences with tutoring and how it supported their credit completion progress (LCAP Action 1.3). They also provided input on academic support services and their experiences with the NWEA and CAASPP assessments (LCAP Actions 1.2 and 1.4). In the spring, students contributed their college and career planning perspectives during sessions with school counselors (LCAP Action 2.1). They offered feedback on community resources and partnerships (LCAP Actions 1.4 and 2.1).
SELPA/Special Education Local Plan Area	• Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. • The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members. • Dropout (and Graduation), Post-secondary outcomes data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA.

Educational Partner(s)	Process for Engagement
	• Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the El Dorado Charter SELPA. • Classified and Certificated Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested. • The El Dorado Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC). • The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances support plan.
School Board	Board Meetings: 8/27/2024, 12/3/24, 2/25/25, 4/3/25, 6/3/25 8/27/2024: Finance Update and Financial Reporting, Principal Update, Technology Information Update, Annual Board Training Announcement 12/3/2024: Finance Update, Area Superintendent Update, Principal Update, Vendor List 2/25/2025: Mid-Year Local Control Accountability Plan Update, Finance Update, Area Superintendent Update, Principal Update, California Dashboard Report 4/8/2025: Annual LCAP Data & Metrics Reports, School Survey Results 6/3/2025: LCFF Local Indicators Report, Approve Budget Overview for Parents, LCAP Annual Uodate, and LCAP CSI Plan for the following School Year. The Board expressed satisfaction at seeing a growth in annual survey participation along with an improvement in the LCAP data and metrics.

Educational Partner(s)	Process for Engagement
Public Comment	5-12-25 through 5-23-25, the public comment period provided parents and members of the public a draft of the 2025-2026 LCAP, and they had the opportunity to submit comments regarding specific actions and expenditures proposed in the 2025-2026 LCAP.
Public Hearing	6-3-25 The meeting provided the public a period of time to come forward with any comments they might have about the LCAP, prior to its adoption by the charter school board.
LCAP Adoption by the Governing Board	6-3-25 The governing board adopted the 2025-2026 Local Control and Accountability Plan, which included the Budget Overview for Parents and the Comprehensive Support and Improvement Plan.
Budget Adoption and Local Indicator Report	6-3-25 The governing board adopted the 2025-2026 Budget, and they were presented with the Local Indicators Report.

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

The 2025-2026 LCAP was developed through an interactive educational partner process. The goals, actions, and focus of the LCFF funds were developed through a process that included community and educational partner consultation to best meet the needs of our students as identified through the required metrics, local indicators, and educational partner feedback. Updates and additions to the 2025-2026 LCAP have been influenced by the process described above. The following is Educational Partner feedback that influenced the development of the LCAP.

Parent Feedback: Across multiple feedback sources, families consistently highlighted strong teacher support, effective communication, and individualized student attention as significant strengths of the school. Many noted how staff are welcoming and supportive and go out of their way to help students stay on track. One-on-one instruction, social-emotional learning (SEL) support, and flexible learning environments were also praised. Parents and students expressed high levels of satisfaction and appreciation for the encouragement, personal connection, and safe, engaging atmosphere provided by the school.

Areas of growth include expanding extracurricular offerings—especially sports, arts, and career exploration programs—and increasing access to tutoring, after-school programs, and parent workshops. Families also asked for more social activities and better transportation options. To improve credit completion and attendance, suggestions included implementing incentive systems, improving communication (especially with parents of adult students or those with disabilities), and offering additional structured learning time. Families are eager for more opportunities to be involved through school events, regular updates, and a stronger home-school connection.This feedback impacts LCAP Actions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, and 4.1.

Student Feedback: Students shared their feedback during Student Voice meetings, expressing appreciation for the school staff's supportive and approachable nature. They noted that teachers create a welcoming, respectful learning environment while holding them accountable for

weekly credit completion, directly supporting LCAP Action 1.2. Additionally, students desired more extracurricular activities and hands-on learning experiences, aligning with LCAP Action 1.5.

Administration Feedback: During administrative meetings, school leaders consistently reviewed data and evaluated the effectiveness of the LCAP, agreeing that the goals and metrics were well-aligned to address school needs and improve student outcomes. Administrators also raised the importance of establishing systems to monitor program effectiveness and its impact on student learning continuously. They discussed the implementation of the CSI Plan, including using intensive tutoring to improve graduation rates, and aligned these efforts with the school's Differentiated Assistance focus. This consultation and feedback directly informed LCAP Actions 1.3 and 1.4.

Teacher Feedback: Staff meetings provided teachers and staff with the opportunity to offer feedback, share input, and actively participate in school improvement discussions. While staff expressed satisfaction with the school's overall progress, they also raised concerns about low student reclassification rates and the need for additional training (LCAP Actions 1.1 and 1.8), student motivation and credit completion (LCAP Actions 1.3 and 1.5), low graduation rates (LCAP Action 1.4), and strategies to improve academic progress and engagement (LCAP Actions 1.2 and 1.7). Teachers also expressed strong support for existing CTE programs and emphasized the importance of increasing student participation in both Dual Enrollment and CTE courses (LCAP Action 2.1).

School Board Feedback: Board members expressed satisfaction with the principal reports, the progress made in student outcomes, and the actions taken to address key areas such as student engagement and social-emotional support to improve credit completion (LCAP Action 1.5). They also appreciated the annual survey data highlighting school climate, safety, connectedness, and efforts to increase parent participation.

Public Feedback: Time was designated during board meetings to receive public input; however, no public feedback has been received to date.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Reclassification - Priority 4	9%	7%		8.6% CA Average EL Reclassification rate at or above	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 LPs 1-7 Data Source: Internal	Data Year: 2024-25 Data Source: Internal Calculation		state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	
1.2	Reading - First Test Lexile Average (Local Metric)	All: 974 EL: 759 LTEL: 803.91 FY: 955 LI: 946 SWD: 831 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1004.82 EL: 794.70 LTEL: 847.47 FY: 944.76 LI: 995.44 SWD: 875.51 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 1000 EL: 800 FY: 975 LI: 975 SWD: 850 LTEL: 800 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +30.82 EL: +35.70 LTEL: +43.56 FY: -10.24 LI: +49.44 SWD: +44.51
1.3	ELPI / English Learner Progress Indicator - Priority 4	43.60% ELPI, Yellow Data Year: 2023 Data Source: CA Dashboard	ELPI 37.5% Orange Status, Declined 6%. LTEL - 40.6% Orange Status, Declined 3.6%. Data Year: 2023-24 Data Source: CA Dashboard		45% Moderate Growth on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Declined 6%. LTEL - Declined 3.6%.
1.4	Reading - Student Re-Tested and Demonstrating Lexile Growth - Local	All: 25% / 21% EL: 29% / 45% FY: 19% / 32% LI: 32% / 23%	All: 96% / 54% EL: 94% / 50% FY: 86% / 50% LI: 96% / 54%		All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50%	All: +71% / +33% EL: +65% / +5% FY: +67% / +18% LI: +64% / +31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 32% / 32% Data Year: 22-23 EOY Data Source: Internal PowerBI	SWD: 95% / 58% Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		SWD: 95% / 50% LTEL: 95% / 50% Data Year: 25-26 EOY Data Source: Internal PowerBI	SWD: +63% / +26%
1.5	Math - First Test Lexile Average - Local Metric	All: 867 EL: 665 LTEL:660.24 FY:708 LI: 833 SWD: 656 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1061.48 EL: 852.75 LTEL: 863.00 FY: 855.00 LI: 1009.65 SWD: 887.44 Don;t Input ask fox and Sherlock Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 900 EL: 700 FY: 725 LI: 850 SWD: 675 LTEL: 700 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +194.48 EL: +187.75 LTEL: +202.76 FY: +147.00 LI: +176.65 SWD: +231.44
1.6	Math - Students Re-Tested and Demonstrating Quantile Growth - Local	All: 23% / 21% EL: 24% / 26% FY: 22% / 19% LI: 31% / 20% SWD: 30% / 26% Data Year: 22-23 EOY Data Source: Internal PowerBI	All: 96% / 59% EL: 85% / 55% FY: 85% / 55% LI: 96% / 59% SWD: 95% / 62% Data Year: 2024-25 LPs1-7 Data Source: NWEA reports on PowerBI		All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50% SWD: 95% / 50% LTEL: 95% / 50% Data Year: 25-26 EOY Data Source: Internal PowerBI	All: +73% / +38% EL: +61% / +29% FY: +63% / +36% LI: +65% / +39% SWD: +65% / +36%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Average Credit Completion - Priority 4	All: 2.91 EL: 2.42 FY: 2.77 LI: 2.81 SWD: 2.95 Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design	All: 3.13 EL: 3.12 FY: 2.69 LI: 3.06 SWD: 3.05 Data Year: 2024-25 LPs 1-7 Data Source: Internal Data+Design		All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 LTEL: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: +0.22 EL: +0.70 FY: -0.08 LI: +0.25 SWD: +0.10
1.8	DASS 1 Year Cohort Graduation Rate - Priority 5	All: 78.4% EL: 74.1% FY: ** LI: 77.9% SWD: 86.5% Homeless: 75% AA: 69.2% AS: ** H/L: 78.2% WH: 80.6% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 91.7% EL: 82.0% FY: ** LI: 90.9% SWD: 91.7% Homeless: 94.1% AA: 95.6% AS: ** H/L: 90.9% WH: 93.4% Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count		All: 85% EL: 85% FY: 85% LI: 85% SWD: 85% Homeless: 85% AA: 85% AS: 85% H/L: 85% WH: 85% LTEL:85% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +13.3% EL: +7.9% FY: (w/o comparison) LI: +13.0% SWD: +5.2% Homeless: +19.1% AA: +26.4% AS: (w/o comparison) H/L: +12.7% WH: +12.8%
1.9	Teachers are highly qualified – Priority 1	96% Data Year: 23-24 LPs 1-7	98% Data Year: 2024-25		100% Data Year: 26-27 LPs 1-7	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal HR Tracking	Data Source: Internal HR Tracking		Data Source: Internal HR Tracking	
1.10	Teachers are appropriately assigned – Priority 1	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year:2024-25 Data Source: Internal HR Tracking		100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal.

Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 1.1: English Learners support staff, interventions, and materials.
Implementation Status: 4 - Full Implementation
SDWIHS has found that English Language Learner students need additional support and scaffolds to be successful. SDWIHS will address this need by providing an ELL paraprofessional or other trained bilingual support staff, such as ELL tutors, ELD Leads, and ELD Small Group Instructors. In addition, supplementary materials for the ELD program will be provided as needed. Students will receive individualized support based on their specific English Language proficiency level. SDWIHS uses an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing the designated and integrated ELD program is an integral part of the comprehensive program for every English Language Learner. No substantive difference in the planned action compared to the actual implementation.

Action 1.2: All academic interventions and program materials.
Implementation Status: 4 - Full Implementation
Through a multifaceted approach targeting instructional support and individualized student assessments, our intervention program delivers evidence-based academic support through one-on-one tutoring, Small Group Instruction classes, and differentiation. We address the varying

proficiency levels of incoming students through collaborative planning among educators and the strategic use of data-driven interventions. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and supports for students.
Implementation Status: 4 - Full Implementation
SDWIHS's Comprehensive Support and Improvement (CSI) Plan is focused on increasing student participation in tutoring, with a particular emphasis on fourth- and fifth-year seniors. A key priority in the coming years is to strengthen individual student engagement in tutoring sessions and ensure that each student builds a meaningful connection with a supportive tutor. Our CSI team meets regularly to review data and guide strategic actions to support the plan's success. This year, our primary goal was to boost tutoring participation among fourth- and fifth-year students and foster strong, consistent relationships with caring tutors. No substantive difference in the planned action compared to the actual implementation.s. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: 4 - Full Implementation

Counselors maintain regular contact with students and play a critical role in supporting their academic and post-secondary success. During a student’s senior year, counselors guide each student through the FAFSA process, help them define post-secondary goals, and assist with college applications. In collaboration with staff, counselors also provide social-emotional support and coordinate college and career field trips, guest speakers, and other post-secondary planning activities. Additionally, counselors work closely with the San Diego County Office of Education’s Foster Youth Services Coordinating Program and Homeless Education Services to offer targeted support for SDWIHS students. There was no substantive difference between the planned actions and their actual implementation.

Action 1.5: Student activities that increase learning efforts.
Implementation Status: 4 - Full Implementation

SDWIHS students are recognized for their efforts in meaningful and motivating ways. Recognition takes place during award nights, school celebrations, field trips, and enrichment experiences. These events have proven to inspire students to remain engaged, productive, and motivated to accelerate their learning. SDWIHS believes this action has positively influenced student work completion and contributed to increased graduation rates. There was no substantive difference between the planned action and its actual implementation.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Implementation Status: 5 - Full Implementation and Sustainability

SDWIHS is committed to employing fully credentialed teachers, and staff assignments are regularly reviewed to ensure there are no misassignments. Currently, there are no teacher vacancies. All new teachers engage in a structured onboarding process and are paired with a mentor teacher who provides ongoing support and guidance throughout the year. There was no substantive difference between the planned action and its actual implementation.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Implementation Status: 4 - Full Implementation

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

Action 1.8: Professional Development for English Learners.
Implementation Status: 4 - Full Implementation

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

Overall Successes:

SDWIHS achieved progress in multiple areas. NWEA growth in both Reading and Math improved, credit completion rates increased, and the one-year DASS cohort graduation rate exceeded the target for most subgroups. Credit completion growth for English Learners and low-income students outpaced the All Student group. Graduation rates for homeless and African American students surpassed the All Student group, and overall implementation demonstrated a high level of staff commitment to student success.

Overall Challenges:

Despite these gains, the EL reclassification rate declined from 9% to 7%, falling short of the 8.6% target. ELPI performance dropped 6%, shifting the school's status from yellow to orange. Credit completion rates, though improved, did not meet the 4.0 target. The school continues to face systemic challenges in closing academic gaps for unduplicated student groups, particularly in light of trauma and socio-economic hardship. Continued focus on evidence-based interventions, social-emotional supports, and targeted EL strategies remains critical.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 1.7 for interventions, were also fully expended.

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

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

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

Action 1.1: English Learners support staff, interventions, and materials.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: English Learner Progress Indicator and Reclassification Rate
Analysis Statement:
Our English Learner reclassification rate declined from 9% to 7%, falling below the target of 8.6%. The ELPI status also dropped by 6%, shifting SDWIHS from the yellow to the orange performance band. As a result, this action is considered only somewhat effective. While the school did not meet its performance goals, the decline was not significant, and improvement is anticipated in the 2025–26 school year. Based on a local needs assessment and supporting performance data, SDWIHS will continue to provide targeted support through trained bilingual staff, including EL paraprofessionals, ELD Leads, and ELD Small Group Instructors. These supports are expected to improve outcomes for English Learners. Additionally, supplementary instructional materials will continue to be provided as needed to enhance the ELD program.

Action 1.2: All academic interventions and program materials.
Effectiveness of Action: 2 - Effective
Metric: NWEA MAP
Analysis Statement:
The NWEA First Test Average (Metrics 1.2 and 1.5) showed an increase of +30.82 points in Reading Lexile and +194.48 points in Math Quantile compared to the previous year. Despite this improvement, following discussions with educational partners and a review of our assessment practices, we determined that these initial scores—captured at the beginning of the school year—do not reliably reflect student progress over time. When analyzing data for re-tested students, 54% demonstrated growth in Reading Lexile, a substantial increase from the 21% baseline and exceeding the 50% target. In Math, 59% of students showed Quantile growth, up from a 21% baseline and also surpassing the 50% target. All subgroups demonstrated significant gains in both Reading and Math.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: 2 - Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement:
SDWIHS's credit completion rate increased from a baseline of 2.91 to 3.13, with growth observed across all subgroups except foster youth. While this reflects meaningful progress, we continue to work toward our three-year target of 4.0. Our collaborative CSI/DA Team remains committed to implementing our SMART Goal to improve credit completion through intensive tutoring support. Research and internal data indicate that students who participate in tutoring earn approximately 1–3 more credits per learning period than those who do not. To accelerate progress—particularly for English Learners, low-income students, and foster youth—we are expanding tutoring services. Tutors are proactively engaging these students, providing targeted academic support to help close learning gaps and improve outcomes.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: 2 - Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement:
SDWIHS's one-year graduation rate reached 91.7%, a 13.3% increase from the baseline and surpassing the target outcome of 85%. Notably, the graduation rate for Homeless students was 94.1%, exceeding that of the All Student group. We continue to implement grade-level graduation initiatives that keep students focused on their post-secondary goals. All students have a personalized learning plan, which they regularly review with staff, including counselors, to ensure they remain on track for graduation. Once students reach senior-level credits, they receive robust support and preparation to successfully complete their high school journey.

Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: 2 - Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement:
Our credit completion rate increased significantly from 2.91 to 3.13 credits per learning period, though it fell just short of our target of 4.0. We believe continued improvement is achievable by implementing a comprehensive recognition program that engages both staff and students. Moving forward, we will work collaboratively to monitor which strategies most effectively motivate students to increase credit completion, with a focus on the connection between academic progress and meaningful enrichment activities.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: 3 - Somewhat Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement:
98% our teachers are highly qualified. We did not reach 100% due to a few teachers currently working under internship permits. These individuals are long-term staff members who were previously in tutoring or paraprofessional roles and were promoted to intern teaching positions. Both are on track to be fully credentialed by the next school year. 100% of staff were appropriately assigned. We believe that it's important to have staff that are appropriately assigned and who are fully qualified. Our admin team believes that the strategies in this action have been effective and we will continue to implement them with fidelity.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Effectiveness of Action: 2 - Effective
Metric: NWEA
Analysis Statement:
While NWEA Lexile and Quantile scores from the first test of the school year showed year-over-year improvement, we no longer consider this the most accurate measure of student skill development. Instead, we are focusing on student growth from pre-test to post-test, which provides a clearer picture of progress. Using this approach, we observed growth in both Reading and Math—54% and 59%, respectively. Intervention programs and personnel are vital to increasing the academic progress for all students, especially students identified as EL, FY, or LI.

Action 1.8: Professional Development for English Learners.
Effectiveness of Action: 2 - Somewhat Effective
Metric: English Learner Reclassification Rates and English Learner Progress Indicator
Analysis Statement:

Our English Learner reclassification rate declined from 9% to 7%, falling below the target of 8.6%. The ELPI status also dropped by 6%, shifting SDWIHS from the yellow to the orange performance band. As a result, this action is considered only somewhat effective. While the school did not meet its performance goals, the decline was not significant, and improvement is anticipated in the 2025–26 school year. To continue improving upon our current success, SDWIHS will continue to maintain positions for EL paraprofessionals, ELD Lead, and ELD Small Group Instructor. Supplementary materials will be provided to enhance the ELD program as needed. Staff training may include the development of an EL Tool Kit and professional development on evidence-based strategies such as the Sheltered Instruction Observation Protocol (SIOP) and scaffolding techniques like modeling, building schema, and contextualization.

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.

Action 1.1: English Learners support staff, interventions, and materials.
Due to not meeting the reclassification targets, there is a clear need for a dedicated person or team to monitor reclassification criteria throughout the school year and proactively alert teachers when requirements are unmet. Additionally, visibility and communication of this metric must be improved across all staff through more consistent and regular updates. To support ELPI improvement, the PLC team identified a need for professional development focused on the ELPAC, including strategies to target specific student skills and boost performance.

Action 1.3: Tutoring and supports for students.
While the school made significant progress on this goal, we fell just short of reaching the target of a 4.0 average credit completion per month. Based on feedback from educational partners, including PAC/ELAC and students, we will continue to implement this action. Through regular data analysis and reflective discussions, the Professional Learning Community (PLC) identified a need to strengthen tutoring practices, specifically in the areas of goal setting and student pacing. While tutoring had a positive impact on credit completion, the PLC noted inconsistencies in how tutors guided students in setting achievable academic goals and maintaining appropriate pacing through their coursework. This insight emerged from reviewing student progress data, tutor feedback, and observations. As a result, the PLC recommended focused training and support to help tutors structure sessions more effectively, ensuring students set clear, measurable goals and stay on track to meet their academic targets.

Action 1.7: Title 1 - Intervention programs and personnel to support students. This action will be discontinued because the school is not applying for Title 1 funds.

Action 1.8: Professional Development for English Learners.
This action had a positive impact on student performance, but we still fell short of our reclassification and ELPI goal. Staff would benefit from professional development on Sheltered Instruction Observation Protocols to better learn how to support English Learners. SIOP training

equips teachers with strategies to make academic content more accessible while promoting English language development through scaffolding, interactive instruction, and integrated language support. This leads to improved comprehension, academic performance, and reclassification rates for English Learners

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	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. • Paraprofessionals in ELD SGI classes. • EL Small Group Instruction (SGI). • English learner tutors. • Individualized English Language Development Plan (IELDP). • Access to other effective intervention programs such as System 44. Upon reviewing the local and state assessment data by subgroup, SDWIHS has identified achievement and performance gaps and programmatic/instructional needs for the English Language Learner student population. The English Language Learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and math data as reflected in the metric tables. Based on a local needs assessment, SDWIHS has found that the English Language Learner students need additional support and scaffolds to be successful. SDWIHS will address this need by providing an ELL paraprofessional or other trained bilingual support staff such as ELL tutors, ELD Leads, and ELD Small Group Instructors. In addition, supplementary materials for the ELD program will be provided as needed. Students will receive individualized support based on their specific English Language proficiency level. SDWIHS uses an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing the designated and integrated ELD program is an integral part of the comprehensive program for every English Language Learner. To meet each ELL student's linguistic, academic, and proficiency goals, the following programs have been developed: the newcomer program,	$2,415,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		structured English immersion, and mainstream English Language Arts. The support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. SDWIHS anticipates the student performance on CAASPP ELA and math and English Language Learner annual growth assessment to improve for these students. This action is designed to meet the needs most associated with English Language Learner students. Each student's language proficiency and academic progress will be monitored. SDWIHS expects their ELPAC scores and reclassification rates to increase because of each student's personalized academic support from qualified personnel.		
1.2	All academic interventions and program materials	Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. This action will address the following reds on the CA Dashboard API: ELA: All students, English learners, Hispanic, White, low-income Math: All students, English learners, Hispanic, White, low-income These student groups have average initial NWEA MAP scores at the following grade level: Reading: EL: 759 = 4th grade level LI: 946 = 6th grade level Math: EL: 665 = 5th grade level LI: 833 = 6th grade level To meet these needs, the LEA will provide the following: • NWEA MAP is used as a diagnostic to appropriately place students in interventions. • Increase monitoring of ELA and math courses assigned. • Collaborate around the effectiveness of intervention courses for ELA and math by increasing data tracking among all teachers. • Professional development for targeted instruction in intervention courses, such as, but not limited to SGI, Literacy, Read 180, Math 180.	$3,086,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		As demonstrated in the Identified Needs and Metrics sections, State and local assessments in ELA and Math indicate that some of the lowest-performing students are the English Language Learners, low-income, and foster youth student groups when compared to the All student group. SDWIHS will provide English Language Learners, low-income, and foster youth students with academic interventions such as small group instruction and intervention classes to improve their academic skills and accelerate their academic achievement. These actions have effectively increased students' mathematics and reading assessments and their NWEA scores. SDWIHS expects all students with low proficiency scores to benefit, making this action schoolwide. SDWIHS expects the NWEA math and reading scores to increase each year.		
1.3	Tutoring and supports for students	Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan, • Tutors are available for additional support. • Intensive tutoring for credit completion. • Improve tutor-student relationship to increase participation. • Access to tutors is both virtual and in-person. • Professional learning communities collaborate around student progress towards graduation. • Increase teacher referrals to tutoring and other supports. To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. As demonstrated in the Identified Needs and Metric section, graduation rates are among the LI, FY & EL student groups. To address the achievement gaps, tutors will provide support for our English Learners, low-income and foster youth students who are credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Local and virtual tutors are actively engaged in reaching out to our English Learners, low-income, and foster	$1,594,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards graduation. We expect that these actions will increase graduation rates for our English Learners, low-income. and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase each year.		
1.4	Counseling students towards graduation and materials	This action is designed to address Differentiated Assistance requirements. Eligibility for Differentiated Assistance: EL: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4). Hispanic: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4). LI: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4). White: Red status for the 4-5-year Graduation Rate (Priority 5), and red in ELA, Math (Priority 4). Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following: • Closely monitor and track the progress of potential grads, then collaborate and adjust around the results. • Provide additional support for potential graduates starting at the beginning of the year. • Counselors will meet more regularly with future grads. • Counselors help address obstacles to graduation. Some of the lowest graduation rates are among the English Language Learners, low-income, and foster youth student groups compared to the "All Student Group," as shown in the Identified Needs and Metrics sections. To address this need, counselors will connect with English Language Learners, low-income, and foster youth students to effectively monitor, and guide students to achieve their graduation goals. The counselors will	$782,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue to manage and support English Language Learners, low-income, and foster youth students with any obstacles. SDWIHS expects all students could benefit from these actions, making it a schoolwide action. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups.		
1.5	Student activities that increase learning efforts	Students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will also do the following: • Improve student participation in meaningful school activities and collaborate around best practices. • The school will acknowledge student achievement and celebrate student successes to get buy-in. • The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. • Group activities that celebrate progress • Enrichment experiences and field trips. English Language Learners, low-income, and foster youth students often complete fewer credits than expected. English Language Learners, low-income, and foster youth students show decreased motivation resulting in a lower credit completion rate. To address this need, students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in various ways that are meaningful to them. The recognition includes celebrations, field trips, and enrichment experiences. SDWIHS has witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will positively impact attendance, work completion, and graduation rates. SDWIHS expects all students could benefit from these actions, making it a schoolwide action. SDWIHS anticipates credit completion to increase to 4 credits per learning period.	$179,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Teachers and staff are qualified and appropriately assigned	All students will have access to fully credentialed teachers who are appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified so that students are served according to the legal requirements.	$17,902,474.00	No
1.8	Professional Development to Support English Learners and LTELs	Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following: • Professional development for effective EL strategies, such as SIOP. • Increase monitoring of progress for our EL students and collaboration around the results. • Professional development for implementing the EL Tool Kit. • Paraprofessionals in ELD SGI classes trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional learning communities, workshops, and conferences for staff. To stay above the state average for the English Language Learners' reclassification rate, SDWIHS will need additional support from certificated and classified staff who employ effective strategies that will help improve a student's ELPAC scores. To address this need, ELL students will be served by trained support personnel such as ELL paraprofessionals/tutors, ELD Leads, and ELD Small Group Instructors. In addition, supplementary materials for the ELD program will be provided as needed. Staff training may include developing an ELL Tool Kit, implementing effective ELL strategies using Sheltered Instruction Observational Protocol (SIOP), and scaffolding strategies such as modeling, building schema, and contextualization. Additionally, the staff will participate in workshops, conferences, and professional learning communities to build the capacity of staff to increase student performance. SDWIHS expects its ELPAC scores and reclassification rates to increase because of each student's personalized academic support from qualified personnel.	$500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participants in career ready courses – Priority 8 local metric	CTE – 150 JAG – 661 Pro Skills - 635 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE - 196 JAG - 796 Pro Skills - 817 DE - 34 Data Year: 2024-25 LPs1- 7		Foundations in JAG – 700 Work Readiness – 700 Data Year: 2026-27 LPs1-7	CTE:+46 JAG:+135 Pro Skills :+182 DE: 34 (w/o comparison)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Internal PowerBI		Data Source: Internal PowerBI	
2.2	CTE Course completion rate & CTE Pathway completer rate • Priority 4	CTE Course completion:44.34% Data Year: 2023-24 Data Source: Internal PowerBI CTE Pathway completer rate: 1.3% CDE Data Year: 2022-23 Data Source: CDE DataQuest	CTE Course completion: 60.25% Data Year: 2024-25 LPs1- 7 Data Source: Internal PowerBI CTE Pathway completer rate: 1.6% CDE Data Year: 2023-24 Data Source: CDE DataQuest		CTE Course completion: 49% Data Year: 2026-27 Data Source: Internal PowerBI CTE Pathway completer rate: 1.5% CDE Data Year: 2026-27 Data Source: CDE DataQuest	+15.91% CTE Course completion + 0.3% CTE Pathway completer rate
2.3	Dual Enrollment Participation	23 students participating in Dual Enrollment Data Year: 2023-24 LP 1-7 Data Source: Internal Tracking	32 students participating in Dual Enrollment Data Year: 2024-25 LPs1- 7 Data Source: Internal Tracking		65 students participating in Dual Enrollment Data Year: 26-27 LPs 1-7 Data Source: Internal Tracking	-9
2.4	Graduates with A-G Course Completion Graduates with A-G and CTE Pathway Completion Priority 4"	Graduates with A-G Course Completion: 1.9% Graduates with A-G + CTE Pathway Completion: 0.1%	Graduates with A-G Course Completion: 1.5% Graduates with A-G + CTE Pathway Completion: 0.0%		Graduates with A-G Course Completion: 2.0% Graduates with A-G + CTE Pathway Completion: 0.4%	-0.4% Graduates with A-G Course Completion -0.1% Graduates with A-G + CTE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: CDE DataQuest	Data Year: 2023-24 Data Source: CDE DataQuest		Data Year: 2026-27 Data Source: CDE DataQuest	Pathway Completion
2.5	College and Career Indicator/CCI, Students Identified as Prepared • Priority 8	All: 2.5% Prepared, Very Low Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CCI Orange Status, 4.6% Prepared, Increased 2.1% Data Year: 2023-24 Data Source: Dashboard 2024		5% Prepared Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	Increased 2.1%
2.6	Participation & Meeting or Exceeding Standards on Statewide Assessments: ELA – 11th grade CAASPP Math – 11th grade CAASPP Science – CAASPP Priority 4	ELA Participation: 95% Math Participation: 95% ELA All: 20% EL: 2% FY: ** LI: 21% SWD: 16% Homeless: 13% AA: 23% AS: 25% H/L: 18% WH: 26% Mathematics All: 6% EL: 4% FY: ** LI: 5% SWD: 2%	ELA Participation: 98.38% Math Participation: 98.38% ELA All: 31% EL: 5% FY:25% LI: 30% SWD: 11% Homeless: 13% AA: 26% AS: 67% H/L: 29% WH: 31% Mathematics All: 8% EL: 4% FY: **		ELA Participation: 95% Math Participation: 95% ELA All: 25% EL: 6% FY: 3% LI: 25% SWD: 19% Homeless: 15% AA: 25% AS: 26% H/L: 20% WH: 29% Mathematics All: 8% EL: 5% FY: 2%	ELA Participation: +3.38% Math Participation: +3.38% ELA All: +11.0% EL: +3.0% FY: 25% (w/o baseline) LI: +9.0% SWD: -5.0% Homeless: No Difference AA: +3.0% AS: +42.0% H/L: +11.0% WH: +5.0% Mathematics All: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 0% AA: 0% AS: ** H/L: 7% WH: 3% Science All: 16% EL: 7% FY: ** LI: 14% SWD: 7% Homeless: ** AA: ** AS: ** H/L: 14% WH: 29% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small count	LI: 9% SWD: 3% Homeless: 3% AA: 9% AS: ** H/L: 7% WH: 10% Science All: 4% EL: ** FY: ** LI: 6% SWD: ** Homeless: ** AA: ** AS: ** H/L: 6% WH: ** Data Year: 2023-24 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small count		LI: 7% SWD: 3% Homeless: 2% AA: 2% AS: 2% H/L: 8% WH: 4% Science All: 18% EL: 8% FY: 2% LI: 15% SWD: 8% Homeless: 2% AA: 2% AS: 2% H/L: 15% WH: 30% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	EL: No Difference FY: (w/o comparison) LI: +4.0% SWD: +1.0% Homeless: +3.0% AA: +9.0% AS: (w/o comparison) H/L: No Difference WH: +7.0% Science All: -12.0% EL: +7% FY: (w/o comparison) LI: -8.0% SWD: 7%(w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: -8.0% WH: 29% (w/o comparison)
2.7	CA Dashboard - Academic Performance Indicator ELA Status and Mathematics Status	ELA - Declined 20.6 Pts, Red Math - Declined 17.2 Pts, Red Data Year: 2023	ELA - Orange Status, Increased 26.7 Pts, Math - Orange Status,		ELA - Increased Pts, Orange or Above Math - Increased Pts, Orange or Above	ELA - Increased 26.7 Pts Math - Increased 17.2 Pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard	Increased 17.2 Pts, Data Year: 2023-24 Data Source: Dashboard Fall 2024		Data Year: 2026 Data Source: CA Dashboard	
2.8	Access to Standards-Aligned Materials - Priority 1	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: CA Dashboard		100% Access Data Year: 2026 Data Source: CA Dashboard	No Difference
2.9	Implementation of State Academic Standards and EL Courses - Priority 2	4.80 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.80 out of 5.0 Data Year: 2024 Data Source: Dashboard Fall 2024		5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	No Difference
2.10	Access to a Broad Course of Study - Priority 7	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: CA Dashboard		100% of students have access to board range of courses Data Year: 2026 Data Source: CA Dashboard	No Difference

Goal Analysis [2024-25]

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

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

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

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

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

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Implementation Status: 4 - Full Implementation
Students complete CTE pathways and courses in Child Development, Business Management, Food Service and Hospitality, Information Support and Services, Operations, Patient Care, and Performing Arts. The A-G registrar works closely with the site to determine who is close to completion. In addition, students are assigned A-G courses on their annual course plan. No substantive difference in the planned action compared to the actual implementation.

Action 2.2: Professional development addressing English Learners, low income, and foster youth students.
Implementation Status: 4 - Full Implementation
The professional learning for English Learners, low-income, foster, and homeless youth has been two-fold. Staff have attended conferences, and the staff have been provided professional development during workshops. The EL Department has participated in CABE workshops and conferences, and the counselors routinely attend workshops and work closely with SDCOE's Foster Youth Services Coordinating Programs and Homeless Education Services. In addition, the counselors attend the ASCA Conference, which provides additional ways of supporting students with social-emotional support. The Data Regional Instructional Specialist meets with each point of contact to review and train how to run the ELPAC assessment and other state assessments. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.
Implementation Status: 5 - Full Implementation and Sustainability
SDWIHS provides hotspots and computers for every student who needs one to complete their coursework. A laptop and hotspot ensure all students can receive their online materials and communicate with their teacher. Chromebooks and hotspots are ordered as new students enroll to meet the site's needs. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction
Implementation Status: 5 - Full Implementation and Sustainability

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

Action 2.5: Educational materials for an effective program.
Implementation Status: 5 - Full Implementation and Sustainability
The Regional Instruction Specialist works with teachers and site administrators to determine schoolwide professional learning. The school decides if the curriculum needs revision and what new courses must be developed. New textbooks and supplemental materials are available to teachers and students. In addition to textbooks and supplementary materials, teachers use manipulatives to teach the curriculum. No students are lacking materials. No substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and Secure Facilities
Implementation Status: 5 - Full Implementation and Sustainability
The facilities department uses the Facility Inspection Tool (FIT) and reports their findings. This year the facility earned an overall rating of exemplary. Our site is trained by our Director of Safety and Security on an annual basis. We also have a safety coordinator on site who completes monthly safety checks, ensuring that our site is secure. Additionally, all staff members complete annual training modules on safety and security. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school successfully implemented the actions for our goals without any significant deviations. CTE participation and proficiency in professional skills continue to remain high. Standards implementation is strong, and the added coaching support for teachers this year has been invaluable. We have experienced numerous successes in Goal 2, thanks to a dedicated team of employees who bring passion and care to the learning environment. As a result, we have achieved greater participation in CTE and college dual-enrollment opportunities. Our school fosters a safe, inclusive learning environment, offering students personalized learning experiences with ample opportunities to engage with teachers individually and in small group settings or through tutoring. Additionally, we've expanded CTE and dual-enrollment offerings while encouraging students to pursue post-secondary opportunities, whether in a career or higher education.

Overall Challenges: Our school faced challenges in the implementation of Goal 2 this year, particularly with A-G course completion, as many students enroll with low Math and English proficiency levels. To address this, we offer intervention courses for students below grade level, supporting them in meeting their career or college aspirations. However, we continue to see performance on the CAASPP below our targeted goals, with too few students completing a CTE pathway compared to our target, and A-G completion remaining below expectations. Despite these challenges, our focus remains on preparing college-ready students, and we anticipate improvements in our CCI indicator over the next year as our efforts to increase dual enrollment participation begin to show results in our graduating class.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English

Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

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

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

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: Work Readiness and CTE courses, CTE and A-G (Metrics 2.1 - 2.5)
Analysis Statement: As noted in the metrics section above, our Work Readiness and CTE data indicate that 817 students enrolled in Pro Skills and 196 in CTE courses. Compared to the baseline, this represents an increase of 46 students in CTE and 135 students in JAG. Additionally, our college readiness, as measured by A-G completion, decreased by -0.4%. While this is a slight decrease, continued efforts are needed to strengthen outcomes in this area. Our collaborative team of administrators, along with the CSI/DA Team, conducted a needs assessment using school data and will work to increase the counselors' capacity to support these courses for our students. We believe that by fostering a Professional Learning Community and strengthening our whole-school approach, we will see continued progress in the future. Research shows that students who participate in CTE programs and develop professional skills are better equipped to succeed in the workforce.

Action 2.2: Professional development addressing English Learners, low income and foster youth students.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: CAASPP for English Language Arts and Math (Metric 2.6)
Analysis Statement: In our assessment of CAASPP scores detailed above the scores show that 31% of 11th-grade students were proficient in ELA, reflecting a +11 percentage point increase from the previous year. Math proficiency increased by +2 percentage points, while Science scores decreased -12% percentage points. Our expected outcomes targets for ELA and Math were met this year. We exceeded our expected outcome target of 25% in ELA by +6% points which is a positive trend for our students. For Math, we hit our expected outcome of 8% proficiency. For Science, we saw a decreasing trend of -12% percentage points towards our expected outcome of 18% proficiency. Our team of administrators, in collaboration with the CSI/DA team, conducted a needs assessment using school data and will work together as a Professional Learning Community to more effectively monitor student preparation for the CAASPP. We recognize the challenges the exam poses for students who are below grade level, and we understand that thorough preparation is key to helping students feel ready and confident. Professional development for staff will remain a central focus of this action, as we know that highly effective teachers are essential to improving student performance.

Action 2.3: Technology Access and Support.
Effectiveness of Action: 3 - Effective

Metric: 100% of students offered Chromebook and hotspot upon enrollment.
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows all of our students receive hot spots and computers so that they can complete coursework. Our admin team and teachers believe that the strategies in this action have been effective, and we will continue to monitor and provide access to technology for all our students. All English Language Learners, low-income, and foster youth students will have 100% access to the curriculum and instructional support, including access to effective technology platforms and support programs.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Effectiveness of Action: 2 - Somewhat Effective
Metric: CDE Standards Implementation Rubric.
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our high-quality standards-based curriculum continues to be fully implemented. We are currently at 4.80, which is full implementation of CA Standards. However, we are not at 5.0, which is full implementation and sustainability. We know that we are not at a 5 in our World Languages and Social Studies curriculum. Our teachers and administration work collaboratively to consistently improve the quality of our curriculum and its implementation. Each year we have increased, but we did not reach sustainability in all categories.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: 3 - Effective
Metric: Regional Monitoring by Instructional Specialists
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows all of our sites have adequate materials and are constantly being monitored by regional instructional specialists. Each year the school takes inventory of its materials to make sure that they are current, and we continually purchase state-adopted texts and supplemental materials. Teachers have a variety of educational materials and manipulatives to support reading, writing, and math.

Action 2.6: Safe and Secure Facilities.
Effectiveness of Action: 3 - Effective
Metric: Facilities Inspection Tool (FIT)
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates that all areas evaluated by the Facility Inspection Tool received an exemplary rating. Additionally, our school has a Director of Safety and Security who makes sure that we comply with our safety plan. The school survey also shows that nearly all our students and teachers feel safe. Our school staff and parents agree that this is an important action to continue into the next school year.

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.

There were no changes made to the metrics, outcomes or actions for this goal.

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	Career and college-readiness for English Language Learners, low-income and foster youth students	Students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: • Increase marketing and monitoring of course assignments for A-G, CTE, and dual enrollment. • Counselors and teachers will promote CTE programs and pathways offered. • WIOA, job training, and placement as much as possible. • College and Career days as well as field trips, promote student interest and exploration. Some of the lowest college and career-readiness rates are among the English Language Learners, low-income, and foster youth student groups who fall below the state average of 16.3% for graduates completing a CTE pathway and 43.8% completing A-G courses. To address this need, the English Language Learners, low-income, and foster youth students complete a career inventory and a professional skills course to align the student's interests with coursework, CTE Pathways, and post-secondary goals. SDWIHS considers local employment opportunities and student interests to help guide students into practical coursework. Support personnel, partnerships, and materials are essential to tailor and implement the curriculum for students. SDWIHS has witnessed many of the students be successful in these programs. SDWIHS expects all students with low proficiency will benefit, making this an LEA-wide action. These actions will positively impact the college and career-readiness rates for the student population, and the A-G and CTE completion rates will increase each year.	$801,000.00	Yes
2.2	Professional development addressing English	Students participate in a comprehensive recognition program that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following:	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Language Learners, low-income and foster youth students	• Additional professional development to support teachers in meeting the needs of EL, LTEL, FY and LI students. • Regional trainings, workshops/seminars. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth. As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in ELA, math, and science, CA Dashboard results show that many of the lowest-performing students are the English Language Learners, low-income, and foster youth student groups compared to the “All" Student Group. To address this issue, professional development for the teachers and staff is essential for the progress of the English Language Learners, low-income, and foster youth students. To build the staff capacity and meet the needs of the students, the staff will attend training, conferences, workshops, and work within professional learning communities. There has been a positive impact on the opportunity youth due to training in trauma-informed practices. SDWIHS anticipates increased professional collaboration and learning, and state assessment results for English Language Learners, low-income, and foster youth students will rise. SDWIHS expects all students with low proficiency will benefit, making this an LEA-wide action. SDWIHS expects that these actions will have a positive impact on students with CAASPP scores and the CA Dashboard will increase by 1 level.		
2.3	Technology Access & Support	All English Learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This is an ongoing effort to help them to access their curriculum and instructional support. We will do the following: • Upon enrollment provide every student with a computer. • Provide every student with a hotspot as necessary. • Provide students and teachers with tech support to ensure access to curriculum and instruction. All English Language Learners, low-income, and foster youth students will have 100% access to the curriculum and instructional support, which involves access to effective technology platforms and support programs.	$475,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers and staff continually support students' access to technology and provide training and materials to close gaps. SDWIHS has seen this action be effective with the students during the last year. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the students by sustaining 100% access to the educational program.		
2.4	Support for Standards-based Curriculum and Instruction	All English Learners, LTELs, low-income and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following: • VAPA coursework will be increased. • Regional leadership for curriculum and instruction will participate in local curriculum review. • Engage in dialogue in collaborative groups. • Provide input on aligning standards to instructional practices. • Analyze data results to develop and improve practices and processes. All English Language Learners, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We use the implementation score for the standards-based curriculum from the CDE Standards Implementation Rubric. To address this, SDWIHS will continue to collaborate and develop a high-quality, personalized curriculum to support the needs of each student. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the educational program resulting in a score of 5.0 on the CDE rubric.	$343,000.00	Yes
2.5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. SDWIHS continues to purchase state-adopted texts and update supplemental materials regularly to meet the students' academic needs.	$15,570,534.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Safe and secure facilities	SDWIHS provides learning facilities for the students that are safe and secure. SDWIHS monitors the sites each year using the Facility Inspection Tool (FIT).	$7,418,550.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Retention Rate w/ Return to District - Local	84.67% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.78% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+15.11%
3.2	Attendance Rate 85% - Priority 5	92.33%	All: 84.89%		90% or higher	-7.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	
3.3	Non-Completer Rate - Local Dropout Metric	8.91% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 7.22% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		10% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-1.69%
3.4	Success Rate (Graduation, Retention, Rematriculation) - Local	90.63% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.78% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		Success Rate – maintain 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+9.15%
3.5	Suspension Rate - Priority 6	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI and Dashboard 2024		0% low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference
3.6	Expulsion Rate - Priority 6	0% Data Year: 2023-24 LPs 1-7	All: 0% Data Year: 2024-25 LPs1-7		0% low rate Data Year: 2026-27 LPs 1-7	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI or CA Dashboard 2023	Data Source: Internal PowerBI and Dashboard 2024		Data Source: Internal PowerBI or CA Dashboard 2026	
3.7	School Facilities - Priority 1	Exemplary Data Year: 2023 Data Source: CA Dashboard	Exemplary Data Year: 2024-25 LPs1-7 Data Source: Dashboard Fall 2024		Exemplary condition Data Year: 2026 Data Source: CA Dashboard	No Difference

Goal Analysis [2024-25]

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

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

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

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

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

Action 3.1: Student Retention
Implementation Status: 5 - Fully Implemented and Sustainability
Our entire school focuses on retention as a measurement of success. Our Student Retention Support (SRS) team consistently supports students in tiers of engagement by making calls, texting, emailing, and collaborating with all staff to identify and remove barriers that may impact a student's attendance and participation. Data and Design is an online platform used to communicate with students and families. SRS's work diligently to close gaps in communication between student/family and teaching staff. This often calls for home visits in an attempt to connect and encourage students to attend their weekly synchronous instruction appointments, as well as complete their coursework. No substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and Emotional Supports

Implementation Status: 5 - Fully Implemented and Sustainability
At the heart of our mission is nurturing the mental and socio-emotional health of our students alongside their academic growth. For instance, we have mental health partners in the community that connect students and their families with personalized mental health and recovery services. Our HOPE Program provides vital resources and parenting support to students with children. Additionally, all staff are trained in trauma-resilient strategies and the school is now an accredited Trauma Resilient Educational Community to support holistic student development. No substantive difference in the planned action compared to the actual implementation.

Action 3.3: Access to Transportation
Implementation Status: 5 - Fully Implemented and Sustainability
Providing transportation to students positively impacts their attendance and credit completion. Students are provided with daily and monthly bus passes. These passes are used to attend school and return home from school. No substantive difference in the planned action compared to the actual implementation.

Action 3.4: Access to Nutrition
Implementation Status: 5 - Fully Implemented and Sustainability
Students receive nutrition at the school daily. Providing students with daily nutrition ensures all students are ready to work and receive instruction. All students have access to quality nutrition, food services, and alternative ways of delivering meals to homes if needed. Providing food helps students remain connected to the school. No substantive difference in the planned action compared to the actual implementation.

Action 3.5: Title 1 – Helping Homeless
Implementation Status: 5 - Fully Implemented and Sustainability
SDWIHS provided the following services to help 100% of homeless students: transcript evaluation to see if they qualify for AB1806, connected with outside resources for food, and other essential items our homeless students may need.. All staff are trained to help identify McKinney Vento students. The staff are trained to assist those students who do not self-identify as Homeless upon enrollment. We have also connected students and families to outside agencies for critical resources. The school counselors, who serve as liaisons, contact the students/families to provide resources. Under Title I, homeless students can receive hygiene kits, nutrition, backpacks, clothing, etc. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school successfully implemented the actions outlined for our goals, with no substantial differences between planned and actual outcomes. The implementation of our student retention strategies has been highly effective, as demonstrated by our Student Success metric, led by our dedicated Student Retention Support (SRS) team. Through proactive engagement methods such as calls, texts, emails, and home visits, we have successfully identified and removed barriers to student attendance and participation. Furthermore, our socioemotional support programs have played a critical role in student success by offering initiatives like Experiential Learning Opportunities and Resiliency Programs. These programs provide essential resources and help students navigate both academic and personal challenges. Additionally, our commitment to offering nutritious food options at school sites has fostered a strong sense of community while mitigating hunger-related distractions, ensuring a conducive environment for learning.

Overall Challenges: Our school faced significant challenges in addressing the wide scope of students' social-emotional and mental health needs, which were exacerbated by external factors, as well as the considerable learning gaps in ELA and Math. Despite our ongoing efforts

to implement all of the actions outlined in Goal 3, the rise in students' social-emotional needs and homelessness—both within our student population and society at large—have created additional barriers. While we have made notable improvements in our Goal 3 performance, this progress has not been reflected in student performance on standardized testing.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, used to support actions in Action 3.5 for homeless students, were also fully expended.

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

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

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

Action 3.1: Student Retention
Effectiveness of Action: 3 - Effective
Metric: Retention Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates that our retention rate of 99.78% exceeded both our expected outcome of 80+% and our established baseline. We believe that higher student retention is closely linked to greater student satisfaction with our program, ultimately contributing to improved graduation rates and long-term success. The comprehensive student support services offered by the school have seen significant improvement, with tiered re-engagement plans playing a key role in maintaining enrollment and fostering academic progress. We are committed to finding innovative solutions to complex challenges and use a variety of communication methods to stay connected with students and their families. In addition to regular communication, home visits are made to ensure students not only hear that we value them but also feel our support in person.

Action 3.2: Social and Emotional Supports
Effectiveness of Action: 3 - Effective
Metric: Success Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates a strong success rate of 99.78%, surpassing our expected outcome of 80+%. Our success can be attributed to our significant investment in counselors, social-emotional support services, community resources, and innovative solutions. For example, we ensure that counselors are available during school to address urgent social-emotional needs. Our staff members have been trained in trauma-informed practices. Additionally, LCAP funding has allowed us to expand elective programs and create positive school culture initiatives, such as student clubs, field trips, school

events, and awards ceremonies. Parenting students benefit from our Helping Our Parents in Education (HOPE) program, which provides essential services and childcare items—such as diapers, formula, and clothing—at no cost, ensuring they have the support they need to succeed both as parents and students.

Action 3.3: Access to Transportation
Effectiveness of Action: 2 - Somewhat Effective
Metric: Attendance Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates that our attendance rate was 84.89%, below our expected outcome of 90+%. We will continue to analyze our current practices and make adjustments to our plans. Attendance is an important metric for us and we know our students face a multitude of barriers to their education. For those facing significant transportation challenges, we partner with local city transit to ensure they can attend school. These investments have positively impacted student attendance, and we plan to continue offering these services.

Action 3.4: Access to Nutrition
Effectiveness of Action: 3 - Effective
Metric: Non-completer Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates that our non-completer rate was 7.22%, which is significantly below our expected outcome of 10%. We provide regular opportunities for students to access nutritious meals offered by the school. Throughout the year, our leadership teams organize workshops, school meetings, informational seminars, and events, all of which include complimentary meals for students and their families.

Action 3.5: Title 1 – Helping Homeless
Effectiveness of Action: 3 - Effective
Metric: Percentage of Homeless Served
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows all of our homeless students were provided services this year.

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.

Action 3.5: Title 1 – Helping Homeless. This action will be discontinued because the school is not applying for Title 1 funds.

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	Student Retention	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following: • Our student retention support personnel will engage in active outreach. • Student retention services will be trained. • Provide additional services that support retention. The English Language Learners, low-income, and foster youth student population has some of the lowest attendance rates. Ensuring that the English Language Learners, low-income, and foster youth students attend and remain in school is foundational to the program. SDWIHS serves English Language Learners, low-income, and foster youth students with high mobility rates who are typically behind in credits and have been out of school for about a semester or more. Ensuring that English Language Learners, low-income, and foster youth students are attending and remaining in school is critical to meeting the needs of each student. SDWIHS has trained personnel who provide outreach and monitor students so that their attendance is regular. SDWIHS also has a comprehensive recognition program. SDWIHS will continue this practice because the data shows that the school has been successful with the majority of the students each year. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the retention rate, which will stay above 90% each year.	$1,004,909.00	Yes
3.2	Social and Emotional Supports	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following: • Our SEL programs are offered as necessary. • Additional counseling, support personnel, and professional development. • Providing additional services that support student success such as yoga and SEL courses. During the pandemic, the English Language Learners, low-income, and	$2,066,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth student population sustained the most social-emotional trauma, which impacted the success (graduation rate), retention, and re-matriculation rate. SDWIHS will increase the trauma-informed practices that have helped address many of the social-emotional needs of English Language Learners, low-income, and foster youth students. Programs that positively impact students include TREC, HOPE, counseling, support personnel, social workers, professional development, sports, and yoga. SDWIHS will continue to provide and build on these actions and services for the English Language Learners, low-income, and foster youth student groups. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions will have a positive impact on the success rate, which will stay above 90% each year.		
3.3	Access to Transportation	All English Learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following: • Provide metro or bus passes to facilitate their access to public transportation. • Provide additional transportation services that support attendance in other areas. The English Language Learners, low-income, and foster youth students are frequently without access to transportation to school or other related programs. Good attendance is critical for student learning. SDWIHS provides metro passes, bus services, and other alternative transportation options to mitigate this obstacle. SDWIHS will continue to offer this additional service for students because SDWIHS has seen it improve their access to school and programs. These actions will positively impact the attendance rates of English Language Learners, low-income, and foster youth students. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact attendance, and the average attendance rate will increase above 85% each year.	$58,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Access to Nutrition	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their completer rate. We will do the following: • Ensure that students have access to food on site. • Provide additional services that support nutrition. Food services for English Language Learners, low-income, and foster youth students are a serious concern. SDWIHS plans to offer nutrition to all student groups to mitigate the drop-out (non-completer) for the independent study program. To address this, SDWIHS will ensure all students have access to quality nutrition and food services and provide alternative ways of delivering meals to homes. These actions will decrease the non-completer rates for the English Language Learners, low-income, and foster youth student groups. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the non-completer rate, which will remain below 10% each year.	$70,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Educational Partner Participation in School/Community Events and Activities	Participation: 4222 Enrollment: 2492 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation: 2730 Enrollment: 2722 (CBEDS Enrollment #) Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		2500+ Educational Partner Participants - Above Enrollment each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	-1492
4.2	PAC and ELAC Participation - Priority 3	129 Participants	620 participants to date		150 PAC and ELAC Participation	+491

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		- Increase each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	
4.3	Maintain partnerships with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members	Count of Total Partnerships = 21 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Count of Total Partnerships = 38 Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		Maintain a minimum of 20 partnerships Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+10
4.4	Parent Survey - Participation, Feel Safe, Connected, and Feel Engaged - Priority 3	Participation: 19% Feel Safe: 100% Feel Connected: 93% Feel Engaged and encouraged to participate: 84% Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Participation: 25% Feel Safe: 100% Feel Connected: 99% Feel Engaged and encouraged to participate: 98% Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Participation: 50% Feel Safe: 90% Feel Connected: 90% Feel Engaged and encouraged to participate: 90% Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Participation: +6% Feel Safe: No Difference Feel Connected: +6% Feel Engaged and encouraged to participate: +14%
4.5	Student Survey - Participation, Feel Safe, Connected, and Engaged - Priority 6	Participation: 43% Feel Safe: 100% Feel Connected: 95% Feel Engaged: 99%	Participation: 48% Feel Safe: 99% Feel Connected: 98% Feel Engaged and encouraged to		Participation: 65% Feel Safe: 90% Feel Connected: 90% Feel Engaged: 90%	Participation: +5% Feel Safe: -1% Feel Connected: +3% Feel Engaged and encouraged to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: School Survey	participate: 99% Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Data Year: 2026-27 LPs 1-7 Data Source: School Survey	participate: No Difference
4.6	Staff Survey - Participation, Feel Safe, Connected, and Engaged - Priority 6	Participation: 72% Feel Safe: 98% Feel Connected: 100% Feel Engaged: 99% Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Participation: 74% Feel Safe: 98% Feel Connected: 98% Feel Engaged and encouraged to participate: 97% Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Participation: 80% Feel Safe: 90% Feel Connected: 90% Feel Engaged: 90% Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Participation: +2% Feel Safe: No Difference Feel Connected: -2% Feel Engaged and encouraged to participate: -2%

Goal Analysis [2024-25]

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

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

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

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

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

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Implementation Status: 5 - Full Implementation and Sustainability
The school has had the following activities: Orientation, Open House, the Annual Title 1 Meeting, Parent Advisory Committee Meetings, English Learner Parent Advisory Meetings, and Community Events. Community partners actively engage with the school throughout the year by providing student workshops and on-site mentorships. No substantive difference in the planned action compared to the actual implementation.

Action 4.2: Translation and Outreach Services
Implementation Status: 5- Full Implementation and Sustainability
Written and verbal communication in parents' primary language is essential for parent meetings, student orientations, and parent-teacher conferences. Written and verbal translation ensures critical information is conveyed to parents. Letters and other communications are translated into the student's and family's preferred language. No substantive difference in the planned action compared to the actual implementation.

Action 4.3: Educational Partner Engagement
Implementation Status: 5 - Full Implementation and Sustainability
The community liaison helps increase coordination and communication with the school community. This year, parents were encouraged to participate in the activities: Open House, parent-teacher conferences, PAC/ELAC meetings, and school events. The community liaison develops and works with community partners to provide the school with events and opportunities for students and families. Additionally, through workforce partnerships, students can access employment and job training.

Action 4.4: Title 1 – Parent Engagement
Implementation Status: 5 - Full Implementation and Sustainability
The Annual Title I Meeting had many participants. Families participated in engagement opportunities and shared important information regarding the school's Title I funding. Parents/Guardians are invited to provide feedback, make recommendations, and ask questions during all meetings. No substantive difference in the planned action compared to the actual implementation.

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

Overall Challenges: Our school continually works to improve how educational partners can remain engaged and provide input to the school program. While attendance at PAC/ELAC and other school events is growing, it has been difficult to find Educational Partners who are committed to being long term partners in our PAC and ELAC. This is where the most authentic feedback is gathered and because attendance and participation is transitory, parents often do not actively participate and share input without first being asked. We want to build

the capacity of our parents to be a more active school partner. SDWIHS increased the number of participants who completed the annual school survey, which helped provide insight into the LCAP goals and other school processes.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 4 for Parent Engagement, were also fully expended.

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

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

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

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Effectiveness of Action: 2 - Somewhat Effective
Metric: Participation Counts
Analysis Statement: As noted in the metric section above, our participation count data show that we are engaging Educational Partners well beyond our desired outcomes. We had a baseline parent participation count of 4,222 and ended year 1 with 2,730 participants. This exceeded our expected outcome however it did not exceed our baseline metric. SDWIHS will continue to survey Educational Partners and offer a variety of meaningful school activities for their participation. The past several years parent/guardian participation was over 3,000+ parent participants; we are looking to hit that mark again. Attendance at our PAC and ELAC also exceeded our baseline and was over our desired outcome. We more than quadrupled attendance from baseline to year 1, with 620 Educational Partners in attendance. This is a result of our school's outreach efforts. SDWIHS will continue to provide a community liaison who does outreach to promote the school as a welcoming place for everyone.

Action 4.2: Translation and Outreach Services
Effectiveness of Action: 3 - Effective
Metric: PAC/ELAC Participation
Analysis Statement: As noted in the metric section above, our PAC/ELAC participation shows that many English Language Learners, low-income, and foster youth students speak a language other than English at home. The English Language Learners, low-income, and foster youth students require effective communication and outreach regarding the educational programs and opportunities at the school.

Translation into the families' primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are essential to the school programs.

Action 4.3: Educational Partner Engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: As noted in the metric section above, our school survey data show that 98% of parents feel encouraged to participate. This is a +14% increase from the previous year and it is 8% above our expected outcome of 90%. Of the students surveyed, 99% report feeling safe at school and 99% report feeling connected. In order to maintain these positive outcomes, we continually reflect on our practices and collaborate as a team in ensuring a positive school environment. Our PAC/ELAC and Leadership Team believes that the strategies in this action have been upgraded for the next year. Staff also report feeling safe at 98% and connected to the school at 98%.

Action 4.4: Title 1 – Parent Engagement
Effectiveness of Action: 3 - Effective
Metric: Title 1 Meeting Participation
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above demonstrates that our Title 1 Meeting participation reflects the effectiveness of our efforts to engage parents. Parents attended the Title 1 Annual Meeting and learned more about how we are using the funds to support our Literacy Program. The Title 1 reservation for Parent Engagement was used for outreach and translation services and because of these efforts, attendance at the Title 1 meeting was high.

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.

Action 4.4: Title 1 – Parent Engagement. This action will be discontinued because the school is not applying for Title 1 funds.

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
4.1	Community/Parent Liaison and Meaningful School Activities	All parents of English learners, LTELs, low-income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following: • Community liaison who does outreach. • Provide meaningful parent activities. • Promote events and activities for parents to participate in at school.	$475,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The parents/guardians of English Language Learners, low-income, and foster youth students are some of the least involved educational partners. Parent/guardian and other educational partner engagement are essential to effective schooling for English Language Learners, low-income, and foster youth students. SDWIHS knows that parents/guardians and their families have difficulty engaging in meaningful school activities. SDWIHS will continue to provide a community and parent liaison who does outreach to promote the school as a welcoming place for everyone. The school will continue to provide this action because we know that parent/guardian engagement is essential and helpful in promoting the value of education in the family. These actions will increase the involvement of the parents/guardians of English Language Learners, low-income, and foster youth students in completing the surveys and parent/guardian meeting attendance. SDWIHS expects all credit deficient students to benefit from this action, making this an LEA-wide action. SDWIHS expects the number of participants to be above the school enrollment each year.		
4.2	Translation and Outreach Services	All English Learners, LTELs, low-income and foster youth students, and parents will be supported with actions and services to improve their translation needs. We will do the following: • Our translation services are capable of translating for multiple languages in writing. • Oral translation services are also provided at school events. • Provide additional translation and outreach services as necessary. Many English Language Learners, low-income, and foster youth students speak a language other than English at home. The English Language Learners, low-income, and foster youth students require effective communication and outreach regarding the educational programs and opportunities at the school. Translation into the families' primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are essential to the school programs. SDWIHS will continue to support these efforts at school events and translate materials into multiple languages. These actions will increase parent/guardian attendance and increase course completion and	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduation rates for the English Language Learners, low-income, and foster youth student population. SDWIHS expects these actions will increase the English Language Learners, low-income, and foster youth students' sense of connectedness. SDWIHS expects all students to benefit from this action, making this an LEA-wide action. SDWIHS expects students to report over 90% feel connected to school each year.		
4.3	Educational Partner Engagement	Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low-income, and foster youth. We will do the following: • Provide meaningful educational partner engagement activities. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. The English Language Learners, low-income, and foster youth student population has some of the lowest attendance rates. School activities and events are important to the English Language Learners, low-income, and foster youth students and their families so that they feel connected to the school's purpose and have increased engagement. Expenses for these include but are not limited to communications, outreach, materials, and transportation. SDWIHS will continue this action because the school has witnessed the positive impact on schools when barriers The English Language Learners, low-income, and foster youth student population and their families often struggle with being involved in meaningful school activities. Sustaining educational partner engagement requires communications, outreach, materials, activities, and transportation expenses. SDWIHS will continue this action because the school has witnessed a positive impact on the school when barriers to access are removed for English Language Learners, low-income, and foster youth students. SDWIHS expects all students to benefit from this action, making this an LEA-wide action. SDWIHS expects parents/guardians will report over 90% feel encouraged to participate each year, based on the school survey.	$3,500.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,370,409.00	$1,553,637.00

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
32.208%	0.000%	$0.00	32.208%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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
	our English learners and socioeconomically disadvantaged students are far below grade level. Additionally, we examined the needs of our student groups in the red on the 2023 CA Dashboard, which were our English learners, Hispanic, White, and socioeconomically disadvantaged student groups in both ELA and Math. We found that our Hispanic and White students were also low-income students. The 2024 CA Dashboard for ELA and Math, had LTELs and students with disabilities in the red (Metrics are reported in Goal #2). Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Scope:** Schoolwide	tutors, focused on the implementation of intervention programs. Training to include effective strategies and pedagogies proven to increase student achievement. We will develop and implement any additional intervention programs for students who require additional support. These programs may involve one-on-one tutoring, small-group instruction, or specialized resources. We will collaborate on student progress data in these interventions. Throughout the school year and on an ongoing basis, students are assessed in NWEA as they enroll in our program. They will be given appropriate interventions as necessary, and their learning will be supported by a variety of support staff. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	CA Dashboard Academic Indicator results for ELA and Math We will also consider input from the parents of participating students to enhance the quality of the programs provided.
1.3	**Action:** Tutoring and supports for students **Need:** To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the 2023 CA Dashboard for their Graduation Rate. These were our all-student group, African American, Hispanic, Two or More Races, White, English learners,	To address this, we will continue to implement a detailed PLC plan to focus on students who are 30 credits or less from graduating for CSI and increase teacher referrals for students. In addition, we will increase efforts to promote tutoring to students. We are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and additional referrals will increase student participation in tutoring.	We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: African American, Hispanic, Two or More Races, White, English learners, homeless, students with disabilities,

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
	homeless, and students with disabilities. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 Dashboard had these student groups in the red for graduation rate: African-American, White, Hispanic, two or more races, English leaners, LTELs, homeless, socioeconomically disadvantaged, and students with disabilities. Additionally, students who enroll with us are typically about 30 or more credits behind in school. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. **Scope:** Schoolwide	This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in person and are available during school hours and on Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	and socioeconomically disadvantaged student groups, we expect them to increase each year. Additionally, student groups on the Dashboard graduation rate will be monitored. We will also consider input from the parents of participating students to enhance the quality of the program provided.
1.4	**Action:** Counseling students towards graduation and materials **Need:** To address the requirements of Differentiated Assistance (DA) we developed this action. The San Diego County Office of Education has provided training. Our school did a collaborative evaluation of the performance results from the California School Dashboard, with additional internal data to identify a root cause for reason for the students being behind in their credits. Students who enroll with us	To address this, data is pulled monthly to track the success rate of seniors and their credit completion. As a collaborative team, all staff work to identify underperforming students and to provide them with additional support and resources to help support their learning efforts. To address obstacles to graduation, we will provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being, and create a positive learning environment. Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will promote a positive	We will closely monitor progress on our DASS graduation rates for all of our student groups, especially for the following student groups in the red: African American, Hispanic, Two or More Races, White, English learners, homeless, students with disabilities, and socioeconomically disadvantaged student groups,

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
	average about +30 credits or more behind in their schooling. We examined the needs of our student groups in the red on the CA 2023 Dashboard for their 4-5 Graduation Rate. These were our all-student group, African American, Hispanic, Two or More Races, White, English learners, homeless, and students with disabilities. We noticed that these students were also in the socioeconomically. Historically, some of our lowest graduation rates are among the English learners, LTEL, low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 78.4% for the 2023 DASS graduation rate. The 2024 DASS graduation rate increased to 91.7%. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students. **Scope:** Schoolwide	working relationship and will connect frequently or as needed with high-needs students, to help meet social-emotional needs using programs, that promote intrinsic motivation and guides students to achieve their graduation goals. Our students participate in a comprehensive counseling program throughout the school year and on an ongoing basis. Counselors meet regularly with students to address their needs. They also inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work DASS graduation rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will also consider input from the parents of participating students to enhance the quality of the program provided.
1.5	**Action:** Student activities that increase learning efforts	To address this, we will increase the enrichment activities for students to build motivation to	We will closely monitor progress on our credit

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

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
	Some of our lowest career and college-readiness rates are among the English learners, low-income and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses, and below 11.1% in A-G + CTE pathway. In 2024, graduates completing A-G was 1.5% and CTE pathway completion was 1.6%. Our English Learners, low-income and foster youth students need to be prepared to pursue a career or attend a college. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and recognition. **Scope:** Schoolwide	complete their college and/or career coursework. Counselors connect students with WIOA to receive job training and placement. Additionally, field trips will be planned for career exploration. We know that English learners, LTELs, low-income, and foster youth students need to be prepared to pursue a career or attend a college. As soon as students enroll with us, they engage in career inventory, exploration, and professional skills, to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into valuable coursework. Support personnel, staff, partnerships, and materials are essential to tailor and implement the curriculum for students. Throughout the school year and on an ongoing basis, teachers and counselors promote student interest in post-secondary endeavors. We have witnessed our students be successful in these programs. We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	especially English learners, LTEL, low-income, foster youth, and students with disabilities. We will also consider input from the parents, students, and teachers.
2.2	**Action:** Professional development addressing English Language Learners, low-income and foster youth students	To address this need, we will add a wide variety of professional learning opportunities for staff and ensure students are prepared to take the CAASPP assessments. Our staff will be expected to	We will closely monitor progress on the CAASPP results, especially for English learners, LTEL,

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

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

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
3.1	**Action:** Student Retention **Need:** We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population, which is currently at 99.78%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive recognition program. We will continue these practices, for our English Learners, low-income and foster youth, These actions occur throughout the school year. We expect that these actions will have a positive impact on our student retention resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.
3.2	**Action:** Social and Emotional Supports **Need:** We serve English Learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 99.78%.	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices that have helped address many of the social-emotional needs of our English learners, LTELs, low-income, and foster youth students. Programs such as our SEL counseling, support personnel, social workers, professional development, and special programs such as yoga, have a positive impact on our students. This action is provided on an ongoing basis, throughout the school year. Staff and teachers are	We expect that these actions will have a positive impact on the Success Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

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
	Teachers and parents provided feedback indicating that they support the value of student success. **Scope:** Schoolwide	all diligent in watching for signs of trauma and are quick to provide support. We will continue to provide and improve on these actions and services because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
3.3	**Action:** Access to Transportation **Need:** We serve English Learners, LTELs, low-income, and foster youth students who are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 84.98%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. We will continue to provide this additional service for students because we have seen it improve their access to school and programs. These actions are provided throughout the school year and teachers make sure students have access to transportation. We know that staff and students working together daily, will have a positive impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students. English learners, LTEL, low-income, foster youth, and students with disabilities are served by this action. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the average attendance rate, and we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youths. Chronic absenteeism is not a match for a DASS school. We will also consider input from the parents, students, and teachers.
3.4	**Action:** Access to Nutrition	To address this, we will ensure that students have access to quality nutrition at the school or even	We expect that these actions will have a positive

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
	Need: Food scarcity for our highly mobile English Learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. The non-completer rate is currently 7.22%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. Throughout the school day, teachers and staff are diligent about the nutritional needs of students. They are quick to provide food daily. Students also ask for food as needed. These actions will decrease non-completer rates for our English Learners, LTEL, low-income, and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	impact on the average non-completer rate, which will stay below 10% for all our students. We will also consider input from the parents, students, and teachers.
4.1	**Action:** Community/Parent Liaison and Meaningful School Activities **Need:** Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, LTELs, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above, in the metrics	To ensure our continued success, we hope to see an increase in parent participation. We will continue to provide a community liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events. We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. This action is on an ongoing basis, throughout the school year. The support of the community liaison is designed to meet the needs most associated with increased	We will closely monitor the progress on our parent participation count so that they are above the enrollment amount. We will also consider input from the parents, students, and teachers.

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
	section, we expect the participation counts to be above enrollment. Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities. **Scope:** Schoolwide	involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.2	**Action:** Translation and Outreach Services **Need:** According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic success of the identified students. We currently have 620 participants in our PAC/ELAC meetings this year. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	Eliminating language barriers for families of our English learners is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison in coordination with our staff will utilize these services to increase communication with our EL, LTEL, FY, and LI parents using written, verbal, and virtual communications. Throughout the school year, we are committed to eliminating language barriers for families of our English learners. This is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison in coordination with our staff will utilize these services to increase communication with our EL, FY, and LI parents using written, verbal, and virtual communications.	We expect that these actions will have a positive increase in participation in ELAC and PAC meetings. This is good for all our English Learners, LTELs, low-income and foster youth. We will also consider input from the parents, students, and teachers.

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
		This action is designed to meet the needs most associated with increased communication and involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.3	**Action:** Educational Partner Engagement **Need:** Feedback from teachers, administrators, and counselors, state that the parents of English Learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school survey show that our parents report that 98% feel encouraged to participate. Parents and teachers provided feedback indicating that they support the value of educational partners. **Scope:** Schoolwide	According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities, and transportation. We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is done on an ongoing basis throughout the school year. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey. We will also consider input from the parents, students, and teachers.

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
1.1	**Action:** Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials **Need:** According to the 2023 CA Dashboard, our English Learner student group was in the yellow on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard, our ELPI status became orange at 37.5%. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Scope:** Limited to Unduplicated Student Group(s)	To address this, we will add an EL paraprofessional to the SGI class to ensure that English Learners and LTELs have quality trained support in their program. There will also be a bigger push in having EL and LTEL students see a tutor. We will implement a high-quality English Language acquisition program and add additional tutoring and paraprofessional staff to support students in their ELD SGI courses and with System 44 to address the identified needs. Throughout the year and on an ongoing basis, we will address students' needs by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language	We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD & ELA standard, and using real-time tracking, student language proficiency, and academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel. We will also consider input from the parents of participating students to enhance the quality of the program provided.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		instruction through vocabulary and language development to support literacy skills and language acquisition. We expect that these actions, which are designed to address our EL and LTEL students' needs, will be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.	
1.8	**Action:** Professional Development to Support English Learners and LTELs **Need:** According to the 2023 CA Dashboard, our English Learner student group was in the yellow on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard, our ELPI status became orange at 37.5%. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	To address student's learning needs, we will have a variety of professional development opportunities to support EL and LTEL students, including adding EL training to ensure that English Learners have quality instruction in their program. To address this need, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. This may involve workshops, seminars, or collaborative learning communities focused on effective instructional practices. Our English learners will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences, and professional learning communities provide	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored, and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase. We will also consider input from the parents of participating students to enhance the quality of the program provided.

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

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

Not Applicable.

Additional Concentration Grant Funding

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

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

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

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

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	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Staff-to-student ratio of certificated staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$41,513,340.00	13,370,409.00	32.208%	0.000%	32.208%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$54,261,967.00	$0.00	$0.00	$0.00	$54,261,967.00	$30,665,474.00	$23,596,493.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 - June 30, 2026	$2,410,000.00	$5,500.00	$2,415,500.00				$2,415,500.00	0
1	1.2	All academic interventions and program materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$3,076,000.00	$10,000.00	$3,086,000.00				$3,086,000.00	0
1	1.3	Tutoring and supports for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$1,594,000.00	$0.00	$1,594,000.00				$1,594,000.00	0
1	1.4	Counseling students towards graduation and materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$702,000.00	$80,000.00	$782,000.00				$782,000.00	0
1	1.5	Student activities that increase learning efforts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$117,000.00	$62,000.00	$179,000.00				$179,000.00	0
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2025 - June 30, 2026	$17,902,474.00	$0.00	$17,902,474.00				$17,902,474.00	
1	1.8	Professional Development to Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 - June 30, 2026	$0.00	$500.00	$500.00				$500.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$791,000.00	$10,000.00	$801,000.00				$801,000.00	0
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$10,000.00	$10,000.00				$10,000.00	0
2	2.3	Technology Access & Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$225,000.00	$250,000.00	$475,000.00				$475,000.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$343,000.00	$0.00	$343,000.00				$343,000.00	0
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$15,570,534.00	$15,570,534.00				$15,570,534.00	
2	2.6	Safe and secure facilities	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$7,418,550.00	$7,418,550.00				$7,418,550.00	
3	3.1	Student Retention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$999,000.00	$5,909.00	$1,004,909.00				$1,004,909.00	0
3	3.2	Social and Emotional Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$2,041,000.00	$25,000.00	$2,066,000.00				$2,066,000.00	0
3	3.3	Access to Transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$58,000.00	$58,000.00				$58,000.00	0
3	3.4	Access to Nutrition	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$70,000.00	$70,000.00				$70,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$465,000.00	$10,000.00	$475,000.00				$475,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Translation and Outreach Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$7,000.00	$7,000.00				$7,000.00	0
4	4.3	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$3,500.00	$3,500.00				$3,500.00	0

2025-26 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
$41,513,340.00	13,370,409.00	32.208%	0.000%	32.208%	$13,370,409.00	0.000%	32.208 %	**Total:**	$13,370,409.00
								LEA-wide Total:	$0.00
								Limited Total:	$2,416,000.00
								Schoolwide Total:	$10,954,409.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,415,500.00	0
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,086,000.00	0
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,594,000.00	0
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$782,000.00	0
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$179,000.00	0
1	1.8	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	0

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	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$801,000.00	0
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$475,000.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$343,000.00	0
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,004,909.00	0
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,066,000.00	0
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$58,000.00	0
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$475,000.00	0
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,000.00	0
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,500.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$48,025,186.00	$47,227,407.00

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**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$1,710,825.00	$1,873,191.00
1	**1.2**	All academic interventions and program materials	Yes	$2,531,000.00	$2,779,741.00
1	**1.3**	Tutoring and supports for students	Yes	$995,000.00	$1,087,111.00
1	**1.4**	Counseling students towards graduation and materials	Yes	$525,000.00	$579,984.00
1	**1.5**	Student activities that increase learning efforts	Yes	$170,000.00	$188,394.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$17,702,386.00	$15,073,168.00
1	**1.7**	Title I – Intervention programs and personnel to support students	No	$446,992.00	$643,903.00
1	**1.8**	Professional Development to Support English Learners and LTELs	Yes	$500.00	$965.00
2	**2.1**	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	$741,396.00	$814,752.00
2	**2.2**	Professional development addressing English Language Learners, low-income and foster youth students	Yes	$8,000.00	$8,995.00
2	**2.3**	Technology Access & Support	Yes	$426,000.00	$467,928.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$125,000.00	$141,846.00
2	2.5	Educational materials for an effective program	No	$13,403,966.00	$13,627,988.00
2	2.6	Safe and secure facilities	No	$6,147,650.00	$6,535,060.00
3	3.1	Student Retention	Yes	$582,000.00	$640,875.00
3	3.2	Social and Emotional Supports	Yes	$1,739,000.00	$1,911,632.00
3	3.3	Access to Transportation	Yes	$75,000.00	$82,308.00
3	3.4	Access to Nutrition	Yes	$80,000.00	$88,109.00
3	3.5	Title I – Helping Homeless	No	$500.00	$676.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$590,971.00	$647,716.00
4	4.2	Translation and Outreach Services	Yes	$20,000.00	$21,921.00
4	4.3	Educational Partner Engagement	Yes	$3,500.00	$4,006.00
4	4.4	Title I – Parent Engagement	No	$500.00	$7,138.00

2024-25 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)
$10,986,875.00	$10,323,192.00	$11,339,474.00	($1,016,282.00)	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	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$1,710,825.00	$1,873,191.00	0.00%	
1	1.2	All academic interventions and program materials	Yes	$2,531,000.00	$2,779,741.00	0.00%	
1	1.3	Tutoring and supports for students	Yes	$995,000.00	$1,087,111.00	0.00%	
1	1.4	Counseling students towards graduation and materials	Yes	$525,000.00	$579,984.00	0.00%	
1	1.5	Student activities that increase learning efforts	Yes	$170,000.00	$188,394.00	0.00%	
1	1.8	Professional Development to Support English Learners and LTELs	Yes	$500.00	$965.00	0.00%	
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	$741,396.00	$814,752.00	0.00%	
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	Yes	$8,000.00	$8,995.00	0.00%	
2	2.3	Technology Access & Support	Yes	$426,000.00	$467,928.00	0.00%	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$125,000.00	$141,846.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Student Retention	Yes	$582,000.00	$640,875.00	0.00%	
3	**3.2**	Social and Emotional Supports	Yes	$1,739,000.00	$1,911,632.00	0.00%	
3	**3.3**	Access to Transportation	Yes	$75,000.00	$82,308.00	0.00%	
3	**3.4**	Access to Nutrition	Yes	$80,000.00	$88,109.00	0.00%	
4	**4.1**	Community/Parent Liaison and Meaningful School Activities	Yes	$590,971.00	$647,716.00	0.00%	
4	**4.2**	Translation and Outreach Services	Yes	$20,000.00	$21,921.00	0.00%	
4	**4.3**	Educational Partner Engagement	Yes	$3,500.00	$4,006.00	0.00%	

2024-25 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)
$34,980,578.00	$10,986,875.00	0.000%	31.409%	$11,339,474.00	0.000%	32.416%	$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 2025-26, 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 32526(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 32526(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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 LREBG 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 32526(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 32526(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 32526(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).

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