![innovation high SAN DIEGO — A LEARN4LIFE SCHOOL]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Workforce Innovation High School
CDS Code: 37679830134890
School Year: 2023-24
LEA contact information:
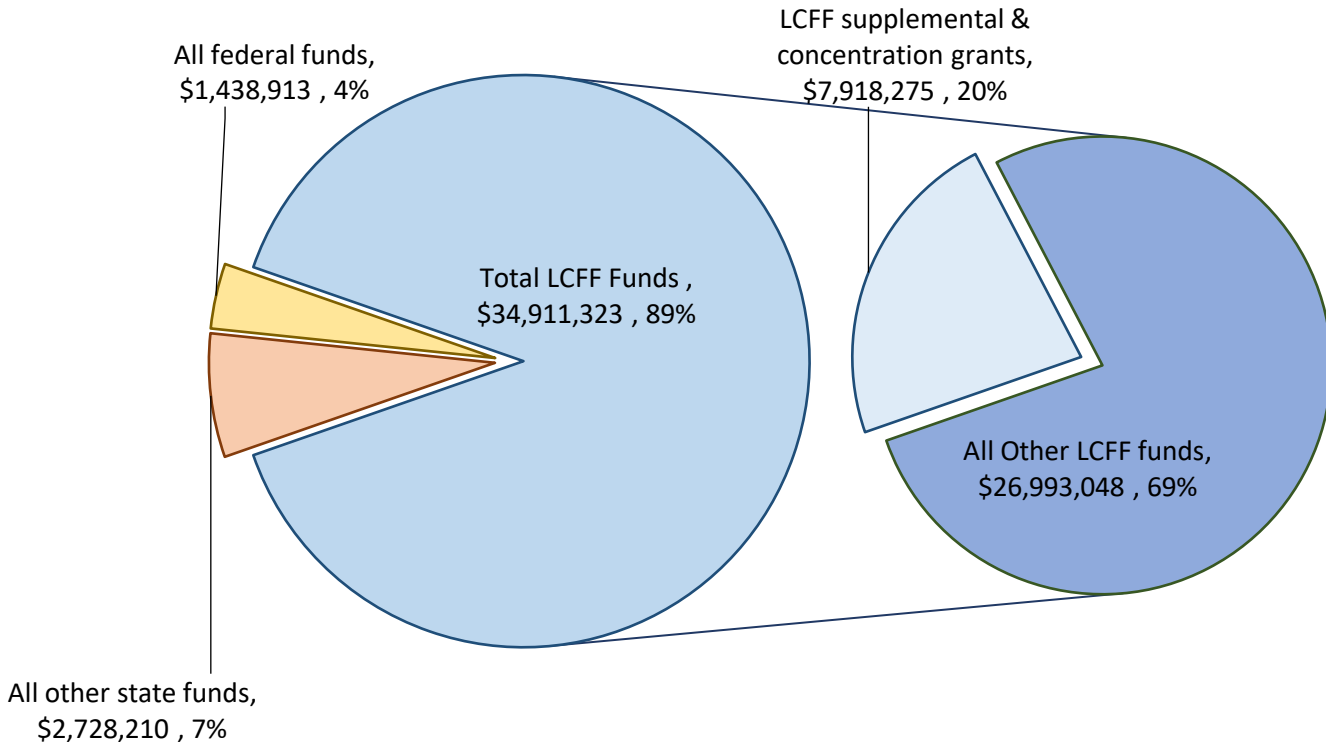Lindsay Reese
Area Superintendent
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(619) 432-4690

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $1,438,913 , 4%

LCFF supplemental & concentration grants, $7,918,275 , 20%

Total LCFF Funds , $34,911,323 , 89%

All Other LCFF funds, $26,993,048 , 69%

All other state funds, $2,728,210 , 7%

The text description for the above chart is as follows: The total revenue projected for San Diego Workforce Innovation High School is $39,078,446, of which $34,911,323.00 is Local Control Funding Formula (LCFF), $2,728,210.00 is other state funds, $0.00 is local funds, and $1,438,913.00 is federal funds. Of the $34,911,323.00 in LCFF Funds, $7,918,275.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
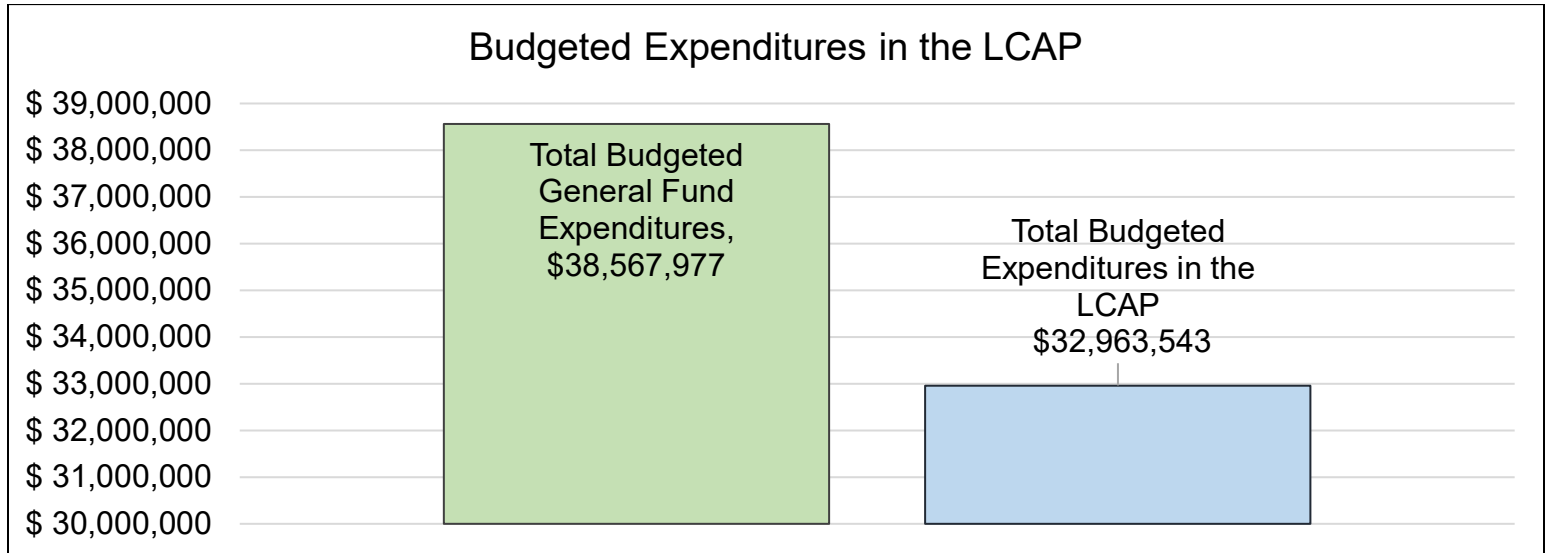
This chart provides a quick summary of how much San Diego Workforce Innovation High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Workforce Innovation High School plans to spend $38,567,977.00 for the 2023-24 school year. Of that amount, $32,963,543.00 is tied to actions/services in the LCAP and $5,604,434 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, low income, foster youth, and special education students that is carefully designed to address their unique academic and social-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware and software. Not included in the LCAP are the following:

- Audit fees
- Legal expenses
- Association fees
- Special Education expenditures
- Mandated Block expenditures
- Ancillary Grants
- A-G Completion Improvement Grant Program expenditures
- Educator Effectiveness Grant expenditures
- Arts, Music, & Instructional Material Block Grant
- Learning Recovery Emergency Block Grant
- Extended Learning Opportunities Grant Federal expenditure
- Strengthening Career & Technical Education for the 21st Century (Perkins V)

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, San Diego Workforce Innovation High School is projecting it will receive $7,918,275.00 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 $7,918,275.00 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 y our English Learners. Our second goal is a broad goal supporting student interest in a career or a higher education. The third goal is a maintenance of progress goal that meets the mission of our school program, which is to retain students and help them graduate. The last LCAP goal is aimed at improving our educational partner engagement, especially for our English learners, low income and foster youth:

Goal #1: Increase Academic Progress
- Action 1: English language learner support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and supports for students.
- Action 4: Counseling students towards 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, low income, and foster youth students.
- Action 2: Professional development addressing English Learners, 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, 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 2022-23
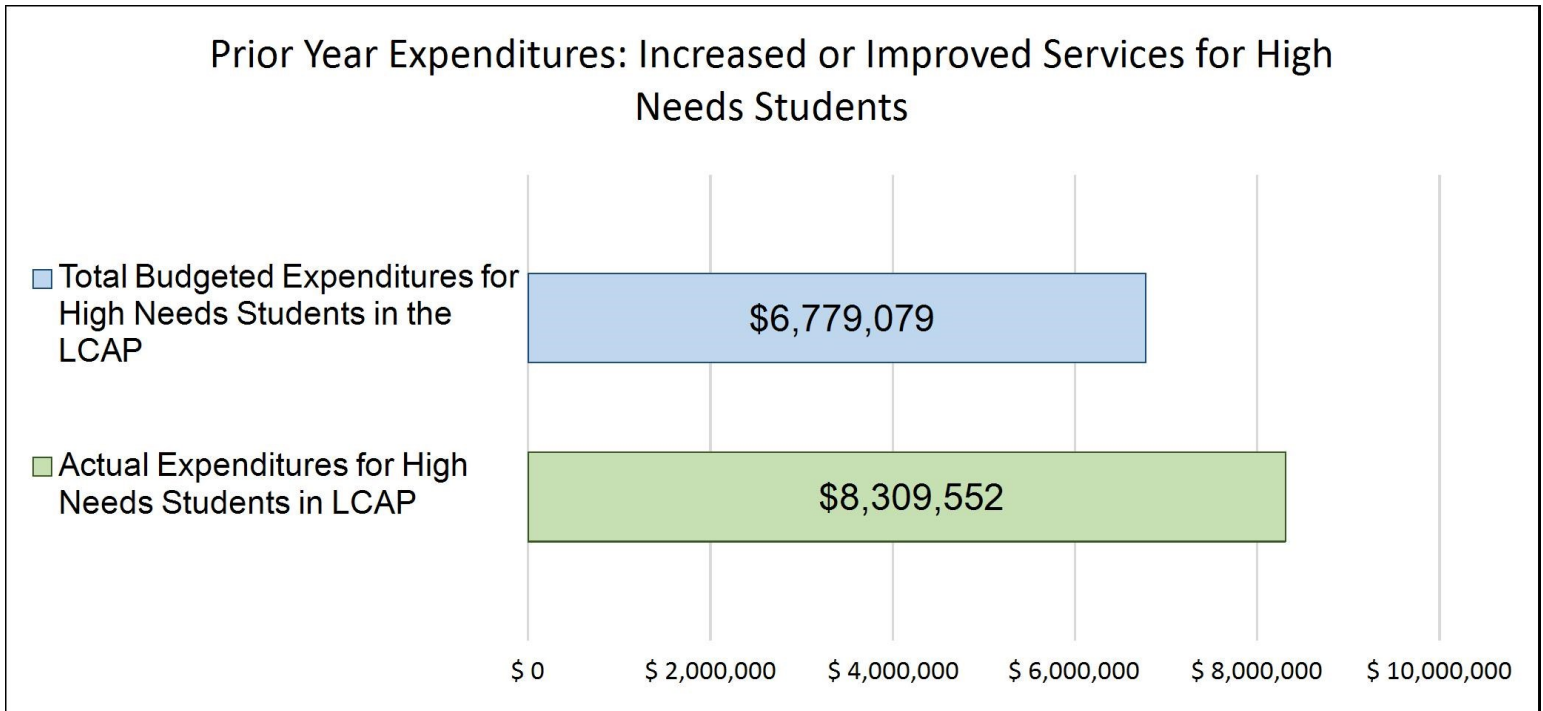
The text description of the above chart is as follows: In 2022-23, San Diego Workforce Innovation High School's LCAP budgeted $6,779,079.00 for planned actions to increase or improve services for high needs students. San Diego Workforce Innovation High School actually spent $8,309,552.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $1,530,473 had the following impact on San Diego Workforce Innovation High School's ability to increase or improve services for high needs students:

Students in our independent study program were able to benefit from fully funded intervention programs like tutoring. Additionally, English learners, foster youth and special education students were able to receive socioemotional support with counseling services and trained staff. Our student retention staff were fully funded and able to help provide interventions and outreach to support our students' regular attendance.

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 [2023-24]

General Information

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

San Diego Workforce Innovation High School is an independent student school that is a Dashboard Alternative School Status (DASS) program. The enrollment of SDWIHS as of CBEDs day 2022 was 2,334 students, and the school serves 18% English Language Learners, 77.37% low-income, 0.004% foster youth, and 21% special education students. The school serves a diverse student population with the mission of engaging all students in learning. SDWIHS provides students with a personalized education in an alternative setting. The goal is to successfully prepare students for college and careers through job-readiness courses, standards-based coursework, and Workforce Innovation partnerships. Through partnerships with WIOA, students will have improved tools to identify and access training options and other employment services that best suit their needs. Many students need the flexibility of an independent study program to meet the needs of their family obligations, work, and childcare needs. Since SDWIHS serves a diverse background of students, many are English Language Learners and low-income. Some students have been unsuccessful in the traditional seat-based school environment and seek an alternative to their education. SDWIHS offers choices through site-based learning, independent study, and distance learning to enable all students to learn and make a difference in their lives.

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

student work samples, and state assessment data. The school provides a personalized learning approach to enable students to become critical thinkers, determined, self-directed, and lifelong learners. SDWIHS is a year-round credit recovery program with 13 Learning Periods (LP) to structure the academic year.

SDWIHS has 240 employees: seventy-five are teachers, two small group instructors, twenty-eight education specialists, three special education program specialists, four school psychologists, three CTE teachers, ten tutors, seventeen paraprofessionals, nine school counselors, one school nurse, thirty-five operations members, five registrars, six student retention support, two jobs for American graduates (JAG) Specialists, six learning center coordinators, two assistant principal, and two principals. San Diego Workforce Innovation High School has 10 locations to serve students throughout San Diego and Riverside County.

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

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

The 2021-22 School Year was the first year SDWIHS accepted Title 1 funds. In 2022-23, SDWIHS became a Schoolwide Title 1 Program. The use of the Title 1 funds are described in this LCAP, in order to meet the School Plan for Student Achievement (SPSA) requirements. The Title 1 funds may be used to supplement the strategic plan directed at helping our at-risk students meet state standards and graduate. We are using the LCAP to fulfill the planning requirements for Comprehensive Support and Improvement (CSI).

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SDWIHS analyzed the school data from the CA Dashboard, DataQuest, SARC Report, LCAP Annual Data Report, and the WASC Action Plan, all which align with the eight state priorities. Although the school is identified for Comprehensive Support and Improvement (CSI), due to the federal graduation rate, significant successes were shared in the following key metrics below.

Graduation Rate

The CDE calculated the Dashboard Alternative School Status graduation rate at 90.9%. This graduation rate is an increase of +11.6 percentage points from the previous year. English Language Learners graduated at 85%, and students with disabilities graduated at 93%. The socioeconomically disadvantaged students graduated at 92% last year. One hundred percent of the African American student group and 90% of the homeless group graduated. The Hispanic student group graduated at 88%. SDWIHS plans to increase the success rate with each student group by increasing, supports such as tutoring, for all seniors.

Success Rate

Another important measure for SDWIHS is the success rate, which is the percentage of students who graduate, and the percentage that are retained or returned to their local school district. The success rate is 90%, up three percentage points. The success rate is the highest it has been in three years and shows that the mission of meeting a student's academic and social-emotional needs continues to be effective.

Retention Rate

One critical focus of the program is to improve the performance of disengaged students and address their social-emotional needs. SDWIHS identifies, early on, which students need to complete their schoolwork and assigns the student additional support, such as tutoring. The retention rate improved by +6.9 percentage points to 81.3%. An Increased retention rate is due to the collaborative teamwork between our teachers, tutors, and counselors.

Attendance

The attendance rate is up by +6.7 percentage points to 91.8%. SDWIHS believes that the re-engagement strategies implemented to help students and families during COVID-19 increased the student's average attendance rate. The teachers and retention support staff worked to address the serious concerns the school had about students dropping out. Building relationships and staying connected to students decreased the non-completer rate by 2.3 points to 9.4%. The increased attendance rate means the school improved on keeping students enrolled and attending regularly.

Credit Completion

The credit completion rates increased over the last two years. With additional supports in place, such as tutoring, the students could earn, on average, +11% more credits at the same time last year. The English Language Learners achieved a +12% higher credit completion rate than the All Group. Students in the Special Education group earned +3% higher in credit completion compared to the All Group.

Suspension Rate

The suspension rate was rated "Very Low" on the CA Dashboard. The suspension rate was 0% Homeless students were in the very low range, and Hispanic and socioeconomically disadvantaged students also had 0% suspensions. There were no expulsions.

School Survey Results

The school survey data showed that 95% of the students felt connected this year. Face-to-face interaction with a caring adult will help students feel connected. One hundred percent of the students surveyed said that they feel safe at school. Ensuring the students have the appropriate time and attention to succeed in school is essential. Teachers reported that 99% felt safe and 100% felt connected to the school.

SDWIHS has high expectations for school safety and connected, and we intend to continue to improve the school connectedness. We have high expectations for school safety and connected and we intend to continue to improve on our school connectedness.

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.

The College/Career Indicator
The College and Career Indicator was suspended for 2022. It was not reported for last year on the CA Dashboard because it requires two years of data for a calculation. Next year it will have a status report.

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

The goals and actions articulated in the LCAP support the individualized learning model, and adequate funding ensures that effective strategic supports such as tutors, student retention services, and trauma-informed trained teachers continue. SDWIHS monitors student progress through multiple measures around engagement and academic performance. The LCAP and other local data are discussed quarterly and shared with educational partners, including the school board.

Due to the nature of SDWIHS's credit recovery, independent study, and Dashboard Alternative School Status program, specific data points are not included in the LCAP. Rarely do students take Advance Placement exams or the EAP. The federal calculation for the 4-5 year cohort graduation rate and the chronic absenteeism rate is also not a match for the program because the measures are for seat-based programs and not short-term independent study programs with high mobility students. SDWIHS utilizes alternative metrics such as the one-year DASS graduation rate and local attendance rates to monitor and report the student's progress towards graduation. Furthermore, our dropout rate is calculated as our non-completer rate, which tracks any student who does not report to SDWIHS that they have continued with another program to complete their education.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The school was identified for Comprehensive Support and Improvement (CSI) due to a low federal 4-5 year cohort graduation rate. The identified needs section describes how SDWIHS will meet the federal requirement for CSI. SDWIHS used state and local metrics to identify student groups' performance gaps and resource inequities. The school used student outcome data from the latest CA Dashboard, DataQuest, CALPADS reports, and local LCAP data tracking to address areas of improvement within each goal and action of the LCAP. The internal data collection are aligned with state indicators and local performance indicators. SDWIHS regularly monitors and evaluates the identified outcomes so that the school can adjust to areas that require improvement. As a professional network, SDWIHS used a fishbone protocol for the needs assessment around the low graduation results. The fishbone 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. The school data demonstrates that SDWIHS will need to improve in graduation (5-year cohort), EL reclassification, and academic indicators by increasing tutoring for students not in line to graduate.

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

5-Year Cohort Graduation Rate

The federal 4-5 year cohort graduation rate was very low and qualified SDWIHS for CSI. The 5-year graduation rate was 38.0% in 2022. This graduation rate is far below the 68% threshold. The student group data used in the analysis is from the 2022 Dashboard and is reported in DataQuest. The lowest performing student groups were the English Language Learners at 35% and students with disabilities 32.7%. These groups were 3-13 points below the All student group. The socioeconomically disadvantaged students were at 36%. The African American student group was highest at 34.4% and all other groups were between 9-24 points below. SDWIHS recognizes the inequities between the highest and the other student groups. The plan to address the gap in graduation scores is outlined in our CSI plan in the LCAP.

CA Dashboard English Language Arts

The Academic Indicator for English Language Arts showed 62.5 points below standard and received a very low status. The Hispanic student group and socioeconomically disadvantaged students had a very low status. English Language Learners were 53 points below the All student group and students with disabilities were about 67 points below the All group. The White student group were low at 37 points below standard. African American, homeless, foster youth and other student groups did not have enough students for a valid calculation. English Language Learners and students with disabilities were 137.6 and 112.2 points. However, SDWIHS knows they are low because of their NWEA diagnostic scores. The school serves students who are traditionally 3-4 grade levels behind. Most of the students come deficient in credits and skills, and they score at the 7th-grade level in ELA.

CA Dashboard Mathematics

The Academic Indicator for Mathematics for the All student group was 145.2 points below standard and received a very low status. The socioeconomically disadvantaged students scored 146.6, and the Hispanic students scored 149.2, rated very low. African American, White, Asian, homeless, foster youth, English Language Learners, and other student groups did not have enough students for a valid calculation. SDWIHS knows from their NWEA diagnostic assessments that they are low as well. Students with disabilities scored at 205.2 and English Learners were at 170.3 below standard. These were the two lowest groups. Students who enroll with SDWIHS are typically 3-4 grade levels behind in their schooling.

No student groups were two or more performance levels below the "all student" group. In most cases, the performance levels among all groups were the same for the graduation, ELA, and mathematics indicators.

English Learner Performance Index

The English Language Learner Performance Index shows 40.7% making progress, based on their ELPAC scores. ELPAC growth is low. SDWIHS is working towards moderate growth. The English Language Learner reclassification rate decreased from the previous year by two percentage points and is at 6% this year. The reclassification rate is reasonable because SDWIHS expects it to exceed the CA average of 8.6%. However, the English Language Learner progress is important for Goal 1 Action 1.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Local Control Accountability Plan (LCAP) provides funds for helping high-need 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, such as tutoring, will help close the skill and knowledge gaps, ensuring that students become competent graduates.

The following LCAP Goals support the low-income, English Language Learners, foster youth, special education, and all students:
Goal #1: Increase Academic Progress
Goal #2: Students Will Gain Skills for College and Career Readiness
Goal #3: Increase Student Retention
Goal #4: Increase Educational Partner Engagement

The first goal has the highest priority and is a focus goal, with actions directed at helping the unduplicated students improve their performance, especially the English Language Learners. English Language Learners are a priority because the group tends to be the lowest performing. The first LCAP Goal 1 Action 3 includes intensive tutoring to support the CSI plan. SDWIHS expects to see the graduation rate improve. The second goal is a broad goal supporting student interest in a career or higher education. SDWIHS expects to see the ELA and

math indicators improve by 1 level. The third goal is a maintenance of progress goal that meets the mission of the school program to retain students and help them graduate. SDWIHS expects the success rate to be above 80%. The last LCAP goal is to improve educational partner engagement, especially for unduplicated students and their families. SDWIHS hopes to increase survey completion and results over time.

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 incentives 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 incentives 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 incentives 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 and how this engagement was considered before finalizing the LCAP.

SDWIHS received Title I funds and uses the LCAP as the School Plan for Student Achievement (SPSA). SDWIHS is adhering to federal guidelines for involving the educational partners in the Title I Program Evaluation, and gathered input for the use of the federal funds. SDWIHS held Title I meetings on August 11, 2022, November 10, 2022, March 2, 2023, and May 18, 2023, where student achievement and performance gaps were discussed. Families were informed how the federal fund could help by improving the academic achievement of English performance schoolwide by implementing a well-rounded instructional program to meet the educational needs of all students. Throughout the year, SDWIHS met to discuss student needs and how the funds could be appropriately directed to help improve student performance. Educational partner feedback was incorporated into this LCAP.

SDWIHS used various methods to solicit feedback from all educational partner groups. Educational partner groups included parents/guardians, community members, students, classified and certificated staff, site leadership, and the governing board. SDWIHS held several different types of meetings to engage the educational partners throughout the school year, including PAC/ELAC meetings, awards nights, parent-teacher conferences, classified and certificated staff meetings, surveys, workshops, and community events. In addition, SDWIHS shared progress on each LCAP goal, the actions taken to implement the goal, and evidence to show progress towards meeting the goal/target. The leadership team reviewed metric data aligned with each LCAP action and goal to determine if progress was being made toward achieving the desired outcome. As data became available locally and through the state (Dashboard data), meetings were held to review, analyze, and disaggregate data to determine areas of need and success. More importantly, SDWIHS distributed surveys to solicit feedback to determine needs and barriers to success. SDWIHS identified and developed opportunities for students and families to become more engaged in the school community by working with the community liaison. Listed below are the details of each educational partner engagement opportunity.

Meetings, workshops, and events held within the months below:

- July: SPED Update; Data and Design Training
- August: Diversity, Equity and Inclusion Training; Active Shooter Training; A-G Classes & Dual Enrollment Workshop; Classified and Certificated Staff Meeting to Discuss All Title I
- September: Parent Advisory Committee Meeting & Student Awards Night; English Language Advisory Council (ELAC) Meeting; Lockdown Training and Drill; College Access Week; Classified and Certificated Staff Meeting NWEA Retesting to Measure for Student Growth and Title I; College 101 Workshop; Self Care Hike; FAFSA Workshop
- October: Operations Refresh Training; Suicide Prevention Week and Staff Training; LIGA's National Hispanic-Latino Heritage Month Event; Classified and Certificated Staff Meetings to Review NWEA Data for Title I, Title I Program Evaluation 2021-2022; FAFSA Workshop; Vision/Hearing Screenings

- November: Parent Advisory Committee Meeting & Student Awards Night; English Language Advisory Council (ELAC) Meeting; Annual Student Survey; Annual Parent/Guardian Survey; Annual Classified and Certificated Staff Survey; Classified and Certificated Staff Meeting to Discuss How to Get Feedback on the LCAP Goals and Actions; FAFSA Workshop
- December: Active Shooter Drill; Winter Graduation; FAFSA Workshop
- January: Professional Learning Committee Training (2-day); Report Card Training; PFT Testing; ELPAC Testing; MSJC Field Trip; Connection Week
- February: Counselor Appreciation Week; LGBT Training; American Fabrication Academy Field Trip
- March: Parent Advisory Committee Meeting & Student Awards Night; English Language Advisory Council (ELAC) Meeting; Looking for What's Next? Workshop; Upcoming CAASPP Testing; FAFSA Deadline; Classified and Certificated Staff Meeting NWEA Retesting to Measure for Student Growth and Title I; Saturday School; Social Impact Webinar; Classified and Certificated Staff Meeting to Review and Analyze Survey Data from Families, Students, and Staff; NWEA Retesting
- April: Building Master Agreement Training; Active Shooter Drill
- May: Parent Advisory Committee Meeting & Student Awards Night; English Language Advisory Council (ELAC) Meeting; to Review Annual Title I Data; Classified and Certificated Staff Meeting to Review and Analyze Annual LCAP Data, Comprehensive School and Improvement Plan, and Budget Overview for Parents.

Parent Advisory Committee (PAC) 5/18/23 Meeting to Review Comprehensive School and Improvement Plan, Annual Title I Data, and the LCAP was shared including the data, goals, and actions that describe where the funding is directed in order to improve our students' performance. During the PAC/ELAC meetings, educational partners are surveyed to determine workshop interests and needs. Based on feedback, families are interested in receiving workshops on the following topics: academic planning and graduation, FAFSA and college planning, low-cost health care, drug and alcohol prevention, and improving their student's literacy.

English Language Advisory Council (ELAC) 5/25/23 Meeting to Review Comprehensive School and Improvement Plan, Annual Title I Data. Additionally, they were informed about the LCAP data, goals and the actions that direct funds towards services supporting our English Language Learners.

In May 2023, a draft of the LCAP was posted on the school website for two weeks and made available for public comment. The public was provided the opportunity to call or email the principal and provide their input during this time. No input was received.

SDWIHS had the public hearing on June 6, 2023, and the governing board approved the Local Control and Accountability Plan on June 6, 2023. Copies of the LCAP were available online, prior to the meeting, along with the board agenda. Educational partners were given the opportunity to provide comment to the governing board, prior to its approval. The Local Indicators were also presented at the same board meeting that the LCAP was approved. The board adopted the budget at the same meeting as the LCAP Adoption.

SPECIAL EDUCATION SELPA SUPPORT:
- 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.
- 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.

A summary of the feedback provided by specific educational partners.

The following aspects of the LCAP will continue due to educational partner support via verbal and written feedback:

- Discussions during PAC/ELAC revealed the importance of having all goals and actions continually monitored and shared.
- Parents/guardians, PAC/ELAC, and classified and certificated staff see the value of continuing to maintain the broad goals since they capture specific actions intended to provide services to all students and provide direct services to unduplicated student groups.
- There will be a continued focus on Goal #1: Increase Academic Performance.
- Students would like to see an increase in dual enrollment courses.
- Resources will be allocated to address the social-emotional issues for students to become more college and career ready.
- Student groups expressed the value of increasing the social-emotional support and strategies for increasing motivation towards graduation.
- Parent surveys show there is a need to increase the communication from school to home about small group instruction classes.
- Student surveys show there is an interest in completing a variety of CTE courses.

SDWIHS will continue to collaborate with the educational partners throughout the school year to explore and monitor the progress of the LCAP goals and actions.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of sharing the LCAP Data Report with the educational partners and receiving their input, SDWIHS will implement the following goals and direct funds accordingly within the plan.

Specifically, parents/guardians from the PAC/ELAC expressed how important it was for their students to access college and career planning workshops. As a result, funds were increased for Goal 2 Action 1 (Students will gain skills for college or career-readiness). Students, parents/guardians, and classified and certificated staff all communicated the importance of students acquiring and demonstrating college and career skills, as evidenced by engagement in college-level courses, participation in CTE coursework, and the ability to navigate technology platforms. Teachers and classified staff expressed how important attendance and retention were for the students, so funds were increased for Goal 3 Action 1 (Increase Student Retention). In addition, parents/guardians and classified and certificated staff all communicated the need to eliminate barriers to student retention in the program. Transportation funds were increased in Goal 3 Action 3 to improve attendance. Funding decisions directly correlate to the needs and concerns raised by educational partners, including school leadership, in accordance with the school's mission.

SDWIHS added an action to Goal 1 to support the learning needs of students in the Title I program. With consultation from educational partners, federal funds were directed towards additional tutors/paraprofessionals to support the implementation of Title I to improve student performance on the CAASPP. SDWIHS shared low-income students were underperforming in math and English Language Arts.

Students specifically asked for increased resources to meet social-emotional needs, additional 1:1 extended academic support, and transportation needs. An increase in funding was added to Goal 1 Action 2 for tutoring and Goal 1 Action 4 for social-emotional support from counselors and other service providers. Transportation was increased in Goal 3 Action 3 to increase unduplicated student attendance.

SDWIHS utilizes a variety of local metrics other than the statutorily required metrics that are meaningful to the program. For example, SDWIHS uses credit completion to measure student progress in course completion. SDWIHS also has a retention rate that measures if a student remains enrolled or returns to their district of residence. SDWIHS has a success rate that measures the retained and successfully graduated students. SDWIHS expects the success rate to be above 80% each year.

Graduation rate and methods to improve the graduation rate were put forth to educational partners at staff PLC meetings, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) meetings. Conversations between school staff (including counselors, social workers, and student retention support staff), students and educational partners are held on a continual basis. Senior events and information nights are held throughout the year to seek input directly from students and parents of students who are close to graduating. Additionally, the school will gather input from annual parent and student surveys as well as student graduate surveys and exit surveys.

Input gathered from Educational Partners include the following:

- Parents at the ELAC and PAC meetings discussed the CSI status and supported the plan to increase tutoring supports, to help improve the graduation rate. This input is reflected in Goal 1 Action 3.
- Parents find senior parent meetings and events to be valuable and would like to continue having them on a regular basis, multiple times annually.
- Parents find the one-on-one support from teachers and counselors important and beneficial and would like more opportunities for weekly for one-on-one counselor support.
- Parents like that their students are receiving college and career support, including support with financial aid and resume building.
- Parents appreciate the community resources offered to their students.
- Students suggested that an increase in tutoring would be appreciated and could helping improve the graduation rate. In the CSI plan and in Goal 1 Action 3 , their consultation has been included in the action for tutoring supports.
- Students find value in goal setting and personalized learning plans.
- Staff (teachers and classified) provided input into the CSI plan and agreed that an increase in tutoring would be a good idea. Their support for tutoring is a reason why Goal 1 Action 3 is written into the LCAP.
- Staff appreciate the tracking and support of seniors by the counselors and social workers.
- Staff appreciate the collaborative team approach to support seniors.
- Staff would like to see a formalized process to support seniors after graduation.

Goals and Actions

Goal

Goal #	Description
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.

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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are highly qualified– Priority 1	100%	92% Qualified with Full Credential Data Year: 2021-22 LP1-7	97% Qualified with Full Credential Data Year: 2022-23 LP1-7		100% Fully Credentialed Data Year: 2023-24 Data Source: Internal HR Tracking

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Internal HR Tracking	Data Source: Internal HR Tracking		
Teachers are appropriately assigned – Priority 1	100%	100% Appropriately Assigned Data Year: 2020-21 Data Source: CalSAAS	97% Appropriately Assigned Data Year: 2021-2022 Data Source: HR internal or CalSAAS when available		100% Teachers are appropriately assigned Data Year: 2023-24 Data Source: CalSAAS
Reading – Lexile Growth – local metric	1095	All: 1008 EL: 778 FY: 923 LI: 971 SWD: 821 Data Year: 2021-2022 LP1-7 Data Source: NWEA Reports on PowerBI	All: 962 EL: 686 FY: 731 LI: 927 SWD: 811 Data Year: 2022-23 LP1-7 Data Source: NWEA Reports on PowerBI		All: 1038 EL: 801 FY: 951 LI: 1000 SWD: 846 Data Year: 2023-24 Data Source: NWEA Reports on PowerBI
Mathematics - RIT now Quantile Growth – local metric	899 - Quantile	All: 853 EL: 666 FY: 704 LI: 814 SWD: 654 Data Year: 2021-2022 LP1-7 Data Source: NWEA Reports on PowerBI	All: 828.88 EL: 629 FY: 613 LI: 804 SWD: 665 Data Year: 2022-23 LP1-7 Data Source: NWEA Reports on PowerBI		All: 879 EL: 686 FY: 725 LI: 838 SWD: 674 Data Year: 2023-24 Data Source: NWEA Reports on PowerBI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Credit Completion – local metric	2.23	All: 2.27 EL: 1.9 FY: 1.94 LI: 2.1 SWD: 2.03 Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI as of 1/28/2022	All: 2.54 EL: 2.1459 FY: 2. LI: 2.44 SWD: 2.61 Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI as of 1/28/2023		All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI
English Learner Reclassify - Priority 4	5%	6% Data Year: 2021-22 Data Source: Internal Calculation	6% Data Year: 2022-23 Data Source: Internal Calculation		8.6% State Average Data Year: 2023-24 LP1-7 Data Source: Internal Calculation
EL Annual Progress on ELPAC – Priority 4	Postponed	ELPAC Level Scores: Level 1: 18.56% Level 2: 37.11% Level 3: 35.05% Level 4: 9.28% Data Year: 2021 - 2022 Data Source: ELPAC, CA Dashboard	ELPAC results show 40.7% making progress Data Year: 2021 - 2022 Data Source: ELPAC, CA Dashboard		Moderate Growth Data Year: 2023-24 Data Source: CA Dashboard
DASS 1 Year Graduation Cohort Rate - Priority 5	2019 - 70%	All: 79.3% EL: 71.4% FY: **	All: 90.9% EL: 85.5% FY: **		All: 85% EL: 85% FY: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LI: 77.3% SWD: 75% Homeless: 91.5% AA: 88.2% H/L: 75.9% WH: 86.1% Data Year: 2021 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small student count.	LI: 91.6% SWD: 93.2% Homeless: 92.5% AA: 95.2% H/L: 88.4% WH: 95.3% Data Year: 2022 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small student count.		LI: 85% SWD: 85% Homeless: 85% AA: 85% H/L: 85% WH: 85% Data Year: 2023-24 Data Source: CA Dashboard – DASS Graduation Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Learner support staff, interventions, and materials	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	$1,186,454.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designated and integrated ELD program is an integral part of the comprehensive program for every English Language Learner. To meet each ELL student's linguistic, academic, and proficiency goals, the following programs have been developed: the newcomer program, structured English immersion, and mainstream English Language Arts. The support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. SDWIHS anticipates the student performance on CAASPP ELA and math and English Language Learner annual growth assessment to improve for these students. This action is designed to meet the needs most associated with English Language Learner students. Each student's language proficiency and academic progress will be monitored. SDWIHS expects their ELPAC scores and reclassification rates to increase because of each student's personalized academic support from qualified personnel		
1.2	All academic interventions and program materials	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 by 1% each year.	$1,810,310.00	Yes
1.3	Tutoring and supports for students	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	$821,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 .75 points each year.		
1.4	Counseling students towards graduation and materials	Some of the lowest graduation rates are among the English Language Learners, low-income, and foster youth student groups compared to the "All Student Group," as shown in the Identified Needs and Metrics sections. To address this need, counselors will connect with English Language Learners, low-income, and foster youth students to effectively monitor, and guide students to achieve their graduation goals. The counselors will continue to manage and support English Language Learners, low-income, and foster youth students with any obstacles. SDWIHS expects all students could benefit from these actions, making it a schoolwide action. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups by 1% per year.	$413,200.00	Yes
1.5	Student activities that increase learning efforts	As demonstrated in the Identified Needs and Metrics sections, 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,	$172,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students participate in a comprehensive incentive and recognition system 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.		
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.	$11,345,708.00	No
1.7	Title I – Intervention programs and personnel to support students	Students who struggle with academic performance need additional intervention programs and support personnel to address their learning gaps. Federal funding is directed toward hiring paraprofessionals and teachers who will implement research-based educational strategies. Student academic performance is expected to improve.	$490,807.00	No
1.8	Professional Development for English Language Learners	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	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goal Analysis [2022-23]

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

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

Overall, SDWIHS was able to implement the actions in this goal and there was no substantive difference in planned actions and actual implementation of these actions.

Action 1 - English Learners support staff, interventions, and materials: 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 2 - All academic interventions and program materials: 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 compared to the "All Student Group." SDWIHS will provide English 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 by 1% each year. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 3 - Tutoring and supports for students: As demonstrated in the Identified Needs and Metric section, some of the lowest graduation rates are among the English Language Learners, low-income, and foster youth student groups. To address this need, tutoring support for credit deficient English Learners, low-income, and foster youth students will increase to help the speed at which the students finish their

courses. Local and virtual tutors are actively engaged in reaching out to English Language Learners, low-income, and foster youth students. Tutors deliver a critical level of support that has been successful in helping address academic gaps effectively and improve student performance. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 4 - Counseling students towards graduation and materials: 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 students, effectively monitor, and guide students to achieve their graduation goals. 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 students, effectively monitor, and guide students to achieve their graduation goals. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 5 - Student activities that increase learning efforts: As demonstrated in the Identified Needs and Metrics sections, English Language Learners, low-income, and foster youth students often complete fewer credits than expected. These 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 incentive and recognition system 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 7 - Title 1 – Intervention programs and personnel to support students: Students who struggle with academic performance need additional intervention programs and support personnel to address their learning gaps. Federal funding is directed toward hiring paraprofessionals and teachers who will implement research-based educational strategies. Student academic performance is expected to improve. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 8 - Professional Development for English Learners: 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Overall Successes: Overall, SDWIHS was able to implement the main components of the actions in this goal. Essential academic interventions were implemented for the students with the highest needs, including intervention programs and additional tutoring support. Tutors and paraprofessionals provided on-site and virtual support to students to improve their credit completion efforts.

Overall Challenges: SDWIHS was challenged at times, with not being able to quickly fill staff vacancies. The school was challenged by supporting students to transition back to fully in-person learning while addressing trauma, social-emotional concerns, and learning loss.

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; actual expenditures were approximately the same as budgeted expenditures and principally directed toward the English Language Learners, low-income and foster youth students. SDWIHS met the budgeted expenses in the 2022-2023 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. There was a positive material difference, due to the actual allotment of $477,483 in Title 1 funds, which were used to support actions in Action 7.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, the combined 8 actions of this goal have increased the academic progress of our students as measured by key metrics such as the graduation rate, credit completion rate, and English Learner reclassification rate (or use NWEA). As shown above, in the Measuring and Reporting Results chart, the graduation rate increased by 5 percentage points, to be 90.9%. This is the result of a comprehensive and strategic approach to helping students complete their coursework and earn credits towards graduation. Our intervention programs and tutors were able to help us realize a 10% increase in our credit completion rate. We are constantly focused on helping our English learners and their reclassification rate improved. Although our ELPI showed low growth, we are constantly focused on helping our English learners and their reclassification rate improved. The improvement shown in EL reclassification, credit completion, and the graduation rate show that we met our goal for increasing academic progress.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
As a result of reflection on prior practice, and due to our CSI status, we selected intensive tutoring as our research-based strategy for our CSI plan, and it is reflected in Action 3. Other changes were that there was no calculation for the English Learner Performance Indicator for 2021, so we reported ELPAC Levels 1-4 as a placeholder, to show that we are examining the data that is available for our English learners. This year we have the 2022 ELPI results, and the levels were removed. The ELPI becomes available on the CA Dashboard and it is reported this year. Secondly, we were reporting RIT scores for NWEA Reading and Math results, and now we are reporting Lexile scores for reading and quantile scores for math, because that aligns with how scores are reported at a national level. We did this in order to be more comparable with other DASS schools.

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

Goals and Actions

Goal

Goal #	Description
2	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.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts - Baseline is 2021 CAASPP percentage meeting/exceeding shown in Year 1 Outcome Mathematics - Baseline is 2021 CAASPP percentage meeting/exceeding shown in Year 1 Outcome Science - Baseline is 2021 CAASPP percentage meeting/exceeding shown in Year 1 Outcome	Statewide Assessments: English Language Arts All: 31% EL: 4% FY: ** LI: 29% SWD: 14% Homeless: 42% AA: 23% H/L: 29% WH: 41% Mathematics All: 9% EL: 0% FY: ** LI: 8% SWD: 4% Homeless: 16% AA: 0% H/L: 8% WH: 13% Science All: 17% EL: 0% FY: ** LI: 16% SWD: 4% Homeless: ** AA: ** H/L: 12%	Statewide Assessments: English Language Arts All: 29% EL: 7% FY: ** LI: 27% SWD: 5% Homeless: 18% AA: 33% H/L: 28% WH: 33% Mathematics All: 7% EL: 1% FY: ** LI: 6% SWD: 1% Homeless: 0% AA: 7% H/L: 7% WH: 5% Science All: 14% EL: 15% FY: ** LI: 11% SWD: 0% Homeless: ** AA: 0% H/L: 13%		Statewide Assessments: English Language Arts All: 32% EL: 5% FY: ** LI: 30% SWD: 15% Homeless: 43% AA: 24% H/L: 30% WH: 42% Mathematics All: 10% EL: 1% FY: ** LI: 9% SWD: 5% Homeless: 17% AA: 1% H/L: 9% WH: 14% Science All: 18% EL: 1% FY: ** LI: 15% SWD: 4% Homeless: ** AA: ** H/L: 13%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		WH: 25% Data Year: 2021 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small student count	WH: 23% Data Year: 2022 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small student count		WH: 26% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small student count
Participants in career-ready courses – Priority 8 local metric	Career Technical Education – 58 Professional Skills - 1645	Career Technical Education – 38 Professional Skills – 806 Data Year: 2021-22 Data Source: Internal PowerBI	Career Technical Education – 90 Professional Skills – 784 Data Year: 2022-23 Data Source: Internal PowerBI		Career Technical Education – 60 Increase students in career-ready courses each year to 1699 Data Year: 2023-24 Data Source: Internal PowerBI
Percentage of CTE course and pathway completers – Priority 4	48.42% – CTE Course Completion & 1.14% - CTE Pathway graduate completer rate	30.77% - CTE Course completer rate Data Year: 2021-22 Data Source: Internal PowerBI 1.2% – CTE Pathway graduate completer rate Data Year: 2020-21	51.91% - CTE Course completer rate Data Year: 2022-23 Data Source: Internal PowerBI 0% – CTE Pathway graduate completer rate Data Year: 2021-22		55.5% – CTE Course Completion Data Year: 2023-24 Data Source: Internal PowerBI 2.7% – CTE Pathway graduate completer rate Data Year: 2023-24

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	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 by 0.5% each year.	$454,915.00	Yes
2.2	Professional development addressing English Language Learners, low-income and foster youth students	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	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		this an LEA-wide action. SDWIHS expects that these actions will have a positive impact on students with CAASPP scores increasing by at least 1%, and the CA Dashboard will increase by 1 level.		
2.3	Technology Access & Support	All English Language Learners, low-income, and foster youth students will have 100% access to the curriculum and instructional support, which involves access to effective technology platforms and support programs. Teachers and staff continually support students' access to technology and provide training and materials to close gaps. SDWIHS has seen this action be effective with the students during the last year. SDWIHS expects all students would benefit from this action, making this an LEA-wide action. SDWIHS expects these actions to positively impact the students by sustaining 100% access to the educational program.	$413,800.00	Yes
2.4	Support for Standards-based Curriculum and Instruction	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. The implementation score for the standards-based curriculum is 3.98 based on 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.	$127,400.00	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.	$8,073,386.00	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).	$5,134,367.00	No

Goal Analysis [2022-23]

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

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

The actions in Goal 2 were able to be implemented as planned and there was no substantive difference.

Action 1 - Career and college-readiness for English Learners, low-income and foster youth students: 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 for completing a CTE pathway, and completing A-G courses. To address this need, the English Language Learners, low-income, and foster youth students complete 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 their coursework. Support personnel, partnerships, and materials are essential to implement the curriculum for students. SDWIHS has witnessed many of the students be successful in these programs. 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 2 - Professional development addressing English Learners, low-income and foster youth students: As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in ELA, math, and science 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 3 - Technology Access & Support: All English Language Learners, low-income, and foster youth students will have 100% access to the curriculum and instructional support, which involves access to effective technology platforms and support programs. Teachers and staff continually support students' access to technology and provide training and materials to close gaps. SDWIHS has seen this action be effective with the students during the last year. SDWIHS expects all students would benefit from this action, making this an LEA-wide action.

The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 4 - Support for Standards-based Curriculum and Instruction: 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. The implementation score for the standards-based curriculum is 3.98 based on 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.
The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 5 - Educational materials for an effective program: 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. 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 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). The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Overall Successes: SDWIHS implemented the actions for the career and college-readiness through standards-based coursework and supplemental learning activities for the English Language Learner, low-income, and foster youth student groups. Technology upgrades and support for student connectivity and programs continued to be a priority. However, SDWIHS built the teacher and staff capacity by offering professional learning activities, workshops from the Regional Instructional Specialist, virtual workshop, and by attending conferences.

Overall Challenges: CTE courses and pathway completion has been a challenge. In addition, A-G completion needs improvement. Students had access to the college and career activities presented by the school counselors and community members.

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; actual expenditures were approximately the same as budgeted expenditures and principally directed toward the English Language Learners, low-income and foster youth students. SDWIHS met the budgeted expenses in the 2022-2023 Contributing Actions Annual Update table for estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

We effectively implemented our College and Career-Readiness goal, as measured by key metrics, such as participation in CTE and Professional Skills courses, a standards-based curriculum, and the California Assessment for Student Performance and Progress. Our English Learners, low-income, and foster youth students were able to engage in activities that focused on career-readiness and/or college readiness. Professional skills courses had an enrollment of 784 this year. 100% of our students had access to a broad range of courses. The results from last year's CAASPP test was 29% in ELA and 7% in Math. We were able to implement our college and career-ready, standards-based instructional program this year. Additionally, we ensured that students had access to technology and a high level of connectivity in order to support their learning efforts.

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

With the release of the CA Dashboard calculations for status in English Language Arts and Mathematics, we added the metric to Goal 2 Action 2, as it aligns with the CAASPP results. In the previous year, we added a metric for seniors who completed a CTE pathway and graduated completing the A-G requirement. We will continue to implement actions towards the achievement of Goal 2 as planned.

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

Goals and Actions

Goal

Goal #	Description
3	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.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard Fall 2022	Dashboard Fall 2022		
Retention rate – local metric	82.3%	74.4% - All Student Group Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI	81.3% - All Student Group Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI		Retention rate – 80% or higher Data Year: 2023-24 Data Source: Internal PowerBI
Attendance rate – Priority 5	88.03%	85.1% - All Student Group Data Year: 2021-22 LP1-7 Data Source: Internal SIS	91.8% - All Student Group Data Year: 2022-23 LP1-7 Data Source: Internal SIS		Attendance rate – 85% or higher Data Year: 2023-24 Data Source: Internal PowerBI
Non-completer rate(dropout) – local metric	9.0%	11.7% - All Student Group Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI	9.4% - All Student Group Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI		Non-completer rate (dropout) – less than 10% Data Year: 2023-24 Data Source: Internal PowerBI
Suspension rate – Priority 6	0%	0% - All Student Group	0% - All Student Group		0% Suspension rate – low rate Data Year: 2023-24

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student 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. The retention rate is 81.3%. 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 incentive program. SDWIHS will continue this practice because the	$440,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.2	Social and Emotional Supports	During the pandemic, the English Language Learners, low-income, and foster youth student population sustained the most social-emotional trauma, which impacted the success (graduation rate), retention, and re-matriculation rate. The success rate is 90%. 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.	$1,370,684.00	Yes
3.3	Access to Transportation	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. The current attendance rate is 91.8%. 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.	$74,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SDWIHS expects these actions to positively impact attendance, and the average attendance rate will increase above 85% each year.		
3.4	Access to 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) rate of 9.4% 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.	$74,000.00	Yes
3.5	Title I – Helping Homeless	Homeless students need additional support with necessities such as access to nutrition, transportation, hygiene items, and social-emotional support to feel a part of the school community.	$500.00	No

Goal Analysis [2022-23]

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

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

Overall, SDWIHS was able to implement the actions in this goal and there was no substantive difference in planned actions and actual implementation of these actions.

Action 1 - Student Retention: The English Language Learner, low-income, and foster youth student population have some of the lowest attendance rates. Ensuring that the English Language Learner, low-income, and foster youth students attend and remain in school is foundational to the program. SDWIHS serves English Language Learner, 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. SDWIHS has trained personnel who provide outreach and monitor students so that their attendance is regular. SDWIHS also has a comprehensive incentive program. SDWIHS will

continue this practice because the data shows that the school has been successful with the majority of the students each year. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 2 - Social and Emotional Supports: English Language Learner, low-income, and foster youth student populations 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 the English Language Learner, low-income, and foster youth students. Programs that positively impact students include TREC, HOPE, counseling, support personnel, social workers, professional development, sports, and yoga. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 3 - Access to Transportation: The English Language Learner, 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. The school was able to implement this action and less funds were used than expected.

Action 4 - Access to 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) rate 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 Learner, low-income, and foster youth student groups. The school was able to implement this action and less funds were used than expected.

Action 5 - Title 1 – Helping Homeless: Homeless students need additional support with necessities such as access to nutrition, transportation, hygiene items, and social-emotional support to feel a part of the school community. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Overall Successes: The goal of Increasing Student Retention was successfully implemented this year. The student retention support personnel serviced the English Language Learner, low-income, and foster youth student groups by increasing efforts to retain, lower the non-completer rate, and improve the success rate. With an increase in efforts, SDWIHS hopes to improve these metrics for the 2022-2023 school year. This local data is currently not disaggregated, and we are hoping to improve our capacity to report by subgroup.

Overall Challenges: SDWIHS expended less funds on nutrition and transportation. SDWIHS will adjust the amount of funding necessary to meet the students' nutritional and transportation needs. Low-income students were able to access nutrition and transportation as needed. For the 2023-2024 school year, a nutrition program has been brokered to provide students with a perishable food program Monday-Thursday.

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; actual expenditures were approximately the same as budgeted expenditures and principally directed toward the English Language Learners, low-income and foster youth students. SDWIHS met the budgeted expenses in the 2022-2023 Contributing Actions Annual Update table for estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, we have increased the retention of our students as measured by key metrics, such as the success rate, retention rate and low drop-out rate. As shown above, in the Measuring and Reporting Results chart, the success rate increased by 3 percentage points, to be 90.6% in 2023. This is the result of a comprehensive and strategic approach to helping students remain engaged in their education and help them overcome barriers to learning.

Our efforts to re-engage students resulted in an increase in our retention rate to 81.3% this year. The non-completer/dropout rate this year is 9.4%, which is an improvement from last year. Additionally, the attendance rate is above what it was last year, and is now at 91.8%. These metrics show that we have improved retention and that the actions are effective in this goal.

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

There were no changes to the actions or metrics in this goal. We will continue to implement actions towards the achievement of Goal 3 as planned.

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

Goals and Actions

Goal

Goal #	Description
4	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.

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers feel connected– Priority 6	95% Communication is good	83% Feel Connected Data Year: 2021-22 LP1-7 Data Source: School Survey	100% Feel Connected Data Year: 2022-23 LP1-7 Data Source: School Survey		90% Feel Connected Data Year: 2023-24 Data Source: School Survey

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community/Parent Liaison and Meaningful School Activities	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. Over 3381, educational partners have participated in school events. 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.	$529,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Translation and Outreach Services	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. Students report a 95% rate of connectedness with the school. SDWIHS will continue to support these efforts at school events and translate materials into multiple languages. These actions will increase parent/guardian attendance and increase course completion and graduation rates for the English Language Learners, low-income, and foster youth student population. SDWIHS expects these actions will increase the English Language Learners, low-income, and foster youth students' sense of connectedness. SDWIHS expects all students to benefit from this action, making this an LEA-wide action. SDWIHS expects students to report over 90% feel connected to school each year.	$20,000.00	Yes
4.3	Educational Partner Engagement	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. As reported in the school survey, 80%of parents/guardians feel encouraged to participate. School activities and events are essential for English Language Learners, low-income, and foster youth students and their families to feel connected to the school's purpose and have increased engagement. SDWIHS has had 251 participants in the PAC/ELAC this school year. Sustaining educational partner engagement requires	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
4.4	Title 1 – Parent Engagement	Federal funds are directed at meaningful and engaging parent/guardian events, such as Title I meetings. These events have expenditures to support the activities, such as transportation, and other meeting materials.	$500.00	No

Goal Analysis [2022-23]

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

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

Overall, SDWIHS was able to implement the actions in this goal and there was no substantive difference in planned actions and actual implementation of these actions.

Action 1 - Community/Parent Liaison and Meaningful School Activities: 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 liaison who does outreach to promote the school as a welcoming place for everyone. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 2 - Translation and Outreach Services: 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 3 - Educational Partner Engagement: The English Language Learners, low-income, and foster youth student population and their families often struggle with being involved in meaningful school activities. School activities and events are essential for English Language Learners, low-income, and foster youth students, and their families to feel connected to the school's purpose and have increased engagement. 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. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Action 4 -Title 1 – Parent Engagement: Federal funds are directed at meaningful and engaging parent/guardian events, such as Title I meetings. These events have expenditures to support the activities, such as transportation, and other meeting materials. The school was able to implement this action and there was no substantive difference in planned actions and actual implementation of these actions.

Overall Successes: SDWIHS implemented the actions in Goal 4, Increase Educational Partner Engagement. Parent-teacher conferences, new student orientations, and school events were held in-person and virtually to accommodate the needs of its educational partners. PAC/ELAC meetings were held quarterly.

Overall Challenges: SDWIHS continually works to improve how educational partners can remain engaged and provide input to the school program. 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; actual expenditures were approximately the same as budgeted expenditures and principally directed toward the English Language Learners, low-income and foster youth students. SDWIHS met the budgeted expenses in the 2022-2023 Contributing Actions Annual Update table for estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, we were successful with this goal, as measure by the school survey and participation results. We saw an increase in parents feeling encouraged to participate, rising to 80% this year. We believe that our positive engagement efforts resulted in 100% of the students reporting that they feel safe this year and 100% of the teachers reporting that they feel connected. Participation in PAC/ELAC, conferences and meetings were less than what they were at this same time last year. We will continue to reach out to parents to participate in meetings.

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

We will continue to implement actions towards the achievement of Goal 4 as planned. There were no changes to the actions or metrics in 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$7,044,915.00	$873,360.00

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
26.10%	0.00%	$0.00	26.10%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a "wide" basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group's stated need(s).

The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action.

The contributing "wide" actions in this plan are:

Goal 1 Action 2: All academic interventions and program materials.

Goal 1 Action 3: Tutoring and supports for students.

Goal 1 Action 4: Counseling students towards graduation and materials

Goal 1 Action 5: Student activities that increase learning efforts.

Goal 2 Action 1: Career and college-readiness for English Learners, low income, and foster youth students.

Goal 2 Action 2: Professional development addressing English Learners, low income, and foster youth students.

Goal 2 Action 3: Technology for upgrading student programs.

Goal 2 Action 4: Support for Standards-based Curriculum and Instruction.

Goal 3 Action 1: Student Retention Support personnel and incentive programs.

Goal 3 Action 2: Social-emotional support services and materials.

Goal 3 Action 3: Transportation for English Learners, low income, and foster youth students.

Goal 3 Action 4: Access to nutrition for English Learners, low income, and foster youth students.

Goal 4 Action 1: Community/Parent Liaison and meaningful school activities.

Goal 4 Action 2: Translation services and contracted services for outreach.

Goal 4 Action 3: Materials, transportation, and personnel to support educational partner events.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SDWIHS has demonstrated that it has met the 26.10% required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 1 Action 1: English Language Learners support staff, interventions, and materials
Goal 1 Action 8: Professional Development for English Learners

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.

SDWIHS is a single school LEA and an independent study DASS charter school, with over 55% English Learners, low-income, and foster youth students. The 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 essential to implementing each goal. Listed below are the goals and actions that additional personnel provided direct services to English Learners, low income, and foster youth students:

Goal 1 Action 2: All academic interventions and program materials –intervention teachers for math, ELA, and reading
Goal 1 Action 3: Tutoring and supports for students – additional tutors proficient in core subject areas
Goal 2 Action 1: Career and college-readiness for unduplicated students –CTE teachers, and tutors/paraprofessionals
Goal 3 Action 2: Social-emotional support services and materials –additional support staff

SDWIHS is a single school LEA and does 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	SDWIHS is a single-school LEA independent DASS school focused on credit recovery that is over 55% unduplicated students; therefore, this prompt does not apply.	SDWIHS is a single-school LEA independent DASS school focused on credit recovery that is over 55% unduplicated students; therefore, this prompt does not apply.
Staff-to-student ratio of certificated staff providing direct services to students	SDWIHS is a single-school LEA independent DASS school focused on credit recovery that is over 55% unduplicated students; therefore, this prompt does not apply.	SDWIHS is a single-school LEA independent DASS school focused on credit recovery that is over 55% unduplicated students; therefore, this prompt does not apply.

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,471,736.00			$491,807.00	$32,963,543.00	$18,964,790.00	$13,998,753.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	English Language Learner support staff, interventions, and materials	English Learners	$1,186,454.00				$1,186,454.00
1	1.2	All academic interventions and program materials	English Learners Foster Youth Low Income	$1,810,310.00				$1,810,310.00
1	1.3	Tutoring and supports for students	English Learners Foster Youth Low Income	$821,471.00				$821,471.00
1	1.4	Counseling students towards graduation and materials	English Learners Foster Youth Low Income	$413,200.00				$413,200.00
1	1.5	Student activities that increase learning efforts	English Learners Foster Youth Low Income	$172,000.00				$172,000.00
1	1.6	Teachers and staff are qualified and appropriately assigned	All	$11,345,708.00				$11,345,708.00
1	1.7	Title I – Intervention programs and personnel to support students	All				$490,807.00	$490,807.00
1	1.8	Professional Development for English Language Learners	English Learners	$500.00				$500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	English Learners Foster Youth Low Income	$454,915.00				$454,915.00
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students	English Learners Foster Youth Low Income	$6,000.00				$6,000.00
2	2.3	Technology Access & Support	English Learners Foster Youth Low Income	$413,800.00				$413,800.00
2	2.4	Support for Standards-based Curriculum and Instruction	English Learners Foster Youth Low Income	$127,400.00				$127,400.00
2	2.5	Educational materials for an effective program	All	$8,073,386.00				$8,073,386.00
2	2.6	Safe and secure facilities	All	$5,134,367.00				$5,134,367.00
3	3.1	Student Retention	English Learners Foster Youth Low Income	$440,441.00				$440,441.00
3	3.2	Social and Emotional Supports	English Learners Foster Youth Low Income	$1,370,684.00				$1,370,684.00
3	3.3	Access to Transportation	English Learners Foster Youth Low Income	$74,000.00				$74,000.00
3	3.4	Access to Nutrition	English Learners Foster Youth Low Income	$74,000.00				$74,000.00
3	3.5	Title I – Helping Homeless	All				$500.00	$500.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	English Learners Foster Youth Low Income	$529,600.00				$529,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Translation and Outreach Services	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
4	4.3	Educational Partner Engagement	English Learners Foster Youth Low Income	$3,500.00				$3,500.00
4	4.4	Title 1 – Parent Engagement	All				$500.00	$500.00

2023-24 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
$26,993,048.00	$7,044,915.00	26.10%	0.00%	26.10%	$7,918,275.00	0.00%	29.33 %	**Total:**	$7,918,275.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,186,454.00
								Schoolwide Total:	$6,731,821.00

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	English Language Learner support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,186,454.00	0
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,810,310.00	0
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$821,471.00	0
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$413,200.00	0
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$172,000.00	0
1	1.8	Professional Development for English Language Learners	Yes	Schoolwide	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	$454,915.00	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	$6,000.00	0
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$413,800.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$127,400.00	0
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$440,441.00	0
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,370,684.00	0
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$74,000.00	0
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$74,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$529,600.00	0
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$30,789,319.00	$37,126,942.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	English Language Learner support staff, interventions, and materials.	Yes	$865,000.00	$940,877.00
1	1.2	All academic interventions and program materials.	Yes	$1,577,224.00	$2,017,200.00
1	1.3	Tutoring and supports for students.	Yes	$780,000.00	$912,412.00
1	1.4	Counseling students towards graduation and materials.	Yes	$490,000.00	$538,130.00
1	1.5	Student activities that increase learning efforts.	Yes	$60,000.00	$68,808.00
1	1.6	Teachers and staff are qualified and appropriately assigned.	No	$11,097,213.00	$14,096,616.00
1	1.7	Title I – Intervention programs and personnel to support students.	No	$456,819.00	$461,381.00
1	1.8	Professional Development for English Language Learners.	Yes	$500.00	$676.00
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	$305,000.00	$541,678.00
2	2.2	Professional development addressing English Language	Yes	$220,000.00	$238,849.00

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)
		Learners, low-income and foster youth students.			
2	2.3	Technology Access & Support	Yes	$450,000.00	$605,852.00
2	2.4	Support for Standards-based Curriculum and Instruction.	Yes	$475,000.00	$519,943.00
2	2.5	Educational materials for an effective program.	No	$7,820,577.00	$9,249,508.00
2	2.6	Safe and secure facilities.	No	$4,634,631.00	$4,993,783.00
3	3.1	Student Retention.	Yes	$300,000.00	$262,247.00
3	3.2	Social and Emotional Supports.	Yes	$635,000.00	$980,373.00
3	3.3	Access to Transportation	Yes	$100,355.00	$65,278.00
3	3.4	Access to Nutrition	Yes	$105,000.00	$63,149.00
3	3.5	Title I – Helping Homeless.	No	$500.00	$9,640.00
4	4.1	Community/Parent Liaison and Meaningful School Activities.	Yes	$400,000.00	$525,283.00
4	4.2	Translation and Outreach Services	Yes	$15,000.00	$20,127.00
4	4.3	Educational Partner Engagement.	Yes	$1,000.00	$8,670.00
4	4.4	Title 1 – Parent Engagement.	No	$500.00	$6,462.00

2022-23 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)
$8,258,331.00	$6,779,079.00	$8,309,552.00	($1,530,473.00)	0.00%	0.00%	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)
1	1.1	English Language Learner support staff, interventions, and materials.	Yes	$865,000.00	$940,877.00	0.00%	0.00%
1	1.2	All academic interventions and program materials.	Yes	$1,577,224.00	$2,017,200.00	0.00%	0.00%
1	1.3	Tutoring and supports for students.	Yes	$780,000.00	$912,412.00	0.00%	0.00%
1	1.4	Counseling students towards graduation and materials.	Yes	$490,000.00	$538,130.00	0.00%	0.00%
1	1.5	Student activities that increase learning efforts.	Yes	$60,000.00	$68,808.00	0.00%	0.00%
1	1.8	Professional Development for English Language Learners.	Yes	$500.00	$676.00	0.00%	0.00%
2	2.1	Career and college-readiness for English Language Learners, low-income and foster youth students	Yes	$305,000.00	$541,678.00	0.00%	0.00%
2	2.2	Professional development addressing English Language Learners, low-income and foster youth students.	Yes	$220,000.00	$238,849.00	0.00%	0.00%
2	2.3	Technology Access & Support	Yes	$450,000.00	$605,852.00	0.00%	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)
2	2.4	Support for Standards-based Curriculum and Instruction.	Yes	$475,000.00	$519,943.00	0.00%	0.00%
3	3.1	Student Retention.	Yes	$300,000.00	$262,247.00	0.00%	0.00%
3	3.2	Social and Emotional Supports.	Yes	$635,000.00	$980,373.00	0.00%	0.00%
3	3.3	Access to Transportation	Yes	$100,355.00	$65,278.00	0.00%	0.00%
3	3.4	Access to Nutrition	Yes	$105,000.00	$63,149.00	0.00%	0.00%
4	4.1	Community/Parent Liaison and Meaningful School Activities.	Yes	$400,000.00	$525,283.00	0.00%	0.00%
4	4.2	Translation and Outreach Services	Yes	$15,000.00	$20,127.00	0.00%	0.00%
4	4.3	Educational Partner Engagement.	Yes	$1,000.00	$8,670.00	0.00%	0.00%

2022-23 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)
$28,709,649.0	$8,258,331.00	0.00%	28.77%	$8,309,552.00	0.00%	28.94%	$0.00	0.00%

Instructions

Plan Summary

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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 (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 aspects of the LCAP template 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, 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]).

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

  o **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.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022