



San Diego

COOPERATIVE CHARTER SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Cooperative Charter School

CDS Code: CA

School Year: 2024-25

LEA contact information:

Sarah Saluta

Executive Director

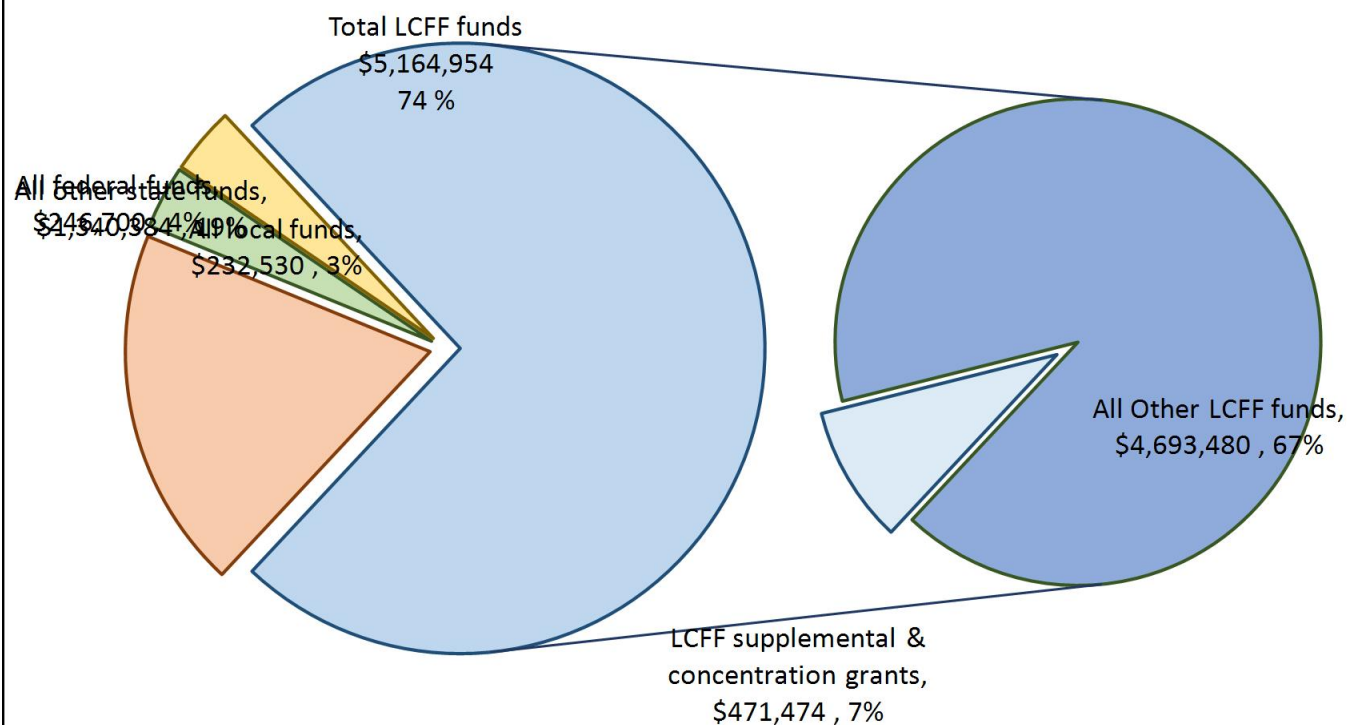
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

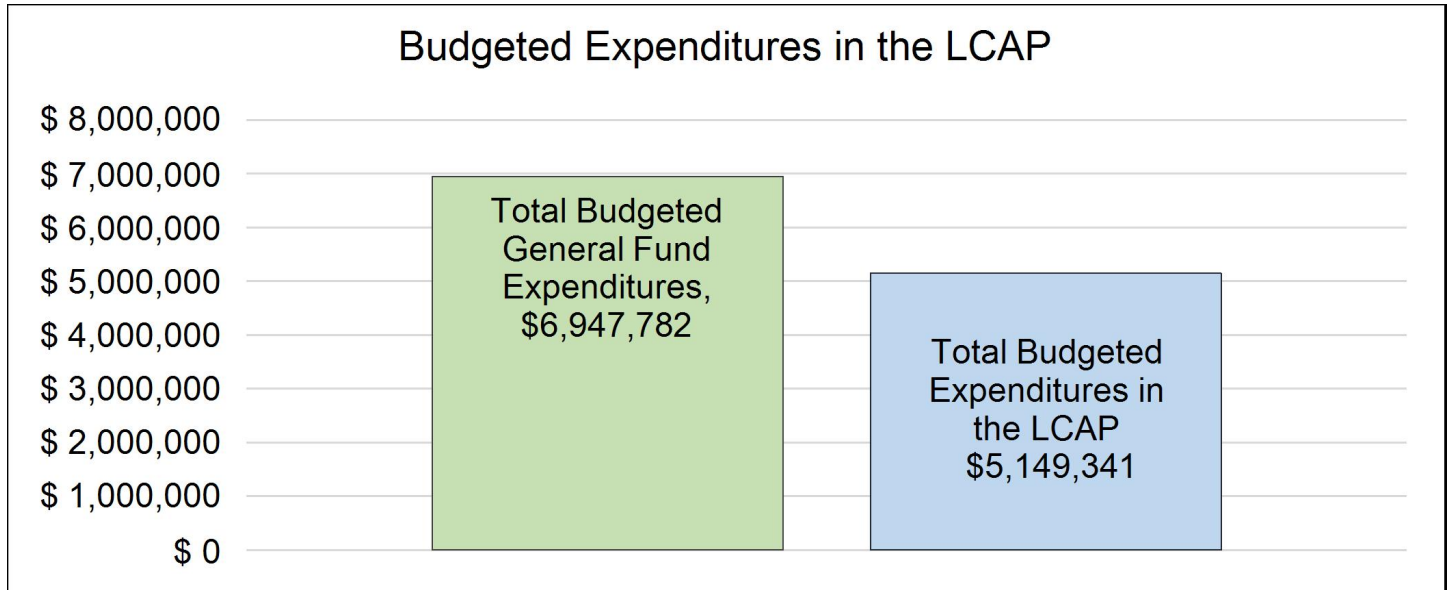


This chart shows the total general purpose revenue San Diego Cooperative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Cooperative Charter School is \$6,984,568, of which \$5,164,954 is Local Control Funding Formula (LCFF), \$1,340,384 is other state funds, \$232,530 is local funds, and \$246,700 is federal funds. Of the \$5,164,954 in LCFF Funds, \$471,474 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: San Diego Cooperative Charter School plans to spend \$6,947,782 for the 2024-25 school year. Of that amount, \$5,149,341 is tied to actions/services in the LCAP and \$1,798,441 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

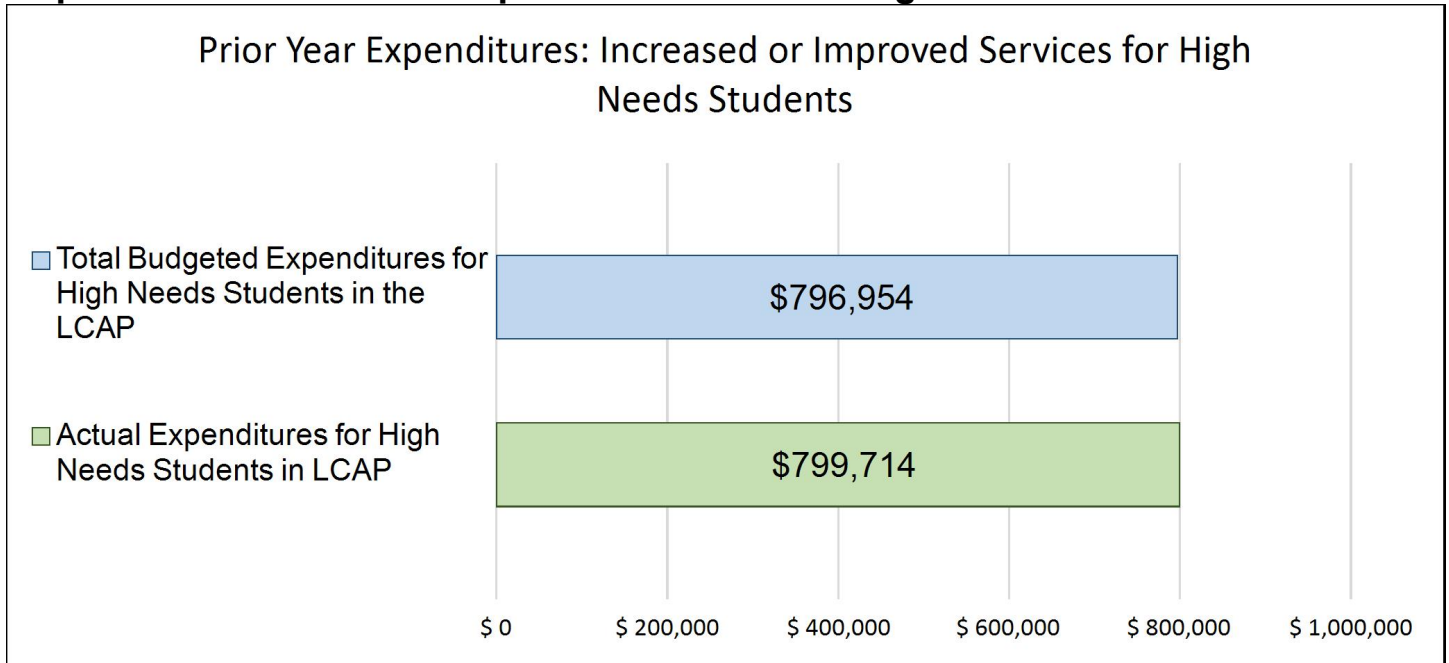
Major general fund expenditures not included in the LCAP include operating expenses (facilities, utilities, maintenance costs) and staffing costs that support the organization (custodian, clerical staff).

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

In 2024-25, San Diego Cooperative Charter School is projecting it will receive \$471,474 based on the enrollment of foster youth, English learner, and low-income students. San Diego Cooperative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Cooperative Charter School plans to spend \$804,317 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, San Diego Cooperative Charter School's LCAP budgeted \$796,954 for planned actions to increase or improve services for high needs students. San Diego Cooperative Charter School actually spent \$799,714 for actions to increase or improve services for high needs students in 2023-24.



San Diego **COOPERATIVE CHARTER SCHOOL**

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Cooperative Charter School	Sarah Saluta Executive Director	Sarah@sdccs.org (858) 496-1613

Goals and Actions

Goal

Goal #	Description
1	With a diversity, equity, and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with a rigorous standards-aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. EL performance on ELPAC Summative Assessment.	Create a new baseline performance on the ELPAC Summative Assessment.	34.7% of our Emergent Bilingual Students were well developed on our 2020-2021 ELPAC	33.3% of our Emergent Bilingual Students were well developed on our 2022-2023 ELPAC (excluding the k-2 students)	We have not yet received our ELPAC data from the 2023-2024 school year.	We hope to achieve 35% of Emergent Bilingual students testing on at well developed on the Summative Assessment on the ELPAC
1B. Continue implementing classroom supports utilizing the RTI model, maintaining a Special Education identification rate of less than 5%	3.4% in 2016-2017. 13 newly identified.	3.0% in 2021-2022 with 13 students newly identified.	2.8% in 2022-2023 as of June 1st with 12 students newly identified.	We have implemented an MTSS, ELD program and we are utilizing the RTI model to maintain identification rates.	Maintaining an identification rate less than 4%
1C. California Assessment of Student Performance and Progress (CAASPP).	48.2% of ELA Students Meet or Exceed 31.5% of Math Students Meet or Exceed	53.05% of ELA Students Met or Exceeded Standards, 39.7% of Math Students Met or Exceeded Standards	51.24% of ELA Students Met or Exceeded Standards, 41.49% of Math Students Met or Exceeded Standards	We have not yet received our CAASPP data from the 2023-2024 school year.	CAASPP Data 56% of ELA Students Meet or Exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Based on 2018-2019 CAASPP data.	CAASPP data above is based on preliminary results from 2019	CAASPP data above is based on 2020-2021 CAASPP results	CAASPP data above is based on 2022-2023 CAASPP results		39% of Math Students Meet or Exceed
1D. We will maintain a Middle School Dropout Rate of 0%	0% in 2018-2019	0% in 2021-2022	0% in 2022-2023	0% in 2023-2024	0% drop out rate in 2023-2024
1E. We will aim for an attendance rate of 96% or higher.	94.8% in 2019-2020 ADA	93.1% in 2020-2021 ADA	95.39% in 2022-2023 ADA	95.30% in 2023-2024 ADA	95% attendance rate
1F. We will maintain an 8th grade exit portfolio pass rate of 100%.	100% in 2019-2020	100% in 2021-2022	100% in 2022-2023	100% in 2023-2024	100% pass rate in 2023-2024

Goal Analysis

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

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

To effectively carry out the LCAP goal at San Diego Cooperative Charter School (SDCCS) through a lens of diversity, equity, and inclusion, the following strategies have been implemented:

Culturally Responsive Curriculum: Develop and implement a curriculum that reflects the diverse backgrounds and experiences of students at SDCCS. This includes integrating content that represents various cultures, languages, and perspectives, allowing students to see themselves reflected in their learning materials.

Differentiated Instruction: We have implemented instructional strategies that accommodate the diverse learning needs of students. This involved providing multiple pathways for students to demonstrate understanding, offering individualized support, and utilizing various teaching methods to engage different learning styles.

Professional Development: We provided ongoing professional development with opportunities for teachers and staff focused on diversity, equity, and inclusion. This training included topics such as implicit bias, culturally responsive teaching practices, race lighting and strategies for creating inclusive classroom environments.

Community Engagement: We fostered partnerships with families and the broader community to ensure that diverse voices are heard and represented in decision-making processes. This involved hosting forums for parents and caregivers to provide feedback on the school's programs and policies, as well as collaborating with community organizations to offer culturally relevant resources and support services.

Data Collection and Analysis: We regularly collected and analyze data on student achievement, attendance, and disciplinary actions disaggregated by race, ethnicity, language, socio-economic status, and other relevant factors. Use this data to identify disparities and inform decision-making aimed at addressing inequities.

Equity Audits: Conducted equity audits of school policies, practices, and procedures to identify areas where improvements can be made to promote equity and inclusion.

Student Support Services: Ensured that all students have access to appropriate support services to address their academic, social, and emotional needs. This includes providing counseling, MTSS, English language learner support, and accommodations for students with disabilities.

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

No material differences.

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

Implementing a multi-tiered system of support (MTSS) at San Diego Cooperative Charter School is taking longer to realize due to the multifaceted nature of the process. Initially, comprehensive assessments are required to identify students' needs across academic, behavioral, and social-emotional domains, followed by staff selection and training in evidence-based interventions. Then, the crucial step is establishing data collection mechanisms and monitoring systems to track student progress effectively. Furthermore, ensuring fidelity to the MTSS framework necessitates ongoing professional development, collaboration among teachers, administrators, and support staff, and aligning school policies and practices. Finally, engaging parents and the broader school community is essential to foster a cohesive and supportive environment. These sequential steps and the need for continuous refinement and adaptation contribute to the time-intensive nature of implementing MTSS at San Diego Cooperative Charter School.

This year, we have increased our MTSS work and our MTSS team. We will continue to build out that team in 2024-2025 and increase our collaboration and data collection mechanisms.

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 RTI in working with our Students With Special Needs however we will be altering the goal not to include classification rates as that is difficult to control in our random lottery.

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	Continue to invite and engage parents and other stakeholders to participate in our program through collaboration and communication to support all students in increased attendance, leading to a path to college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Maintain a parent volunteer program with 10,000 volunteer hours logged per year.	Our parent volunteer hours were 10,541 in 2020-2021 school year.	Our parent volunteer hours were 3,520 in 2021-2022 school year.	Our parent volunteer hours were 5,650 in May of the 2022-2023 school year.	Our parent volunteer hours were 7,015 in May of the 2023-2024 school year.	Maintain a parent volunteer program with 13,000 volunteer hours logged per year.
2B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are invited to meet with instructional staff.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet at least twice a year with the child's classroom teacher.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.
2C. Minimum of 5 Parent trainings / informational meetings during and outside of the regular school day.	In 2020 we greatly exceeded the parent information meetings due to COVID-19. We offered 11 parent meetings.	In 2021-2022 School Year we offered 6 informational meetings throughout the school year.	In 2022-2023 School Year we offered 5 informational meetings throughout the school year.	As of May of 2023-2024 school year we have offered 6 informational / training meetings.	Minimum of 5 parent trainings / informational meetings during and outside of the regular school day.
2D. Teachers meet with 90% of	88% of parents met with teacher for student conferences.	94.6% of parents met with teachers for student conferences.	91.3% of parents met with teachers for student conferences.	88%% of parents met with teachers	100% of parents met with teachers for student conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent/guardian for student conferences				conferences in 2023-2024 school year.	

Goal Analysis

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

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

San Diego Cooperative Charter School diligently pursued their LCAP goal of inviting and engaging parents and other stakeholders to participate in their program through collaboration and communication, ultimately supporting all students in increasing attendance and paving the way for college and career readiness.

To realize this objective, the school employed various strategies. They organized regular parent-teacher conferences, open houses, and informational sessions to keep parents informed about their child's progress and the school's initiatives. Additionally, they established a parent advisory committee to provide a platform for parents to voice their concerns and ideas, fostering a sense of ownership and involvement in the school community.

Furthermore, the school leveraged technology to enhance communication with parents, utilizing platforms such as newsletters, emails, and a dedicated parent portal on the school website to share important updates, resources, and opportunities for involvement.

In collaboration with community organizations and local businesses, San Diego Cooperative Charter School also organized workshops and events aimed at promoting college and career readiness among students and parents alike. These initiatives included college fairs, career exploration sessions, and financial aid workshops, providing valuable information and support to families as they navigated the path toward higher education and professional success.

Through these concerted efforts in collaboration and communication, San Diego Cooperative Charter School successfully engaged parents and stakeholders in supporting students, leading to increased attendance and a clear trajectory toward college and career readiness for all students.

It should be noted that we have altered our Middle School report cards to reflect grades as well as narrative to best reflect the performance of our students. In addition we have increased meeting opportunities in grades 6, 7 and 8.

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

No material differences.

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

In the wake of the Covid-19 pandemic, San Diego Cooperative Charter School has noted a marked decline in parent engagement and volunteering, impacting efforts to support all students in achieving increased attendance and readiness for college and career. The demands and constraints imposed by the pandemic have reshaped the landscape of parental involvement. Many parents now find themselves grappling with increased work responsibilities, remote work setups, and childcare duties, leaving them with limited time and energy to volunteer as extensively as they did before. Despite these obstacles, the school remains dedicated to finding alternative avenues for parent engagement and collaboration, recognizing the vital role parents play in their child's educational journey.

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.

In light of the ongoing challenges posed by the Covid-19 pandemic, San Diego Cooperative Charter School has made the decision to reduce the goal of achieving 10,000 volunteer hours annually. Despite concerted efforts, the school has fallen short of this target due to the significant disruptions caused by the pandemic impacting the ability of parents and stakeholders to volunteer their time and resources as they previously would. Recognizing the realities of the current situation, the school believes that adjusting the volunteer hour goal is a pragmatic approach to align expectations with the current circumstances while still fostering a spirit of community involvement and support. By setting a more attainable target, the school aims to encourage meaningful participation from volunteers and optimize the resources available to support student success during these challenging times.

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	All students will receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. All core teachers will meet the Highly Qualified Teacher standards	All core teachers meet HQT standards	All core teachers meet HQT standards	All core teachers meet HQT standards	All core teachers meet HQT standards	All teachers meet HQT standards
3B. Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year along with intentional small PLC that focus on focused instructional goals.
3C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IA's received 5 full days of PD this year	Classified IA's received 5 full days of PD this year	Classified IA's received 7 full days of PD this year plus 2 hour monthly trainings equaling 76 hours.	Classified IAs received 2 full days + 20 hours = minimum of 36 hours of PD provided per year along with structured lessons from the SELPA and EL Coordinator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3D. The school will maintain a safe and functional academic environment as measured by the LCAP survey of all stakeholders.	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	96.2% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	96.9% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey.	98% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey
3E. The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team annually reviewed, improved and had an April 2022 approval our Comprehensive Safety Plan by the Board of Directors	The leadership team annually reviewed, improved and had an April 2023 approval our Comprehensive Safety Plan by the Board of Directors	The leadership team will conducted the annual review of the safety plan in February of 2024.	We will expand the leadership team that will annually improve our Comprehensive Safety Plan
3F. School staff will practice monthly safety drills	SDCCS staff practice a variety of drills monthly.	SDCCS staff practice a variety of drills monthly.	SDCCS staff practice a variety of drills monthly.	SDCCS staff practiced a variety of drills monthly.	SDCCS staff practice a variety of drills monthly with at least one full scale disaster drill annually.
3G. SDCCS master schedule will include supervision of students at all times	Students are supervised at all times.	Students are supervised at all times.	Students are supervised at all times.	Students were supervised at all times.	Students are supervised at all times.

Goal Analysis

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

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

San Diego Cooperative Charter School diligently pursued its LCAP goal of ensuring that all students receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment through a multi-faceted approach.

Firstly, the school prioritized the recruitment and retention of highly qualified teachers by offering salaries bonuses and a comprehensive benefits packages, professional development opportunities, a supportive work environment and 1K funds that support all classrooms. This ensured that all educators at the school were not only well-qualified but also continuously engaged in enhancing their teaching skills to better meet the needs of diverse learners.

Additionally, the school invested in ongoing curriculum development and revision processes to ensure that instructional materials were not only aligned with state standards but also reflective of best practices in teaching and learning. This involved regular review cycles where teachers, administrators, and curriculum specialists collaborated to identify areas for improvement and implement necessary changes.

Furthermore, San Diego Cooperative Charter School implemented various strategies to create a rich, functional, and safe academic environment for its students. This included maintaining clean and well-equipped facilities conducive to learning, implementing evidence-based behavior management techniques to foster positive school culture, and providing support services such as counseling and special education accommodations to meet the diverse needs of students.

Through these concerted efforts, San Diego Cooperative Charter School successfully carried out its LCAP goal of providing all students with a high-quality education in a supportive and enriching academic environment.

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

No material differences.

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

This year our Safety Plan had a complete rehaul due to new legislative requirements. These changes were considerable and required a concerted amount of time and energy.

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.

Teacher qualifications at charter schools have increased over the years. It is a priority for us to put the most qualified teachers into our classrooms. If a teacher does not have a specific credential that they are in the process of obtaining then we will complete the Declaration of

Need to the county and our Board of Directors and begin the Local Assignment process. HQT is no longer federally mandated; however, SDCCS works hard to secure and retain staff with the HQT qualifications below.

Bachelor's Degree: The teacher must hold at least a bachelor's degree from an accredited institution.

Teacher Preparation Program: Completion of a state-approved teacher preparation program.

Credential: Possess a valid California teaching credential appropriate for the subject and grade level.

Subject Matter Competence: Demonstrated subject matter competence, usually by passing the appropriate subject matter examinations or completing coursework in the subject area.

Alternative Route Programs: Teachers participating in alternative route programs, such as internships, may also qualify if they meet certain requirements set by the California Commission on Teacher Credentialing (CTC).

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	Developed a Multi-Tiered System of Support (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS diverse student population, specifically our English Learners, Foster Youth, and students with Disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Increased percent of EL who progress in English proficiency as measured by the ELPAC.	Establish a new baseline as one school of the percent of EL who progress in English proficiency as measured by the ELPAC	33% of our Emergent Bilingual students were identified in the performance level of well developed measured by the ELPAC	28.13% of our Emergent Bilingual students were identified in the performance level of well developed measured by the ELPAC	We have not yet received our summative ELPAC results.	36% of our Emergent Bilingual students were identified in the performance level of well developed measured by the ELPAC
4B. Increased English Learner initial reclassification rate.	Establish a new baseline as one school for our initial reclassification rate in 2020-2021.	1% of our Emergent Bilingual Students were reclassified in their initial assessment 2021-2022.	30% of our Emergent Bilingual Students were reclassified in their initial assessment 2022-2023.	We have not yet received our summative ELPAC results.	3% of our Emergent Bilingual Students will be reclassified.
4C. Increased CAASPP scores for students with special needs in Language Arts, Reading and Math.	CAASPP Scores for students with special needs who met or exceeded standards L. Arts= 28.26% Math= 19.76%	CAASPP Scores for students with special needs who met or exceeded standards L. Arts=40.3% Math= 26.87% Scores from 2020-2021	CAASPP Scores for students with special needs who met or exceeded standards L. Arts=27.4% Math= 19.18% Scores from 2021-2022	We have not yet received our 2023-2024 CAASPP scores.	CAASPP Scores for students with special needs L. Arts= 37.27% Math= 25.76%

Goal Analysis

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

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

Implementing a Multi-Tiered System of Support (MTSS) framework as part of the Local Control Accountability Plan (LCAP) goal at San Diego Cooperative Charter School (SDCCS) involved several key steps:

Assessment and Needs Analysis: SDCCS began by conducting a comprehensive assessment of their student population to identify the specific academic needs of English Learners, Foster Youth, and students with Disabilities. This assessment helped to understand the existing support structures and areas where improvement was needed.

Development of MTSS Framework: SDCCS has developed a customized MTSS framework tailored to the needs of our diverse student population. This framework included multiple tiers of support, with increasingly intensive interventions for students who require additional assistance.

Training and Professional Development: Faculty and staff at SDCCS received training and professional development on implementing the MTSS framework effectively.

Data Collection and Progress Monitoring: SDCCS is working established systems for collecting data on student progress and monitoring the effectiveness of their MTSS interventions. This ongoing data collection allows educators to make data-informed decisions about the allocation of resources and the modification of interventions as needed.

Collaboration and Communication: Collaboration and communication among teachers, administrators, support staff, and parents are essential components of a successful MTSS implementation. SDCCS is working to established mechanisms for regular communication and collaboration to ensure that all stakeholders are working together to support student success.

Cultural Competence and Equity: Given the diverse student population at SDCCS, particular attention was paid to ensuring that the MTSS framework is culturally responsive and equitable. This involved providing training on cultural competence and implementing strategies to address the unique needs of various student groups.

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

No material differences.

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

Several of the above MTSS components are need additional work and attention. Specifically staff professional development, systems for data collection as well as building out systems for collaboration and communication.

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

The goal will be modified to focus primarily on our next steps in building out an effective MTSS framework. The expected outcomes from a fully realized MTSS framework are:

Improved Academic Achievement: Students receive targeted interventions tailored to their needs, leading to better academic performance across various subjects.

Early Intervention: MTSS identifies struggling students early on and provides timely interventions to address their specific learning needs, preventing academic gaps from widening.

Increased Equity: By offering additional support to students based on their individual needs, MTSS helps address disparities in academic achievement, ensuring that all students have access to the resources they need to succeed.

Enhanced Behavior and Social-Emotional Skills: MTSS isn't just about academics; it also addresses behavioral and social-emotional needs. Students receive support to develop positive behaviors and social skills, leading to improved classroom behavior and relationships with peers and teachers.

Data-Informed Decision Making: MTSS relies on data to identify students' needs, monitor progress, and make informed decisions about interventions. This data-driven approach helps educators tailor interventions effectively and track their impact over time.

Collaborative School Culture: MTSS promotes collaboration among educators, administrators, parents, and other stakeholders. By working together to support student success, schools create a culture of shared responsibility and continuous improvement.

Resource Optimization: MTSS optimizes the allocation of resources by focusing interventions where they're most needed. This targeted approach ensures that resources such as time, personnel, and instructional materials are used efficiently to support student learning.

Positive School Climate: When students receive the support they need to succeed academically and socially, it fosters a positive school climate where all members of the school community feel valued and supported.

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
5	

Measuring and Reporting Results

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

Goal Analysis

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

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

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



San Diego

COOPERATIVE CHARTER SCHOOL

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 Cooperative Charter School	Sarah Saluta Executive Director	Sarah@sdccs.org (858) 496-1613

Plan Summary [2024-25]

General Information

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

San Diego Cooperative Charter School (SDCCS) is built on the foundation of providing a progressive, developmental, child-centered, and constructivist education. In a constructivist classroom, the teacher’s role is to observe, note children’s interests, ask probing questions, encourage intellectual exploration, experiment, and provide needed resources in a warm, welcoming classroom environment. In practice,

this results in a project-based curriculum built on student interests and student needs. This facilitates interactions, explorations, and problem-solving, resulting in knowledge construction and conceptual development. Students learn language arts, mathematics, and science concepts through real-world activities, simulations, and projects.

In 2002, San Diego Cooperative Charter School began providing students with an outstanding education ignited by parents who were searching for an elementary and middle school that encouraged parent participation in the classroom and included deep learning in all subjects: honoring art, music, and movement (physical education), and where social-emotional learning was a central tenet. With teachers, parents, and students working in unison, SDCCS became a success measured by student growth, parent interest, and student engagement & retention.

In a typical year, SDCCS serves 466 children in transitional kindergarten through eighth grade and is a vibrant community of students, teachers, staff, and families. Our students flourish in an environment with high family engagement, and we continually work to foster this community spirit. We are proud to be a school that has focused and continues to focus on Social-Emotional Learning, with a focus on empathy.

The SDCCS community believes in fostering growth in the whole child, providing a multi-dimensional education to develop each child academically, socially, emotionally, physically, artistically, and culturally. In addition to an academically rich environment, students enrolled at SDCCS can access Performing Arts classes, PE, and Dance courses within and outside the self-contained classroom setting. The entire instructional staff is trained in social-emotional practices supported by credentialed counselors, a Dean, and Administrators. Middle School students have diverse elective classes, some of which include but are not limited to Integrated Math One, 3D Art, Design Engineering, Debate, ASB, and other choices that foster teamwork and creativity.

Educators in a developmentally based, child-centered classroom understand that students progress at different rates and respond to various instructional strategies and tools. Educators at SDCCS recognize and plan for every learning style and provide an environment for each learner to progress. Lessons are differentiated to meet each child's needs, whether the student needs additional support or deeper dives into content to inspire continuous educational growth. Teachers, parents, and students collaborate in Goal Setting Conferences to set individual goals for every child. SDCCS fosters an environment where students and their families are vested partners in the child's education and growth.

Parent involvement is a cornerstone of SDCCS. The parents and families are highly engaged in various volunteer and educational opportunities. Parents are welcomed and encouraged to be co-educators in our classrooms, as well as many other volunteer opportunities. Teachers and staff provide educational opportunities for parents, and our dynamic PSA organizes community-building events. The community spirit of SDCCS is most evident at our Project Nights. Student work is displayed in classrooms; students have an authentic audience for their work and hands-on activities for students to share their learning. Families come together in a festive atmosphere to celebrate student learning and gather as a community.

This collaborative spirit of SDCCS extends beyond the school's learning community. SDCCS has a strong working relationship with the University of San Diego and San Diego State University. SDCCS values the acts of service to our community and outside the school walls. The Associated Student Body (ASB) has participated in food drives and community service projects to benefit local outreach organizations.

The goal of ASB is to work within the community to build relationships. It is part of the plan to continue to work and build relationships within the Linda Vista community.

SDCCS graduates filter into high schools throughout San Diego. Graduates succeed in various charter high schools and international baccalaureate programs at San Diego High School and Mission Bay High School. SDCCS students are well-prepared to meet the demands of rigorous high school expectations and flourish by utilizing the critical thinking and creative problem-solving skills they have acquired at SDCCS. These students are well-equipped for academic challenges and are self-aware young people who have learned self-advocacy and self-management.

SDCCS is a thriving community of students and the adults who support them. The school is a well-established learning institution with 20 years in operation. The staff and administration believe in the continuous growth of students and the educators who teach them; we are always preparing for the future while keeping our Mission and Vision at the center of our work.

Students enrolled at SDCCS reside in many parts of San Diego County, with a preference given to those in the San Diego Unified School District boundaries. We are proud to serve students from neighborhoods throughout the county and have seen our population from the Linda Vista Community rise to over 45% in the past few years. The school is located on a San Diego Unified School District (SDUSD) property at 7260 Linda Vista Road, San Diego, CA, 92111. We were approved for a \$28 million reconstruction through Prop 39 and are currently in Phase 3 of a planned four-phase project. We are excited to work with the San Diego Unified School District and the Linda Vista community through this project.

Mission

The San Diego Cooperative Charter School supports a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity, and academic excellence flourish.

Vision

We respect what makes each child unique and promote all students' cognitive, imaginative, creative, social, emotional, and physical development. To provide high-quality educational services, we have built a supportive, cooperative community - a true collaboration of children, families, and school staff, where we embrace diversity and honor the unique contributions of each individual. This environment is intended to enhance the joy of learning for all and to inspire discovery, creativity, and a commitment to lifelong learning.

Our vision is to employ differentiated methods to meet each child's needs and to enable the learner to make connections between the curriculum and the outside world. Knowledge of brain development, multiple intelligences, learning styles, and differentiation strategies inform instruction in all classes. Service learning and environmental stewardship are integrated into the curriculum to promote a strong social ethic in our student population. At San Diego Cooperative Charter, all school community members work together to promote the success of each learner.

Our staff is highly skilled and supported in their daily effort to refine their craft. We continuously monitor our progress toward achieving our goals to ensure that we effectively utilize available financial and human resources to maximize student performance and exceed district and statewide standards.

Reflections: Annual Performance

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

As we reflect on the annual performance of San Diego Cooperative Charter School, it is evident that our institution continues to uphold its reputation as a high-achieving charter school. This reflection is based on a comprehensive review of the California School Dashboard (Dashboard) and local data, which provide valuable insights into our academic standing, student progress, and overall school climate.

Academic Achievement:

Our school's performance on academic achievement indicators remains commendable, as evidenced by the Dashboard ratings and local assessment results. Across various subjects and grade levels, our students consistently demonstrate proficiency and excellence, surpassing state standards. This achievement reflects the dedication of our educators, the support of our families, and the commitment of our students to academic excellence.

Student Progress:

One of the hallmarks of our school's success is not only achieving high academic standards but also ensuring continuous growth and progress among our students. The Dashboard data indicate that our students are making significant strides in their academic journey, with many showing improvement year over year. This progress underscores our focus on individualized learning, differentiated instruction, and ongoing support to meet the diverse needs of our student body.

School Climate and Culture:

Beyond academic metrics, our school prides itself on fostering a positive and inclusive learning environment where every student feels valued, supported, and empowered to succeed. Local data pertaining to school climate reaffirm that our efforts in promoting social-emotional learning, cultivating a sense of belonging, and fostering strong relationships within the school community are yielding positive outcomes. Our students feel safe, engaged, and motivated to excel, which contributes to their overall well-being and academic success.

Continuous Improvement:

While celebrating our achievements, we remain committed to continuous improvement and innovation. Even as a high-achieving charter school, we recognize the importance of setting ambitious goals, addressing areas for growth, and adapting to evolving educational needs. Through ongoing data analysis, stakeholder feedback, and collaboration among staff, students, and families, we strive to enhance our programs, refine our practices, and ensure that every student reaches their full potential.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
San Diego State University	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
University of San Diego	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
National University	We work together to support student teachers at SDCCS. We have worked not only with the professors but also with the student teachers to develop our LCAP.
Boys and Girls Club	Our daily collaboration with Boys and Girls Club for many years now allows us to understand the unique needs of our partnership. We meet regularly to discuss the goals of and achievements of both organizations.
Thrive Public Schools	As a part of our MTSS two year grant we have partnered with Thrive to increase our program efficiency and student outcomes.
Linda Vista Multi Cultural Fair and Parade	We dedicate our time and effort to make this community event a success. It is important for us to contribute to this even and be a foundation for its success. Linda Vista is so important to our school community, we prioritize these activities.

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

The feedback given by our stakeholders has been used to create our LCAP and Strategic Plan. The feedback indicated that our current social-emotional program is working to support our students. They have stated that they feel safe and cared for in their educational journey.

Students surveyed indicated that adults are available to support them 100% of the time in academics, artistic expression, and physical fitness. Students also reported feeling both physically and emotionally safe in their classrooms. This statistic means a lot to our organization as it is at the heart of what we do: supporting children.

In a meeting with our ELAC committee, they expressed gratitude for the support and noted that invitations for collaboration were important. They also appreciated the continued effort of translations and staff support.

Through our surveys, we could see that some parents could not volunteer as much as they had in the past or as much as they would like to. There is a plan to ensure we educate and support families in productive, accessible ways to volunteer for each family. We have ensured to keep a goal that includes volunteering and that we continue to invite parents to be actively involved in their child's education and school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	With a diversity, equity, and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with a rigorous standards-aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Our school has been working on DEI in everything we do, it is a part of our mission, vision, strategic plan, and parents indicated in meetings and through our survey that these focus areas were a priority for our community. Additionally, our staff and parents have indicated the continued growth and understanding of evidence-based pedagogical strategies to meet the needs of our extraordinarily diverse learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A. EL performance on ELPAC Summative Assessment.	2022-2023 28.13% well developed on the summative assessment			2025-2026 34% well developed on the summative assessment	
1.3	1B. California Assessment of Student Performance and Progress (CAASPP) for students with special needs.	15.75% of ELA Students Meet or Exceed 12.26% of Math Students Meet or Exceed 2022-2023			18% of ELA Students Meet or Exceed 16% of Math Students Meet or Exceed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	1C. California Assessment of Student Performance and Progress (CAASPP).	46.66% of ELA Students Meet or Exceed 34.62% of Math Students Meet or Exceed 2022-2023			49% of ELA Students Meet or Exceed 40% of Math Students Meet or Exceed	
1.5	1D. We will maintain a Middle School Dropout Rate of 0%	0% in 2023-2024			0% in 2026-2027	
1.7	1E. We will aim for an attendance rate of 96% or higher.	P2 was 95.08% in 2023-2024			96.5% attendance in 2026-2027	
1.8	1F. We will maintain an 8th grade exit portfolio pass rate of 100%.	100% in 2023-2024			100% in 2026-2027	
1.11						
1.13						
1.16						
1.18						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	<p>Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:</p> <ul style="list-style-type: none"> a. Multiple measures are used to monitor the progress of all students. b. Teachers and support staff will monitor student progress and implement intervention strategies. c. Instructional & administrative staff will analyze student data to inform strategic decisions. d. Implement the co-created plan to enact higher-level mathematical practices for teachers and students. 	\$2,058,414.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>e. Continued learning around the new math curriculum, Professional Learning Communities will serve as accountability and pacing partners.</p> <p>f. Continued use and training in Orton Gillingham evidence-based reading program.</p> <p>g. Create Professional Learning Communities to strengthen MTSS and data-driven decision-making.</p>		
1.2	Build an EL program that will support the needs of English Learners	<p>Supplemental:</p> <p>a. Provide differentiated professional development for instructional staff to support the EL needs of students supported by an EL expert.</p> <p>b. EL coordinator will analyze the data to facilitate school-wide and team level training focusing on Success For All (SFA) with a Structured English Immersion instructional plan in all classrooms.</p> <p>c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.</p> <p>d. EL coordinator will implement a parent education program.</p> <p>e. Build mathematical academic vocabulary that is critical to performance tasks and other assessments requiring non-fiction comprehension to structure and solve mathematical equations.</p>	\$811,967.00	Yes
1.9	Further build a system of support for EL families.	<p>English Learner Advisory Committee (ELAC) develops a strategic plan to support family-school engagement that is inclusive and accessible.</p> <p>Increase translated materials to support school engagement.</p>	\$7,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	<p>The math Coordinator will work with teacher and admin teams to identify needed professional development to strive for a consistent and high level of math instruction across grade levels. and for all learners.</p> <p>Professional Learning Communities will provide the opportunity for accountability, pacing support, and data review of student math work.</p>	\$7,582.00	No
1.12	We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.	To increase attendance for all students and specifically target those who are chronically absent, utilize the protocol, which includes identifying causes of chronic absenteeism, and continue to document the use of strategies.	\$74,340.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to invite and engage parents and other stakeholders to participate in our program through collaboration and communication to support all students in increased attendance, leading to a path to college and career readiness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>Research has shown that parent involvement is the most significant predictor of student success. At SDCCS, parent involvement is welcomed and structured to create the greatest possible positive effect on the students.</p> <p>Parents need a community – friends and acquaintances – who offer advice, sympathy, laughter, and company in the hard work of being a good parent. We are a diverse group by many measures, but we share a passion.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2A. Annual parent volunteer hours logged	Our parent volunteer hours were 7,015 in May of the 2023-2024 school year.			10,000 parent volunteer hours logged	
2.2	2B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with			100% of our parents will receive a narrative report card tailored to their child and will be invited to meet	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	narrative form and are invited to meet with instructional staff.	the child's classroom teacher.			at least twice a year with the child's classroom teacher.	
2.3	2C. Annual parent trainings / informational meetings during and outside of the regular school day.	In 2023-2024 we offered 6 informational meetings throughout the school year.			5 or more Parent trainings / informational meetings during and outside of the regular school day.	
2.4	2D. Percent of parents who attend conferences	88% of parents met with teacher for goal setting and student led conferences.			95% of parents met with teachers for student conferences.	
2.5						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	<p>San Diego Cooperative Charter School was founded on the idea that parent and family involvement is essential for student achievement. To ensure meaningful parent and family involvement, the following strategies will be continued or enhanced.</p> <p>a. Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom.</p> <p>b. Provide opportunities for parents to participate in training (i.e., Restorative practices, technology, and mental health).</p> <p>c. Provide translation services at training to increase access for all parents.</p> <p>d. Provide opportunities for parents to develop a sense of educational advocacy through Board meetings, PSA representation, School Site Councils, ELAC meetings, etc.</p> <p>e. Offer childcare to expand access to parent meetings.</p> <p>f. Identify and communicate various volunteer activities on and off-campus, during and outside school hours.</p> <p>g. Utilize technology to expand access to training.</p> <p>h. Make the volunteer tracking system more efficient and easily accessible to all our parents so all volunteers log their hours.</p>	\$354,625.00	No
2.2	Teacher /Parent Communications	<p>a. Teachers will communicate specific details about student progress across subject matter with parents through emails, conferences, and</p>	\$60,712.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>progress reports, including but not limited to report cards, and offer specific ways for parents to support student learning at home.</p> <p>b. Teachers will keep parents informed about the curriculum, the importance of assessments, and school pedagogy through weekly newsletters to parents.</p> <p>c. Increased translated materials to keep non-English speaking parents engaged in their child's academic programs.</p>		
2.3	Administration/Parent Communications	<p>a. The administration team will send regular monthly updates to parents about school events, including board meetings, PSA meetings, spirit events, and classroom meetings, and continually communicate the importance of student attendance.</p> <p>b. ELPAC Coordinator will send information specific to English Language Learners, including information about preparing students for ELPAC and how to understand the results of ELPAC scores.</p> <p>c. Office staff and the administration team will monitor attendance rates and hold parent meetings with parents of chronically absent students.</p>	\$168,281.00	No
2.4	Parent/Teacher Conferences	<p>a. Teachers will use technology to expand parent access and improve parent attendance at parent/teacher conferences. Since the pandemic, most are familiar with platforms like Zoom. These platforms could make a meeting with parents more convenient.</p> <p>b. Teachers will offer parents various dates and times for parent/teacher meetings.</p> <p>c. Teachers will work with the school administrative team to ensure interpreters are available for parents who need one during parent/teacher conferences.</p>	\$450,441.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Teachers will post reminders and send emails for conferences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will receive a comprehensive course of instruction from appropriately trained and credentialed teachers, access to standard-aligned instructional materials, and learn in a rich, functional, and safe academic environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Our families surveyed indicated the importance of:</p> <p>Physically and emotionally safe environment: Provides a secure and functional learning environment, essential for effective learning.</p> <p>Quality Education: Ensures students receive a well-rounded education from qualified teachers.</p> <p>Equitable Access: Guarantees all students have the necessary resources to succeed.</p> <p>Future Success: Prepares students for higher education and careers.</p> <p>Community Benefits: Contributes to developing informed citizens and a prosperous community.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A. All core teachers have the appropriate credentials or have received a local assignment	100% of core teachers have the appropriate credentials or have received a local assignment			100% of core teachers have the appropriate credentials or have received a local assignment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	3B. Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year			Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD and collaboration time per year	
3.3	3C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IA's received 7 full days of PD this year plus 2 hours monthly equalling 76 hours.			Classified IA's received 7 full days of PD this year plus 2 hours monthly equalling 76 hours.	
3.4	3C. The school will maintain a safe and functional academic environment as measured by the LCAP survey of all stakeholders.	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey			100% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey	
3.5	3D.. The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team completely rewrote our Comprehensive Safety Plan by March 1, 2024 with approval our Comprehensive Safety Plan by the Board of Directors			Our Comprehensive Safety plan was assessed, updated and approved by the Board of Directors by March 1st.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	3E. School staff will practice monthly safety drills	SDCCS staff practice a variety of drills monthly.			SDCCS staff practice a variety of drills monthly.	
3.7	3F. SDCCS master schedule will include supervision of students at all times	Students are supervised at all times.			Students are supervised at all times.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Schoolwide focus on curriculum development and instructional practices	Staff and stakeholders will engage in a schoolwide study of data to determine areas to improve student learning by aligning curriculum with CCSS and improving Instructional strategies and Multi-Tiered Systems of	\$250,381.00	No

Action #	Title	Description	Total Funds	Contributing
	to meet the needs of all students.	<p>Support that enhance student learning across all content areas for all students with an emphasis on our unduplicated students.</p> <p>a. Continue professional development in grades TK-8 in Illustrative Math Curriculum that includes Professional Learning Communities that examine student work, use reliable assessments, and support each other by observing each other and offering feedback to improve instruction and student achievement. Team leads will share student data with the administration team throughout the year. The administration team will participate in classroom observations and attend team meetings to identify the most effective teachers and teachers who need to be targeted for more PD to improve instruction.</p> <p>b. Grades TK-2 teachers will have opportunities to continue to improve their implementation of the evidence-based, multimodal reading program as a Tier 1 and Tier 2 intervention.</p> <p>c. Grades TK-8 will continue to have PD opportunities to learn more strategies and resources that promote a safe, inclusive learning environment. All new teachers will be given a mentor teacher and time to collaborate with the school counselors and administrators to help them implement the Responsive Classroom and Positive Behavior Intervention Strategies that are part of the MTSS. All teachers will receive ongoing social and emotional curriculum training and collaboration from the school counselors, Ed: specialists, and the administration team through our new PLC model. The administration will visit classrooms regularly to evaluate the supports and strategies teachers are using as tier 1 and tier 2 interventions.</p> <p>d. All teachers will have designated time in team meetings and PLCs to become knowledgeable in the English Language Development Standards, The CDE English Development Roadmap, including aligning content standards to ELL Standards, using research-proven instructional strategies to scaffold learning for ELL students. All teachers will use the results of the student's ELPAC scores to understand the needs of ELL students enrolled</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>in their classes. The administration team will ask team leads for data on EL and RFEP students' progress.</p> <p>e. PLCs will follow norms and protocols and share agendas and notes from meetings with the administration team after PLC meetings.</p>		
3.2	<p>The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.</p>	<p>Teachers must be equipped with resources and professional development opportunities focusing on research-based teaching practices that have proven effective and support all students learning needs.</p> <p>Effective schools create communities of professionals that constantly strive to get better. To achieve this, schools must provide high-quality professional development that meets employees at their point of need.</p> <p>a. Provide support to beginning teachers through approved BTSA programs. Principals pair new teachers with mentor teachers and a math coordinator and schedule opportunities and prep time for teachers to observe each other's teaching practices and to meet in weekly planning collaborations.</p> <p>b. Provide specialized support and training for intern teachers, special education teachers, counselors, and administrators.</p> <p>c. Principals and teachers collaborate to develop and reflect on professional goals aligning with the school vision, examine data, and expand knowledge of high-quality teaching strategies and curricula to identify professional development supporting the school vision. Administrators regularly conduct classroom observations and offer supportive feedback to promote teachers' growth in becoming highly effective teachers.</p> <p>d. All teachers will participate in self-reflection to actively participate in their professional growth. Teachers will be observed by a member of the administration team and mentor teachers and collaborate in the teacher reflection process and teacher growth. Teachers will work with school leaders to identify areas for professional growth</p>	\$311,414.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>e. Identify expert resources from within and outside the school community to lead professional development sessions that are proven to meet the needs of our student demographics, with a particular focus on underperforming students.</p> <p>f. Teams support each other's growth as professionals in PLCs that meet regularly to monitor and evaluate the effectiveness of teaching practices on student growth through examining student work and data to determine if pacing and instruction are effective</p> <p>g. Implement a newly designed compensation model to retain and recruit highly skilled teaching staff.</p>		
3.3	Expand PD opportunities for classified staff and paraprofessionals	<p>Expand specific professional development opportunities for employees in positions that serve students with limited resources at the site (counselors, specialist staff, IA's, etc.).</p> <p>a. School counselors will attend conferences and have opportunities to lead PLCs and parent meetings about social and emotional curriculum, including suicide prevention, family living, and internet safety.</p> <p>b. School counselors, psychologists, and MTSS staff will attend ongoing PD on MTSS and lead PD sessions with school staff.</p> <p>c. Instructional Assistants will be offered opportunities to attend SELPA webinars and receive training from Ed. Specialists receive specialized training about de-escalating students. Instructional Assistants will meet with Ed specialists to learn how to best support their students, including behavioral support and data collection.</p>	\$32,946.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	<p>SDCCS values inclusion and equity and will continue to work to maintain a safe and inclusive environment. Staff members are expected to seek to understand and use what we learn from our families to invite diversity, eradicate stereotypes, enhance self-esteem, encourage all community members to have a voice, and demand educational achievement.</p> <p>a. Student and Parent surveys about equity and inclusion will be given to families annually.</p> <p>b. School staff will study the responses from the student and parent surveys and work to improve upon creating a safe and equitable learning environment.</p> <p>c. Equity and inclusion will be regular discussion topics at parent meetings, and teachers will seek to understand families and ensure the curriculum and classroom practices reflect the families we serve.</p> <p>d. Teachers and administration will engage in self-study meetings to ensure our school curriculum represents a wide range of perspectives and create a school culture in which the agreements, conditions, and compass of courageous conversations are practices that all educators internalize.</p> <p>e. Take a principled position on critical issues. Staff is trained through professional development and access to community resources to learn about gender, racial equity, equity, and inclusion for students with exceptional needs.</p> <p>f. School leaders will work cooperatively with the community to determine core values to guide all relationships. School administrators will continue to work with USD, an Ashoka changemaker school, and seek connections with other community groups and universities to continue to make progress in creating an inclusive and safe learning environment for all.</p>	\$147,707.00	No
3.5	Staff will be highly trained to maintain a	Staff will participate in monthly safety drills and will have opportunities to work on the Comprehensive Safety Plan.	\$59,875.00	No

Action #	Title	Description	Total Funds	Contributing
	physically safe school environment.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will continue to develop a Multi-Tiered System of Support (MTSS) framework as part of a strategic effort to meet the academic needs of SDCCS's diverse student population, specifically our English Learners, Foster Youth, and students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Strengthening our EL program has been an ongoing goal for our school. Our data show that it is an area of growth. Our EL population has been steadily growing since 2007, and as it grows, we need to continue to grow our program.

As a CoOp, supporting our families is a priority. We have found success in increasing engagement by directly contacting EL families using their native language. Families have reported feeling more included and embraced in our community.

An effective MTSS framework would support SDCCS students by:

- Personalized Support: MTSS provides tailored interventions for students based on individual needs, ensuring English Learners, Foster Youth, and Students with Disabilities receive the help they need to succeed.

Equitable Education: This framework demonstrates a commitment to equity, ensuring that all students have access to necessary resources and support, regardless of their background or abilities.

- Early Intervention: MTSS focuses on early identification of issues and timely interventions, preventing minor problems from escalating and improving overall student outcomes.
- Holistic Support: Integrating academic, behavioral, and social-emotional support, MTSS ensures comprehensive development for students.
- Data-Driven: Using data to monitor progress and inform interventions ensures that support is effective and adjustable as needed.
- Inclusive Environment: MTSS fosters an inclusive culture where all students feel valued and supported.
- Better Outcomes: Schools using MTSS often see improved academic performance, reduced behavioral issues, and higher graduation rates, which families value.

Overall, an MTSS framework helps create a supportive, effective, and inclusive educational environment for SDCCS students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4A. Increased percent of Emergent Bilingual students who scored proficient as measured by the Summative ELPAC.	28.13% of Emergent Bilingual students scored proficient on the Summative ELPAC in 2022-2023.			34% of Emergent Bilingual students scored proficient on the Summative ELPAC in 2025-2026.	
4.3	4B. Increased English Learner initial reclassification rate.	Establish a new baseline in the 2023-2024 school year			10.6% of our Emergent Bilingual Students were reclassified in their initial assessment 2025-2026.	
4.7	4C. Increased CAASPP scores for students with special needs in Language Arts, and Math.	CAASPP Scores for students with special needs who met or exceeded standards in 2022-2023 L. Arts= 27.40% Math= 19.18			CAASPP Scores for students with special needs who met or exceeded standards L. Arts=29% Math= 22% Scores from 2025-2026	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	<p>We will create an EL committee led by an EL Coordinator.</p> <p>a. We will meet with the ELAC committee at least once a year</p> <p>b. The team will collaborate weekly to build a structured EL program further.</p> <p>c. We will use The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap).</p> <p>d. The committee will support English learners fully and meaningfully accessing and participating in a twenty-first-century education through small group interventions and support.</p>	\$48,540.00	Yes
4.2	School climates and campuses are affirming, inclusive, and safe.	<p>The school will create an EL Master Plan to ensure that all EL students are supported in an environment that promotes equity, diversity, and inclusion.</p> <p>a. We will develop a collaborative framework for identifying Emergent Bilingual students with disabilities and use quality assessment practices.</p>	\$7,582.00	No

Action #	Title	Description	Total Funds	Contributing
		Our school will ensure appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide proper training to teachers, thus leveraging expertise specific to English learners.		
4.3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	Our camp will run for four weeks with nine-hour days. Programs will consist of targeted interventions in evidence-based, multimodal reading instruction, Illustrated Math activities, Science Labs, and other academically engaging activities. It will be staffed by Teachers and IAs, keeping a low staff-to-student ratio. The staff will be trained before the camp begins, and all will be involved in planning and executing the curriculum.	\$63,187.00	No
4.4	Before and after school programs offered to all students.	We will offer a before and after-school program to support the needs of families and to offer a nine-hour school day throughout the year and all camps.	\$233,765.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$471,474	\$\$0.00

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
10.045%	0.000%	\$0.00	10.045%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Build an EL program that will support the needs of English Learners</p> <p>Need: The identified need for Emergent Bilingual Students at San Diego Cooperative Charter School primarily revolves around their linguistic and academic support requirements. Emergent Bilingual Students, also known as English Language Learners (ELLs), often face</p>	The action designed to address the identified needs of Emergent Bilingual Students is implemented on a schoolwide basis to ensure comprehensive support and inclusion. This approach recognizes that language proficiency affects various aspects of learning across all subjects and grade levels. By integrating support mechanisms across the entire school environment, including curriculum adaptations, teacher training, and cultural sensitivity initiatives, the action aims	English Language Proficiency Assessments: Regular assessments such as the English Language Proficiency Assessment for California (ELPAC) are used to gauge Emergent Bilingual Students' language proficiency levels and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>challenges in language acquisition, comprehension, and academic performance due to language barriers. Additionally, socio-cultural factors may impact their integration into the school community and academic environment. Understanding these challenges is crucial to tailor interventions effectively.</p> <p>Scope: LEA-wide</p>	<p>to create a more inclusive and supportive learning environment for Emergent Bilingual Students.</p> <p>Providing schoolwide support also fosters a sense of belonging and community among Emergent Bilingual Students, reducing feelings of isolation and enhancing their overall academic experience. Moreover, a schoolwide approach ensures consistency in support delivery, promoting equity and fairness across all classrooms and grade levels.</p> <p>Our ELD program gives targeted and direct services to Emergent Bilingual students in our program to support their progress in the metrics mentioned.</p>	<p>track their progress over time.</p> <p>Academic Achievement Data: Analysis of academic performance in core subjects (e.g., math, reading, science) provides insights into how Emergent Bilingual Students are progressing academically compared to their peers.</p> <p>Attendance and Engagement Rates: Monitoring attendance and participation rates among Emergent Bilingual Students helps assess their level of engagement with school activities and identify any barriers to participation.</p> <p>Parent and Student Surveys: Feedback from Emergent Bilingual Students and their parents regarding their satisfaction with the support services and their overall experiences at the school provides valuable qualitative insights into the effectiveness of the action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Graduation and Dropout Rates: Tracking graduation rates and dropout rates among Emergent Bilingual Students provides indicators of their academic success and persistence.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	<p>Action: Further build a system of support for EL families.</p> <p>Need: To further support Emergent Bilingual Students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To provide comprehensive support to families of Emergent Bilingual students to facilitate their academic success and integration into the school community.</p> <p>Components:</p> <p>Cultural and Linguistic Workshops: Offer workshops focusing on topics such as cultural integration, bilingualism, understanding the U.S. education system, and effective communication with school staff. These workshops can be conducted by school staff, community members, or external experts.</p>	<p>Family Participation Rate: Measure the percentage of Emergent Bilingual families participating in workshops, events, and other program activities compared to the total number of eligible families.</p> <p>Parent Satisfaction Surveys: Conduct regular surveys to gather feedback from Emergent Bilingual families about their satisfaction with the</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Language Support Services: Provide language support services such as translation and interpretation for important school documents, meetings, and parent-teacher conferences. This ensures that families fully understand information related to their child's education.</p> <p>Parent Engagement Activities: Organize events and activities that encourage parent involvement in school activities, such as family literacy nights, cultural celebrations, and volunteering opportunities within the school.</p> <p>Peer Support Groups: Create peer support groups or networks where families of Emergent Bilingual students can connect, share experiences, and provide mutual support. These groups can also serve as platforms for sharing tips and strategies for supporting their children's academic success.</p> <p>Individualized Support Plans: Develop individualized support plans for families based on their specific needs and challenges. These plans can include targeted interventions, referrals to external support services, and regular check-ins to monitor progress.</p> <p>Parent Leadership Development: Offer opportunities for parent leadership development, such as workshops on advocacy skills, leadership training, and opportunities to participate in school decision-making processes.</p> <p>Feedback Mechanism: Establish a feedback mechanism to solicit input from families about the effectiveness of the support services and to</p>	<p>program, perceived usefulness of the support services, and suggestions for improvement.</p> <p>Attendance and Engagement: Track attendance and participation rates in school events, parent-teacher conferences, and other school-related activities to gauge the level of engagement of Emergent Bilingual families.</p> <p>Academic Progress: Monitor the academic performance and progress of Emergent Bilingual students, including their grades, standardized test scores, and English language proficiency levels, before and after participating in the program.</p> <p>Language Proficiency Growth: Assess the growth of language proficiency among Emergent Bilingual students by administering language assessments (e.g., WIDA ACCESS for</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>continuously improve the program based on their feedback.</p> <p>Collaboration with Community Partners: Collaborate with community organizations, cultural centers, and other stakeholders to leverage additional resources and support for Emergent Bilingual families.</p> <p>Ongoing Professional Development: Provide ongoing professional development for school staff to enhance their cultural competence, understanding of bilingual education principles, and ability to effectively engage with Emergent Bilingual families.</p> <p>By implementing these components, the Family Support Program for Emergent Bilingual Students can effectively support families in navigating the educational system, fostering a sense of belonging within the school community, and promoting the academic success of Emergent Bilingual students at San Diego Cooperative Charter School.</p>	<p>ELLs) at regular intervals to measure improvements in listening, speaking, reading, and writing skills.</p> <p>Parent Leadership and Advocacy: Track the number of parents who actively participate in leadership development workshops, advocacy efforts, and school decision-making processes as a result of the program.</p> <p>Community Partnerships and Collaboration: Assess the level of collaboration and partnerships established with community organizations, cultural centers, and other stakeholders to leverage resources and support for Emergent Bilingual families.</p> <p>Long-Term Educational Goals: Monitor the attainment of long-term educational goals set by Emergent Bilingual students and their families, such as high school graduation rates, college</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>enrollment, and career readiness.</p> <p>Retention and Dropout Rates: Analyze retention rates of Emergent Bilingual students within the school and track dropout rates to determine if the program contributes to improved retention and reduced dropout rates.</p> <p>Qualitative Feedback and Case Studies: Gather qualitative feedback through interviews, focus groups, and case studies to capture personal experiences, stories of success, and challenges faced by Emergent Bilingual families participating in the program.</p>
<p>4.1</p>	<p>Action: An EL Coordinator will oversee a structured program to meet the needs of EL</p> <p>Need: The accountability and structure will benefit all students and teachers.</p> <p>Scope:</p>	<p>An Emergent Bilingual Coordinator plays a crucial role in overseeing the structured program to meet the needs of Emergent Bilingual students. Here's how they could effectively manage the program:</p> <p>Program Planning and Development: Collaborate with school administrators, teachers, and community stakeholders to develop the program's goals, objectives, and action plans.</p>	<p>Attendance and Participation Rates:</p> <p>Measure the attendance and participation rates of Emergent Bilingual students and their families in program activities, workshops, and events. Higher attendance rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Limited to Unduplicated Student Group(s)</p>	<p>Design a comprehensive program framework that addresses the linguistic, cultural, academic, and social-emotional needs of Emergent Bilingual students and their families. Establish clear protocols and guidelines for implementing each component of the program, ensuring alignment with best practices in bilingual education and family engagement. Resource Allocation and Management: Identify and allocate resources necessary for implementing the program, including funding, staffing, materials, and technology. Coordinate with relevant departments or external agencies to secure additional support services, such as language translation, interpretation, counseling, and community partnerships. Develop systems for monitoring and tracking resource utilization to ensure efficient and effective delivery of services to Emergent Bilingual students and their families. Staff Training and Professional Development: Provide training and professional development opportunities for school staff to enhance their cultural competence, understanding of bilingual education principles, and ability to support Emergent Bilingual students. Facilitate workshops and seminars on effective instructional strategies, language acquisition theories, and culturally responsive teaching practices tailored to the needs of Emergent Bilingual learners. Collaboration and Communication:</p>	<p>indicate greater engagement and involvement in the program. Parent Satisfaction Surveys: Administer surveys to gather feedback from Emergent Bilingual families about their satisfaction with the program, the usefulness of the services provided, and suggestions for improvement. Academic Performance: Analyze academic performance indicators, such as grades, standardized test scores, and English language proficiency levels, to assess improvements among Emergent Bilingual students participating in the program. Language Proficiency Growth: Administer language proficiency assessments, such as WIDA ACCESS for ELLs or other standardized tests, to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Foster collaboration and communication among school staff, families, and community partners to create a supportive and inclusive learning environment for Emergent Bilingual students. Serve as a liaison between school personnel and families to facilitate effective communication, address concerns, and ensure that families are informed and involved in their children's education. Establish regular meetings and feedback mechanisms to solicit input from stakeholders and evaluate the program's effectiveness, making necessary adjustments based on feedback.</p> <p>Data Collection and Evaluation:</p> <p>Develop data collection tools and evaluation metrics to monitor the program's impact on student outcomes, family engagement, and school culture. Collect and analyze quantitative and qualitative data on key performance indicators, such as academic achievement, language proficiency growth, parent satisfaction, and attendance rates. Use data-driven insights to assess program effectiveness, identify areas for improvement, and make informed decisions about program enhancements and modifications.</p> <p>Crisis Intervention and Support:</p> <p>Provide crisis intervention and support services for Emergent Bilingual students and families facing socio-emotional or academic challenges. Collaborate with school counselors, social workers, and external agencies to address issues related to language barriers, cultural adjustment, and trauma-informed care. By assuming these responsibilities, an Emergent Bilingual Coordinator can ensure that the</p>	<p>measure gains in listening, speaking, reading, and writing skills among Emergent Bilingual students over time.</p> <p>Parent Engagement:</p> <p>Track levels of parent engagement through metrics such as participation in parent-teacher conferences, volunteer activities, and school decision-making processes.</p> <p>Referral and Support Services Utilization:</p> <p>Monitor the utilization of support services, such as language translation, interpretation, counseling, and referrals to external resources, to assess the effectiveness of meeting families' needs.</p> <p>Retention and Dropout Rates:</p> <p>Analyze retention rates of Emergent Bilingual students within the school and track dropout rates to determine if the program contributes to improved</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>structured program effectively meets the diverse needs of Emergent Bilingual students, promotes their academic success, and fosters a welcoming and inclusive school environment for all learners.</p>	<p>retention and reduced dropout rates.</p> <p>Long-Term Educational Goals:</p> <p>Monitor progress towards long-term educational goals set by Emergent Bilingual students and their families, such as high school graduation rates, college enrollment, and career readiness.</p> <p>Cultural Competence and Inclusivity:</p> <p>Assess the school's cultural competence and inclusivity through measures such as surveys, focus groups, and observations to ensure that the program creates a welcoming and supportive environment for Emergent Bilingual students and their families.</p> <p>Collaboration and Partnerships:</p> <p>Evaluate the level of collaboration and partnerships established with community organizations, cultural centers, and other</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>stakeholders to leverage resources and support for Emergent Bilingual families. Qualitative Feedback and Case Studies:</p> <p>Gather qualitative feedback through interviews, focus groups, and case studies to capture personal experiences, success stories, and challenges faced by Emergent Bilingual students and their families participating in the program. By collecting and analyzing data from these various sources, we can assess the overall effectiveness of the program for Emergent Bilingual students and identify areas for improvement to better meet their needs and support their academic success.</p>

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

For 2023-24, San Diego Cooperative Charter School will expend \$796,954 in Supplemental Funds and Concentration funds for continued improved and increased service and educational support for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students).

We will offer summer, winter, and spring camps specifically focused on supporting our unduplicated students academically, socially, and emotionally. These camps will keep kids engaged in learning and scholarly activities. For the 2022-2023 school year, we will offer both before and after-school tutoring with intentionally designed targeted interventions with our ELO-P funding.

San Diego Cooperative Charter School has an unduplicated student rate projection of 53%. The use of Supplement funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being implemented to support our unduplicated students, systems such as increased accountability through common assessments and access to materials aligned with Common Core Standards will benefit all students.

- EL = coordinator stipend
- Homeless/Foster = Counseling
- Low income = EFT and field trips
- Parent Training
- Before school academic prep week at both campuses

Additional Concentration Grant Funding

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

N/A - SDCCS is not eligible for the concentration grant (below 55%)

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	24:1	N/A

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 certificated staff providing direct services to students	24:1	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,693,480	\$471,474	10.045%	0.000%	10.045%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,720,076.00	\$1,213,856.00		\$215,409.00	\$5,149,341.00	\$4,727,459.00	\$421,882.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	All	No					\$1,922,286.00	\$136,128.00	\$1,253,912.00	\$609,048.00		\$195,454.00	\$2,058,414.00	
1	1.2	Build an EL program that will support the needs of English Learners	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$765,471.00	\$46,496.00	\$765,471.00	\$46,496.00			\$811,967.00	16.42%
1	1.9	Further build a system of support for EL families.	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$7,582.00	\$0.00	\$7,582.00				\$7,582.00	0.16%
1	1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	All	No					\$7,582.00	\$0.00	\$7,582.00				\$7,582.00	
1	1.12	We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.	All	No					\$74,340.00	\$0.00	\$74,340.00				\$74,340.00	
2	2.1	Parent Engagement	All	No					\$352,295.00	\$2,330.00	\$354,625.00				\$354,625.00	
2	2.2	Teacher /Parent Communications	All	No					\$60,712.00	\$0.00	\$60,712.00				\$60,712.00	
2	2.3	Administration/Parent Communications	All	No					\$168,281.00	\$0.00	\$73,711.00	\$74,615.00		\$19,955.00	\$168,281.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Parent/Teacher Conferences	All	No					\$450,441.00	\$0.00	\$450,441.00				\$450,441.00	
3	3.1	Schoolwide focus on curriculum development and instructional practices to meet the needs of all students.	All	No					\$249,461.00	\$920.00	\$90,737.00	\$159,644.00			\$250,381.00	
3	3.2	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	All	No					\$309,171.00	\$2,243.00	\$309,171.00	\$2,243.00			\$311,414.00	
3	3.3	Expand PD opportunities for classified staff and paraprofessionals	All	No					\$32,946.00	\$0.00	\$32,946.00				\$32,946.00	
3	3.4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	All	No					\$147,707.00	\$0.00	\$147,707.00				\$147,707.00	
3	3.5	Staff will be highly trained to maintain a physically safe school environment.	All	No					\$59,875.00	\$0.00	\$59,875.00				\$59,875.00	
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$48,540.00	\$0.00	\$31,264.00	\$17,276.00			\$48,540.00	0.67%
4	4.2	School climates and campuses are affirming, inclusive, and safe.	All	No					\$7,582.00	\$0.00		\$7,582.00			\$7,582.00	
4	4.3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	All	No					\$63,187.00	\$0.00		\$63,187.00			\$63,187.00	
4	4.4	Before and after school programs offered to all students.	All	No					\$0.00	\$233,765.00		\$233,765.00			\$233,765.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,693,480	\$471,474	10.045%	0.000%	10.045%	\$804,317.00	17.250%	34.387 %	Total:	\$804,317.00
								LEA-wide Total:	\$765,471.00
								Limited Total:	\$38,846.00
								Schoolwide Total:	\$0.00

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	1.2	Build an EL program that will support the needs of English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income		\$765,471.00	16.42%
1	1.9	Further build a system of support for EL families.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$7,582.00	0.16%
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$31,264.00	0.67%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,648,203.00	\$4,986,336.00

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	Maintain an Exceptional Progressive Base Program with Rich Professional Development	No	\$1,808,845.00	\$1,992,076
1	1.2	Build an EL program that will support the needs of English Learners	Yes	\$744,940.00	\$778,761
1	1.9	Further build a system of support for EL families.	Yes	\$6,785.00	\$7,332
1	1.11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	No	\$6,785.00	\$7,332
1	1.12	We developed a School Re-Engagement plan for the 2019 LCP that works to communicate with families and students when kids are not attending class.	No	\$66,534.00	\$71,893
2	2.1	Parent Engagement	No	\$317,495.00	\$342,987
2	2.2	Teacher /Parent Communications	No	\$54,337.00	\$58,713
2	2.3	Administration/Parent Communications	No	\$156,564.00	\$162,742
2	2.4	Parent/Teacher Conferences	No	\$403,143.00	\$435,616
3	3.1	Schoolwide focus on curriculum development and instructional	No	\$227,066.00	\$242,140

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)
		practices to meet the needs of all students.			
3	3.2	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	No	\$287,645.00	\$301,165
3	3.3	Expand PD opportunities for classified staff and paraprofessionals	No	\$29,487.00	\$31,862
3	3.4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	No	\$132,197.00	\$142,845
3	3.5	Staff will be highly trained to maintain a physically safe school environment.	No	\$59,144.00	\$59,646
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	Yes	\$45,229.00	\$46,942
4	4.2	School climates and campuses are affirming, inclusive, and safe.	No	\$6,785.00	\$7,332
4	4.3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	No	\$62,272.00	\$63,187
4	4.4	Zero hour and after school tutoring	No	\$232,950.00	\$233,765

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$452,849	\$796,954.00	\$799,714.00	(\$2,760.00)	16.430%	17.160%	0.730%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Build an EL program that will support the needs of English Learners	Yes	\$744,940.00	\$745,440	15.36%	15.99%
1	1.9	Further build a system of support for EL families.	Yes	\$6,785.00	\$7,332	0.14%	0.16%
4	4.1	An EL Coordinator will oversee a structured program to meet the needs of EL	Yes	\$45,229.00	\$46,942	0.93%	1.01%

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,661,732	\$452,849	0%	9.714%	\$799,714.00	17.160%	34.315%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2023

Date of Board Approval

06/13/2023

LEA Name

San Diego Cooperative Charter School

CDS Code:

CA

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

San Diego Cooperative Charter School provides learning opportunities to develop the whole child. SDCCS engages students in integrated learning as they explore the world around them, create innovative solutions to problems, and communicate their results while learning Science, Technology, Engineering, Arts, Physical Education, Reading, Writing, History, Literature, and Math. Integrating core content with the arts allows all students to think deeply, develop creative solutions, and aspire to a more fantastic future. The school uses all of its funds to serve all its students best, especially those in student target groups, such as English Learners, Foster Youth, Students from Low-Income Families, and Students with Disabilities.

Several LCAP goals are funded partially or wholly with federal funds to enhance the services provided for its target group populations. An example of this in the LCAP is the funding of a portion of our Orton Gillingham Reading Instruction. The primary goal of Orton Gillingham is to provide multi-sensory, evidence-based, explicit reading instruction to kids. This program supports many students in our unduplicated population most in need.

We use our federal funds to provide personnel support to identify, instruct, and remediate students in grades K-8 in Reading and Mathematics. This approach is year-round; this year, we will offer summer programs to support English Language Learners and identified Title 1 students. We have created two opportunities a day for extended learning with opportunities for learning and engagement both before and after school. Additionally, we will conduct professional development to increase staff capacity to provide targeted intervention. In looking at our data, we have identified a significant need for improvement in our math program. We have brought in a new math curriculum to supplement the existing one and create targeted math groups to increase subgroup performance on CAASPP testing.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP goals support the federally funded programs by ensuring that data analysis of student target groups remains at the core of every professional development, staff meeting, and teacher collaboration time to better inform instruction and interventions. At its core, San Diego Cooperative Charter School aims to advance all students with the skills, habits, and knowledge necessary to succeed in the 21st Century. Using evidence to make decisions to bring about equitable outcomes for target groups is a central theme of the San Diego Cooperative Charter School LCAP and LCAP Addendum. The school maintains its separate bookkeeping procedures to ensure that the careful use of LCAP and federal funding is accurate and up-to-date.

We spend well above what we receive for Title I and II funds. Most of the funds are used on certificated and noncertificated staff that support students with special needs and unduplicated student groups in high achievement and becoming lifelong learners. These expenditures are in alignment with state, federal, and local funds.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

This section does not apply based on our status as a charter.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Diego Cooperative Charter School will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers by ensuring access to quality differentiated PD. The distributed leadership team will provide best practices through observations, feedback, and collaborative planning. Data will be used to identify areas that need to be supplemented and any teachers needing further support to best meet the needs of their student population.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	<ul style="list-style-type: none"> An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> Provisional Internship Permits, Short-Term Staff Permits Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> General Education Limited Assignment Permit (GELAP) Special Education Limited Assignment Permit (SELAP) Short-Term Waivers Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

N/A

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

- How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
- How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
- In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

- Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and family engagement is at the core of what we do. Our charter is a cooperative that invites, engages, and encourages all families to be involved. We do this in various ways, all encouraging involvement in possible routes for the family. For example, a working family may be unable to volunteer in the class but could help over the weekend. Family engagement in schools sends the message to children that their hard work in school is essential and valued. Communication is the key to keeping and encouraging families to be involved. Our teachers send weekly communications letting families know what is happening and how they can be applied. The Board of Directors, Principal, and PSA also send monthly communications to support connectedness and knowledge. Parents receive email announcements about school-wide opportunities and events on an ongoing basis.

Teachers in grades TK-3 use an evidence-based multimodal approach to literacy and assess the students throughout the year. This kind of data and NWEA Map data are shared with parents at parent/teacher conferences and throughout the year following assessments.

Additionally, parents participate in several parent groups, such as the English Language Advisory Committee (ELAC), the PSA, the Board of Directors, and the School Site Council. The LCAP is updated annually and reflects numerous parent engagement opportunities. This past year, 100% of parents felt that they knew how to be engaged at school and felt invited to participate during the 2023-20234 school year.

Parents had opportunities to participate in monthly programs that support the school, such as the School Board of Directors and the PSA. They also provided valuable input through LCAP forums and anonymous online school climate surveys and gave feedback on instructional programs that meet the needs of all students.

San Diego Cooperative Charter School must review its Parent Involvement Policy and the parent handbook at least once yearly to ensure our community feels connected, supported, invited to be involved, and heard.

San Diego Cooperative Charter School involves parents in the SST process, 504 meetings, and IEP meetings to monitor and improve student outcomes. Parents are invited to attend family events such as project nights, tea parties, and carnivals throughout the year, as well as orientation, two annual classroom meetings, ELAC parent meetings, School Site Council, PSA meetings, and at least two parent conferences a year.

At increasing levels, newsletters, fliers, essential school documents, and signs are in multiple languages. Any parent may request a translator. The school has recently hired translators for parents speaking Spanish, Tagalog, Japanese, Arabic, and American Sign Language (ASL). The school will make every effort to arrange translation if requested.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: The school-wide program has been developed after conducting a comprehensive needs assessment using CAASPP, NWEA Map, LCAP survey, Parent survey, and other vital data. This data was used to determine the LCAP goals and adjust the instructional program at SDCCS. The needs assessment helped determine that more direct and explicit reading instruction would benefit all kindergarten and primary students. The Orton Gillingham reading instruction was instituted in all classes TK-3 to serve this purpose. In mathematics, the math coordinator has led the staff to use a constructivist guide to teaching math and to integrate a focus on the Standards for Mathematical Principles. There has been a significant effort to maximize instructional time and student groupings and create subject-emphasis leads among teachers.

Teacher teams have reviewed last year's CAASPP data school-wide and this year's NWEA Map data to identify areas of need school-wide, at the classroom and individual student levels. As teams, they formulate Tier 2 evidence-based interventions with our MTSS team that are run both within the school day to address the areas of need identified by our LCAP, stakeholders, and data dive. An area of improvement for next year is to set aside specific time within the school day for Teachers, Case Managers, MTSS Coordinators, and possibly Instructional Assistants to meet and further plan out a curriculum that meets the needs of all students. This team will review data to ensure that all students get the support necessary for growth.

One of our data-informed interventions required adjusting our student schedule at the middle school level, creating a rolling rotation of their core classes from morning to afternoon to ensure equal access to vitalized learners. Additionally, we have added academically challenging electives for students during their elective blocks, allowing for more student time to learn standards-based content. We have added foundational math groups working on their multiplication fluency in the mornings and implemented leveled reading groups twice weekly in 3rd and 4th grade.

The teaching teams create small group interventions based on the specific needs of the students they are targeting. With every student, teachers identify the area of need, what is being done to support the learning, and how it is being monitored in their Plan for Student Improvement. This individualized document is shared to allow for cross-collaboration amongst teachers, counselors, administrators, and specialists in their Professional Learning Communities. Specific conversations, analyses, and actions are detailed to address student groups not performing at standard. The teams will continue to progress, monitor and present their findings in professional development until the continuous learning cycle begins again.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

SDCCS is known for its empathy initiative and change-making efforts. We make sure to take care of the needs of students, starting with an enrollment process that is easy and supportive. Our supports go beyond the school day. Our community goes out of its way for kids in need. Around the holidays, we collect gifts, food, and cash to distribute to families needing additional support during these challenging times. We have established a food bank at our school to support those who are food insecure; it is replenished weekly. We value community and go out of our way as a school to support all of our families with their individual and diverse needs.

The school also provides opportunities to meet with representatives from the medical clinic within walking distance, which offers free medical, dental, vision, and mental health services to the community. Our newsletters provide resources for families on a variety of issues from both the county and the SELPA.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

SDCCS offers Transitional Kindergarten (TK); TK gives students an advantage at kindergarten entry on a range of literacy and mathematics skills, including letter and word identification, phonological awareness, expressive vocabulary, problem-solving, and knowledge of mathematical symbols and concepts. Our TK offers exploration, art and wonder. We are available for any transitional meetings in our program. Our experience has been that few are needed, and the requested ones benefit families and our program.

Transitioning meetings into high schools would be the other end of our educational experience. We have conducted many of these through the years, and they are typically performed when a student has unique needs and a transition meeting would support their move into high school. We want to ensure that all our students get what they need to make their transitions successful.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will provide and encourage any opportunity possible for transition meetings, whether in our school from pre-school or out of our school to high school. Many of our transition meetings are with and about our students with special needs to ensure that appropriate services and supports are in place when school begins. However, with that said, we have had transition meetings with students who are LGBTQ+, suffering from anxiety, new to the area, and who speak another language. We are happy to hold meetings if it serves the student and their positive transition to or away from our school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Diego Cooperative Charter School does not have a Gate program. However, our program provides support for gifted and talented students by design. Our constructivist program offers opportunities for learning without ceilings and support to carry them through that learning. Our school believes greatly that books should surround all students. We decided years ago to build vast classroom libraries that they can access regularly instead of once a week. Our classrooms have technology available to every student, and we have increased our technology during the pandemic. We offered laptops or Ipads to any student who did not have a device at home or to anyone who requested one.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

SDCCS maintains 100% fully credentialed and appropriately assigned teachers; we will ensure and certify our teachers through CALSASS. A team of Administrators and Teachers creates classes to ensure student balance. New teachers are supported in many ways to ensure that the high quality of teaching and learning is consistent across every classroom. New teachers participate in the BTSA induction program. In addition, the Math Coordinator is available to co-teach and perform data analysis. Teachers work in grade-level teams, and administrators do walkthroughs frequently to ensure that instruction is high-quality and consistent from classroom to classroom. In addition, teachers at SDCCS are expected to design, plan, and implement units of study and assessments together. All students within a grade level have the same learning materials and access to content: 100% of SDCCS students have access to standards-aligned instructional materials.

New teachers at SDCCS are supported by Administrators, Counselors, a Mentor Teacher, and MTSS staff. Teachers are supported throughout their careers at SDCCS and can become Master Teachers, teach professional development sessions, attend conferences, and other growth opportunities. We are in a constant feedback cycle with our teachers to improve practice. Teachers meet with the administration yearly to establish goals for the year and revisit previous goals to assess progress. Admin works hard to provide weekly communication and opportunities for PD to support teacher growth related to schoolwide goals and identified growth areas. The administration collects staff feedback from PD sessions to determine the effectiveness of professional development. School leaders attend steering committee meetings, legal updates, and an annual symposium hosted by the SELPA. School leaders attend charter school conferences to stay updated and expand capacity. Site principals meet with the Executive Director annually to establish goals and review progress on previous goals.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds are allocated from the unduplicated percentage calculation, the funds follow the students to the school in which each student attends and programs are developed to serve our high needs students.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

San Diego Cooperative Charter Administrative Team conducts a complete annual analysis of student achievement data, including CAASPP, ELPAC, and NWEA Map assessments. Administration works with teachers to identify specific areas of growth related to trends in the data. The school analyzes the achievement of student groups by disaggregating the data. The analysis then drives and informs the upcoming yearly calendar for professional development. Teachers can access their grade level data and work with administration, grade level teams, particular education providers, and support staff to identify and implement strategies to address lower-performing students. Leadership and exceptional education staff attend training by the SELPA and consult with the SELPA professionals to continually improve practices for students with higher needs. With feedback from the team, the administration identifies outside resources to further develop teacher capacity, such as curriculum, professional consultation/training, and reading materials to support teacher learning.

Again, San Diego Cooperative Charter School disaggregates student data by target groups. Teachers track their students who are identified as English Learners, Students with Disabilities, Low-Income Students, and Students from Military Families.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SDCCS holds a strong belief in the whole child. This means incorporating classes such as music, PE, Dance, and high-quality art instruction. SDCCS will utilize Title IV funds to purchase art supplies, instructional materials, and equipment necessary for art instruction. This includes paints, brushes, musical instruments, pottery wheels, clay, and software for digital arts. Access to these resources helps facilitate hands-on learning experiences and allows students to explore different artistic mediums.

Title IV encourages schools to integrate the arts into other academic subjects, such as science, math, history, and language arts. This is an area of strength for SDCCS. This approach promotes cross-disciplinary learning and helps students develop critical thinking, creativity, and problem-solving skills. We work to support collaborative projects between art teachers and other subject-area educators.

SDCCS works closely with both staff and families. The needs of the students are a top priority, and teachers express those. Teachers have indicated the need for updated technology for programs, differentiation, and universal design learning, allowing students to feel comfortable with computer-based testing. We work with Teachers to seek feedback and address the needs of staff and students. Parents are invited to give feedback to teachers and the administration. We have parent meetings throughout the year, PSA meetings monthly, LCAP surveys, and monthly coffee with the principal. These are only some ways we meet and talk to parents about their needs and seek feedback.

Our LCAP focuses on increasing student achievement for all students. Technology is a beautiful way to reduce the achievement gap and design learning that can reach all students, creating favorable outcomes. Additionally, the technology will be used for teacher and staff learning by supporting high-quality professional development and giving them the tools to continually grow in their craft, another priority in our LCAP. One of the best ways we have found to engage families is to keep them well-informed. Our LCAP lists parents as a priority, ensuring they have meaningful opportunities for engagement in their student's learning and the community. We have many options for communication with on-campus meetings, coffee, and student meetings. Additionally, the parents are engaged through email and website communication. We want to ensure differentiated ways of communication.

The intended outcomes of this investment would be to increase student outcomes and decrease the achievement gap. We anticipate growth in students' project-based work, NWEA Map, and CAASPP scores. Beyond these assessments, we expect the development of students' 21st-century skills, such as creativity, collaboration, communication, and critical thinking. Technology changes quickly, and we will continue to evaluate the needs of both teachers and students moving forward.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022



San Diego

COOPERATIVE CHARTER SCHOOL

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
San Diego Cooperative Charter School	Sarah Saluta Executive Director	Sarah@sdccs.org (858) 496-1613

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	37	35	0	1	0	1	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

San Diego Cooperative Charter School (SDCCS) has selected a combination of assessments to track its progress in implementing the state academic standards. The chosen measures include NWEA Map assessments, CAASPP (California Assessment of Student Performance and Progress), and Orton Gillingham Reading Assessments. These assessments have been carefully selected to provide a comprehensive view of student achievement and inform instructional decisions.

Firstly, SDCCS utilizes NWEA Map assessments to measure student growth in various subject areas, including English Language Arts (ELA) and Mathematics. These computer-adaptive assessments are aligned with the Common Core State Standards and provide detailed information about individual student performance, growth, and areas of strength or weakness. The adaptive nature of the assessments ensures that each student receives questions at an appropriate level, resulting in accurate and reliable data. SDCCS chose NWEA Map assessments for their ability to provide timely feedback and inform personalized instruction, allowing teachers to tailor their teaching to meet the specific needs of each student.

Secondly, SDCCS utilizes the CAASPP assessments, which are administered by the state of California. These assessments measure student proficiency in ELA/literacy, Mathematics, and other content areas aligned with the state academic standards. CAASPP assessments provide valuable information about student achievement at the state and school levels. SDCCS selected these assessments to ensure alignment with the state standards and to monitor the overall progress of its students in comparison to their peers statewide. The results of CAASPP assessments help guide the school's curriculum planning and instructional strategies.

Lastly, SDCCS employs the Orton Gillingham Reading Assessments to specifically evaluate students' reading abilities and identify potential reading difficulties or dyslexia. These assessments are based on the Orton Gillingham approach, which is a structured, multisensory method for teaching reading, spelling, and writing. By using these assessments, SDCCS can identify students who may require targeted intervention or additional support in reading. The Orton Gillingham Reading Assessments help inform the school's specialized reading instruction and enable early intervention for struggling readers.

The combination of NWEA Map assessments, CAASPP, and Orton Gillingham Reading Assessments allows SDCCS to obtain a comprehensive understanding of student progress and ensure effective implementation of the state academic standards. These assessments provide valuable insights into individual student growth, areas of improvement, and areas of strength. The data collected from these assessments is regularly analyzed by teachers,

administrators, and support staff to inform instructional decisions, differentiate instruction, and provide targeted interventions where needed.

Based on these selected measures, SDCCS has made significant progress in implementing the state academic standards. The use of NWEA Map assessments has helped track student growth in ELA and Mathematics, ensuring that each student's unique needs are addressed. The CAASPP assessments have provided valuable information about student achievement in comparison to state-level standards, helping SDCCS assess its overall performance. Additionally, the Orton Gillingham Reading Assessments have allowed the school to identify and support students with reading difficulties, ensuring that they receive targeted instruction to improve their literacy skills.

Through the careful selection of these assessment measures, SDCCS demonstrates its commitment to data-driven decision-making and continuous improvement in implementing the state academic standards. The insights gained from these assessments enable educators at SDCCS to provide high-quality instruction that meets the diverse needs of their students, ultimately supporting their academic success and growth.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

San Diego Cooperative Charter School is committed to making significant progress in implementing the academic standards adopted by the California State Board. We firmly believe in the power of education to transform lives and create a brighter future for our students. As a cooperative charter school, we strive to create an inclusive and collaborative learning environment that nurtures the unique talents and abilities of each student.

We understand that the academic standards set by the California State Board are designed to provide a comprehensive and rigorous education for our students. We embrace these standards as a roadmap for academic excellence and are dedicated to ensuring that our curriculum, instructional strategies, and assessments align with them.

Our highly qualified and dedicated teachers work tirelessly to integrate the state standards into their lesson plans, ensuring that students receive the knowledge and skills necessary for success. We believe in a student-centered approach that fosters critical thinking, problem-solving, and creativity. By incorporating the state standards into our teaching practices, we empower students to become active participants in their own learning journey.

In addition to classroom instruction, we recognize the importance of providing a well-rounded education that includes extracurricular activities, field trips, and community engagement. We believe that these experiences complement and enhance the academic standards, providing students with a holistic education that prepares them for the challenges of the future.

We regularly assess student progress and use data to inform our instructional practices, ensuring that each student receives the necessary support and intervention to meet the academic standards. We collaborate with parents and guardians, involving them in their child's education and fostering a strong partnership between home and school.

At San Diego Cooperative Charter School, we are proud of the progress we have made in implementing the academic standards adopted by the California State Board. We remain committed to continuous improvement, seeking innovative approaches and engaging in professional development to enhance our instructional practices.

Through our collective efforts, we are confident that our students will not only meet but exceed the academic standards, becoming well-rounded individuals prepared to succeed in an ever-changing world. We are dedicated to empowering our students to reach their full potential and become lifelong learners who positively impact their communities.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

San Diego Cooperative Charter school is dedicated to fostering strong partnerships with parents and building meaningful relationships between school staff and families. We believe that collaboration and open communication are essential components for creating a thriving educational environment.

We recognize that parents play a crucial role in their child's education, and we actively seek their involvement and input. Through regular meetings, workshops, and parent-teacher conferences, we provide opportunities for parents to actively engage in their child's learning journey. We value their perspectives and insights, as they have a unique understanding of their child's strengths, needs, and interests.

At San Diego Cooperative Charter, we strive to create a welcoming and inclusive atmosphere where all families feel valued and respected. We understand that each family is unique, with its own cultural, linguistic, and socio-economic background. We celebrate this diversity and work to ensure that all families feel represented and included.

Our dedicated staff members actively build relationships with families, taking the time to listen, understand, and address their concerns. We believe that open lines of communication between teachers, administrators, and families are vital for fostering trust and cooperation. We encourage feedback and welcome suggestions from parents, recognizing that their insights are invaluable for continuous improvement.

Through regular parent-teacher collaborations, we aim to create a strong support system for our students. By involving families in their child's education, we enhance the learning experience both inside and outside the classroom. We provide resources and tools to help parents actively participate in their child's learning, offering guidance on how to reinforce lessons at home and engage in meaningful educational activities.

San Diego Cooperative Charter school believes that when parents and school staff work together as partners, the students benefit greatly. We are committed to nurturing these partnerships and building lasting relationships that contribute to the success and well-being of every child in our school community. Together, we can create an enriching educational experience and empower our students to reach their full potential.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

At San Diego Cooperative Charter Schools, we highly value and actively encourage parents' involvement in our school community through volunteering. We firmly believe that parents play a crucial role in their children's education, and their active participation fosters a strong sense of belonging and support. Our commitment to cultivating a vibrant and engaged school environment extends to providing various opportunities for parents to volunteer and contribute their time and talents.

We recognize that parents have diverse skills, interests, and schedules. To accommodate these differences, we offer a wide range of volunteer opportunities that cater to various preferences. Whether it's assisting in the classroom, organizing extracurricular activities, or participating in fundraising events, there is a role for every parent to contribute meaningfully. By doing so, parents become active participants in their child's educational journey and establish a strong partnership with our dedicated faculty and staff.

Volunteering at our school is not only about fulfilling necessary tasks; it is an expression of our shared commitment to the holistic development of our students. Through volunteering, parents have the opportunity to model the values of service, responsibility, and community engagement for their children. By witnessing their parents' involvement, students gain a deeper understanding of the importance of giving back, empathy, and the power of collective action.

To further reinforce the significance of parents' involvement, we provide ongoing education and resources on the benefits of parental engagement in their child's education. We organize workshops, seminars, and informational sessions to empower parents with the knowledge and tools to actively support their child's academic and social growth. These initiatives strengthen the parent-school partnership and create a collaborative environment where everyone's contribution is valued.

At San Diego Cooperative Charter Schools, we are committed to removing barriers to parental involvement. We understand that balancing work, personal commitments, and volunteering can be challenging. Therefore, we offer flexible scheduling options, remote volunteering opportunities, and diverse roles that accommodate the unique circumstances of our parents. By fostering an inclusive and accessible volunteer program, we strive to ensure that all parents can actively participate in our school community.

In conclusion, parents volunteering at San Diego Cooperative Charter Schools is not only encouraged but celebrated. We deeply value their contributions, recognizing the vital role they play in enhancing our students' educational experience. Through diverse opportunities, ongoing support, and a shared commitment to the growth of our students, we create a collaborative environment that nurtures academic success, social-emotional development, and community engagement. Together, we build a strong foundation for lifelong learning and create a school community that thrives on the active involvement of parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

San Diego Cooperative Charter School is committed to enhancing the engagement of underrepresented families identified during the self-reflection process. Recognizing the importance of Building Relationships Between School Staff and Families, we have implemented strategies to foster meaningful connections and celebrate their involvement.

Firstly, we actively reach out and invite participation from underrepresented families. We understand that these families may face barriers to engagement, and we strive to create a welcoming environment that encourages their involvement. By extending personal invitations, providing clear information about school activities and events, and demonstrating genuine interest in their perspectives, we aim to bridge the gap and foster trust.

Moreover, we acknowledge the significance of language in effective communication. To address this, we prioritize multilingualism within our school community. By hiring staff members who are fluent in the native languages of underrepresented families, we ensure that communication is not a hindrance to engagement. We also offer translation services for important documents and utilize interpreters during meetings and events to facilitate meaningful conversations.

Furthermore, we celebrate the involvement of underrepresented families to recognize their unique contributions. We organize cultural events and celebrations that showcase their heritage, traditions, and experiences. By highlighting their presence and valuing their input, we promote a sense of belonging and pride within our school community.

To ensure the success of these initiatives, we continuously evaluate and improve our practices. We gather feedback from underrepresented families through surveys, focus groups, and individual conversations. This feedback helps us identify areas for growth and tailor our engagement strategies to meet their specific needs.

At San Diego Cooperative Charter School, we firmly believe that every family's engagement is essential for the success of our students. Through proactive outreach, inclusive communication, and the celebration of diversity, we are dedicated to improving the engagement of underrepresented families and building strong, collaborative relationships that benefit the entire school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

San Diego Cooperative Charter School exemplifies unwavering dedication and a strong work ethic. With an unyielding commitment to student success, the school focuses on Building Partnerships for Student Outcomes. Through collaborative efforts with parents, educators, and the community, they create a nurturing environment that fosters growth and achievement. By leveraging these partnerships, the school capitalizes on diverse resources, tailoring education to meet individual student needs. This synergy enhances academic performance, promotes holistic development, and prepares students for a future full of possibilities. San Diego Cooperative Charter School's strength lies in their ability to forge connections that empower students to thrive.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

San Diego Cooperative Charter School is dedicated to continuously enhancing student outcomes through a focused effort on building partnerships with our parent community. To achieve this, we recognize the need to prioritize and improve our approach to educating parents about the crucial impact of school volunteerism on student development. By strengthening our communication channels, organizing informative workshops, and fostering a culture of active involvement, we aim to empower parents with the knowledge and understanding of how their engagement can

positively influence their child's educational journey. Through this collaborative effort, we strive to cultivate a supportive environment that maximizes student potential and fosters a sense of community within our schools.

At San Diego Cooperative Charter Schools, we are committed to removing barriers to parental involvement. This is an area of continuous focus and growth. We understand that balancing work, personal commitments, and volunteering can be challenging. Therefore, we offer flexible scheduling options, remote volunteering opportunities, and diverse roles that accommodate the unique circumstances of our parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The San Diego Cooperative Charter School is committed to improving the engagement of underrepresented families through various strategies identified during the self-reflection process. Here's how the school plans to enhance engagement and build partnerships for student outcomes:

Direct Communication: The school will implement a proactive approach to communicate with all parents, including underrepresented families. This may involve regular newsletters, emails, phone calls, and text messages to keep parents informed about school activities, events, and important updates. Clear and consistent communication will ensure that parents feel connected and involved in their child's education.

Inclusive Invitations: The school will make a deliberate effort to invite all parents, including underrepresented families, to participate in school activities, parent-teacher conferences, workshops, and events. By extending inclusive invitations, the school aims to create a welcoming and inclusive environment that encourages active involvement from all parents.

Strengthening Teacher-Parent Relationships: The school recognizes the importance of strong teacher-parent relationships in fostering engagement. Teachers will be encouraged to establish open lines of communication with parents, providing opportunities for regular dialogue and feedback. This may include scheduled parent-teacher meetings, conferences, or even informal check-ins to address any concerns or questions.

Valuing Parent Contributions: The school will actively acknowledge and appreciate the contributions of parents, ensuring that they feel valued and respected. This can be done through recognizing parent volunteers, involving them in decision-making processes, and seeking their input on school policies or initiatives. By valuing and respecting parents' perspectives, the school aims to build a sense of ownership and shared responsibility for student success.

Culturally Responsive Practices: The school will strive to adopt culturally responsive practices that recognize and honor the diverse backgrounds and experiences of underrepresented families. This may include incorporating culturally relevant curriculum, celebrating diverse holidays and traditions, and providing language support or interpreters when necessary. Such practices help create an inclusive learning environment where families feel recognized and appreciated.

By implementing these strategies, the San Diego Cooperative Charter School aims to improve engagement and build strong partnerships with underrepresented families. Through direct communication, inclusive invitations, strong teacher-parent relationships, valuing parent contributions, and culturally responsive practices, the school seeks to create an inclusive and supportive educational community where every family feels involved, valued, and empowered to contribute to their child's success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

San Diego Cooperative Charter school has made remarkable strides in seeking input for decision-making, leveraging educational partner input and local data. This approach has proven to be one of its key strengths. The school recognizes that collaborative decision-making ensures a more comprehensive and representative perspective. By actively engaging educational partners, including parents, students, teachers, and community members, the school has fostered an inclusive environment where everyone's voice is heard and valued.

Through extensive data collection and analysis, the school has demonstrated a commitment to evidence-based decision-making. Local data on student performance, community needs, and educational trends are meticulously examined to inform strategic choices. This data-driven approach has helped the school identify areas of improvement, tailor instructional practices, and allocate resources effectively.

Furthermore, the school's emphasis on seeking input has resulted in increased transparency and accountability. Educational partners are regularly invited to participate in decision-making processes, such as advisory committees, surveys, and town hall meetings. This collaborative approach has not only strengthened the school's relationships with stakeholders but has also empowered them to actively contribute to the school's direction.

By valuing input from a diverse range of perspectives, the San Diego Cooperative Charter school has fostered a culture of shared responsibility and ownership. This approach has led to the development of innovative initiatives, such as community-based projects, interdisciplinary learning opportunities, and student-centered programs. The school's commitment to seeking input for decision-making has resulted in a more inclusive and responsive educational environment.

San Diego Cooperative Charter school has made significant progress in seeking input for decision-making. Its strengths lie in its collaborative approach, data-driven practices, transparency, and accountability. By valuing the input of educational partners and leveraging local data, the school has created an inclusive environment that fosters

innovation and empowers all stakeholders. Moving forward, this commitment to seeking input will continue to drive the school's success and positively impact the educational experiences of its students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

San Diego Cooperative Charter Schools (SDCCS) is committed to continuous improvement and values the input of all stakeholders in decision-making processes. As part of our ongoing efforts, we are seeking input to identify our focus areas for improvement. We aim to enhance student achievement, foster a positive learning environment, and promote community engagement. By actively involving students, parents, teachers, and community members, we aspire to address areas such as curriculum development, instructional practices, student support services, and school-wide initiatives. Your valuable input will guide us in shaping a brighter future for our students and ensuring their success. Together, we will create an inclusive, equitable, and dynamic educational experience at SDCCS.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

San Diego Cooperative Charter School is committed to enhancing the engagement of underrepresented families identified during the self-reflection process, particularly regarding seeking input for decision-making. By implementing various strategies, we aim to foster an inclusive and participatory environment. We will actively reach out to underrepresented families, listen to their perspectives, and provide multiple avenues for input, such as surveys, orientations, and advisory committees such as ELAC. By valuing and incorporating their input, we will ensure that decisions reflect the diverse needs and experiences of our community, creating a more equitable and empowering educational environment for all.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

San Diego Cooperative Charter School recognizes the significance of student satisfaction in promoting a positive learning environment. To assess the levels of student satisfaction within our institution, we conducted an extensive survey among our student body. This statement presents a concise analysis of the survey results, highlighting key learnings, disaggregated results (if applicable), and actions taken for continuous improvement.

Key findings include:

Overall Satisfaction: The majority of students expressed a high level of satisfaction with their educational experience at our school. This indicates a positive learning environment and reflects the school's commitment to student wellbeing.

Academic Support: Students reported high satisfaction with the academic support provided by teachers and staff. This finding affirms the dedication of our educators and their impact on student achievement.

Communication: The survey revealed the need for improved communication channels between the school and students. Students desired more transparent and frequent communication regarding school policies, events, and opportunities. This feedback prompted the implementation of revised communication strategies.

Disaggregated Results and Insights: The survey's disaggregated results provided further insights into areas of strength, growth, challenges, and barriers.

Achievement Gap: The data highlighted an achievement gap between student subgroups, particularly in academic performance and engagement. This information led to targeted interventions aimed at supporting students who may be at a disadvantage.

Inclusivity and Diversity: Feedback from marginalized student groups emphasized that they felt included and valued at SDCCS. With that said, SDCCS has led a comprehensive initiative to promote diversity, equity, and inclusion, looking closely at our policies, website, PD, and classroom practices

Barriers to Learning: Efforts have been made to address challenges and ensure equitable access to resources and support services.

Actions for Continuous Improvement: San Diego Cooperative Charter School has implemented several actions for continuous improvement based on the survey results:

Enhanced Communication Strategies: Revised communication channels, including digital platforms, newsletters, and town hall meetings were implemented to ensure timely and transparent information sharing with students and families.

Expansion of Before and After Care: The school day was expanded to cater to a broader spectrum of student interests, promoting a vibrant school community and offering before and after school care for all who are in need.

Targeted Interventions for Achievement Gap: Additional academic support, additional study halls, and tailored resources were introduced to address the achievement gap. Ongoing monitoring and assessment will gauge the effectiveness of these interventions.

Focus on Inclusivity and Equity: Professional development programs for staff were developed to promote cultural sensitivity, diversity, and inclusion in the classroom. Curriculum enhancements and initiatives celebrate diverse perspectives.

Conclusion:

The student survey results at San Diego Cooperative Charter School provided valuable insights into student satisfaction, areas of strength, and areas for improvement. Through continuous analysis and action, the LEA aims to enhance student experiences, address achievement gaps, foster inclusivity, and provide an optimal learning environment for all students. The school

remains committed to ensuring student satisfaction and success by implementing targeted interventions and listening to student feedback.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Included in Prompt 1

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

At San Diego Cooperative Charter School, we are committed to providing the highest quality education and support to our students. To further enhance our ability to address students' diverse needs effectively, we are actively planning to acquire a state-of-the-art MTSS data tool.

Data-Informed Decision Making at San Diego Cooperative Charter School:

Our forthcoming MTSS data tool will revolutionize our approach to data-informed decision making. By harnessing the power of real-time data analytics, we will gain invaluable insights into student progress, enabling us to make informed decisions about interventions and resource allocation.

With our new data tool, we will be able to:

Personalize Interventions: The ability to analyze student data in real-time will allow us to personalize interventions to meet the unique needs of each student. By identifying which interventions are most effective, we can tailor our approach to maximize student success.

Optimize Resource Allocation: Our data tool will enable us to allocate resources more strategically, ensuring that support services, personnel, and instructional materials are directed where they are needed most. This will allow us to maximize the impact of our resources and support the success of every student.

Monitoring Progress at San Diego Cooperative Charter School:

Continuous progress monitoring is essential to our commitment to student success. With our new MTSS data tool, we will have the capability to monitor student progress in real-time, enabling us to identify areas of growth and potential challenges more effectively.

Identify Early Warning Signs: By monitoring student progress closely, we will be able to identify early warning signs of academic, behavioral, or social challenges. This will allow us to intervene early, providing targeted support to keep students on track toward their goals.

Provide Timely Support: Our data tool will enable us to provide timely support to students who need it most. By identifying students who may be struggling, we can intervene quickly, providing the support and resources they need to succeed.

In summary, the acquisition of our new MTSS data tool represents a significant step forward in our commitment to addressing students' needs effectively. By harnessing the power of data to inform decision making and monitor progress, we will ensure that every student at San Diego Cooperative Charter School receives the support they need to thrive academically, socially, and emotionally.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The locally selected measures or tools used by San Diego Cooperative Charter School to track students' access to a broad course of study include grade spans, unduplicated student groups, and individuals with exceptional needs served. These measures help ensure that all students have equal opportunities for enrollment and access to a diverse range of courses and educational resources. SDCCS maintains records and tracks enrollment data for each grade level, monitors the inclusion of various student groups (such as English language learners or students with disabilities), and implements support programs or accommodations for individuals with exceptional needs. These tools enable SDCCS to assess and address any disparities in access to education, promoting an inclusive learning environment for all students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

At San Diego Cooperative Charter School, all students have equitable access to and enrollment in a broad course of study. The school ensures that every student, regardless of their background or abilities, has the opportunity to engage in a diverse range of academic subjects and disciplines. Over time, the school has made progress in expanding access to a broad course of study for all students, eliminating any disparities that may have existed. There are no significant differences among student groups in terms of access and enrollment, as the school values inclusivity and equal opportunities for all.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The San Diego Cooperative Charter School is committed to providing access to a broad course of study for all students. With sufficient funding and resources, a highly qualified teaching staff, sufficient physical space, a robust technology infrastructure, and a wide range of available courses and subjects, the school ensures that all students have equal opportunities to pursue their educational goals.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

SDCCS will continue to ensure that all students have access to a broad course of study by honest and open self reflection and communication with all stakeholders.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					