



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	1A. EL performance on ELPAC Summative Assessment.	2022-2023 28.13% well developed on the summative assessment			The Summative English Language Proficiency Assessments for California (ELPAC) testing window is February 1–May 31.	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			Midyear data indicates progress for students with special needs on CAASPP-aligned assessments through targeted interventions and accommodations, though challenges remain in engagement and accessibility, prompting ongoing adjustments to support growth.	18% of ELA Students Meet or Exceed 16% of Math Students Meet or Exceed
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			The 2023-2024 CAASPP results had 41.53% of students met or exceeded in ELA 33.89% of students met or exceeded in Math	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			We have maintained a 0% drop out rate	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			At our P1 certification we had a 97.1% attendance rate	96.5% attendance in 2026-2027

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.8	1F. We will maintain an 8th grade exit portfolio pass rate of 100%.	100% in 2023-2024			We will complete our 8th grade portfolios in May of 2025.	100% in 2026-2027
1.11						
1.13						
1.16						
1.18						

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Maintain an Exceptional Progressive Base Program with Rich Professional Development Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:</p> <p>a. Multiple measures are used to monitor the progress of all students.</p> <p>b. Teachers and support staff will monitor student progress and implement intervention strategies.</p>	No	Partially Implemented	See above section for Mid-year Outcome Data.	It is essential that teachers are properly trained. Our professional development this year has focused on Universal Design planning and instruction that allows for access to all students and differentiated instruction. Our addition of two MTSS	\$2,058,414.00	\$1,299,199

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>c. Instructional & administrative staff will analyze student data to inform strategic decisions.</p> <p>d. Implement the co-created plan to enact higher-level mathematical practices for teachers and students.</p> <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>				<p>positions has strengthened our progress monitoring and use of data for decision making. Our on site math specialist now has the opportunity to observe, coach and co-teach with other staff members making the math instruction of IM math more cohesive. Not only are we continuing our OG evidence based reading program but we are also working to have readers workshop in every classroom at SDCCS. Grade level teams are regularly reviewing the data from their students as well as with the MTSS specialists that are co-teaching with them. The continuous data monitoring allows us to</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					make effective data driven descisions.		
1.2	<p>Build an EL program that will support the needs of English Learners</p> <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>	Yes	Partially Implemented	See above section for Mid-year Outcome Data.	We have hired two teachers this year to give direct ELD instruction for our Emergent Bilingual Students. These teachers not only work with our EL students but alongside the teachers to collect and analyze data. We have conducted four EL Coordinator/Mts s professional development opportunities for staff to ensure we are focused on Success For All with our structured English Immersion instruction. We have conducted our annual ELAC meeting. We went out of our way to encourage participation	\$811,967.00	\$512,778

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					from parents, teachers and any community members. Our math specialist has been working with teachers to build mathematical academic vocabulary.		
1.9	<p>Further build a system of support for EL families. 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>	Yes	Partially Implemented	See above section for Mid-year Outcome Data.	We have already conducted our ELAC committee meeting in November of 2023. As a CoOp we are continually working to engage our families but especially our families whose native languages are not English. We have tools to support translation of all of our communications to ensure that all parents are informed on what's happening in school.	\$7,582.00	\$4,613

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.11	<p>Math professional development that continues the learning, accountability and pacing involved with Illustrative Math</p> <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>	No	Partially Implemented	See above section for Mid-year Outcome Data.	In every PD we do "The First 15 With Jean", our math specialist. Our Math Specialist has been working with teams, individuals and the whole staff to increase learning accountability, align pacing and increase consistency school wide. PLC's at team levels have been created to increase collaboration, creativity, accountability and data review.	\$7,582.00	\$4,613
1.12	<p>We developed a School Re-Engagement plan that increases communication with families and students when kids are not attending class.</p> <p>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.</p>	No	Partially Implemented	See above section for Mid-year Outcome Data.	This year we have created the Dean of Students position that works more closely with families that are experiencing difficulties or barriers to getting their students to school on time or at all. This position is one	\$74,340.00	\$45,231

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					that seeks to support and problem solve for the benefit of the student.		

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	2A. Annual parent volunteer hours logged	Our parent volunteer hours were 7,015 in May of the 2023-2024 school year.			Our parent volunteer hours were 760 in January of the 2024-2025 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 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.			Due to technical difficulties we have not yet sent out the first of two narrative report card tailored to their child and will be invited to meet at least twice a year with the child's classroom teacher conferences.	100% of our parents will receive a narrative report card tailored to their child and will be invited to meet 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.			As of January of the 2024-2025 school year we have offered 4 informational meetings.	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 January conferences.	95% of parents met with teachers for student conferences.
2.5						

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Parent Engagement 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>	No	Partially Implemented	See above section for Mid-year Outcome Data.	A foundational belief at SDCCS is parent engagement. We work hard to ensure that all parents are invited to take part in the school and provide a variety of activities that they can engage in. Parents can engage in monthly PSA meetings, Board meetings, special events such as Peace Day, Días De Los Muertos and our ELAC meetings. Our system we use to send out emails translates into 23 languages and helps for us to ensure access of information to all of our families. We have plans for parent trainings in the spring regarding mental health, restorative	\$354,625.00	\$215,156

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	h. Make the volunteer tracking system more efficient and easily accessible to all our parents so all volunteers log their hours.				practices, and SEL. The school works hard to provide a variety of volunteer opportunities for our diverse parent population. Some of the opportunities are on-site while some can be done from home or on the weekend.		
2.2	<p>Teacher /Parent Communications</p> <p>a. Teachers will communicate specific details about student progress across subject matter with parents through emails, conferences, and 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>	No	Partially Implemented	See above section for Mid-year Outcome Data.		\$60,712.00	\$36,939

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>Administration/Parent Communications</p> <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>	No	Partially Implemented	See above section for Mid-year Outcome Data.		\$168,281.00	\$102,387
2.4	<p>Parent/Teacher Conferences</p> <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>	No	Partially Implemented	See above section for Mid-year Outcome Data.		\$450,441.00	\$274,061

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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> <p>d. Teachers will post reminders and send emails for conferences.</p>						

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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			All core teachers meet HQT standards or have received a local assignment	100% of core teachers have the appropriate credentials or have received a local assignment
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 have received a total of 72 hours of PD by February, 2025	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.			We have trained our 31 of their 76 hours by February of 2025.	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			We have not yet sent out our LCAP survey however we have elicited multiple surveys to the community from the Executive Director and Community Engagement Outreach.	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			We have reviewed and improved our Comprehensive Safety Plan in January 2025.	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	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Plan by the Board of Directors				
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.	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.	Students are supervised at all times.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Schoolwide focus on curriculum development and instructional practices to meet the needs of all students.</p> <p>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 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</p>	No	Planned	See above section for Mid-year Outcome Data.	Our staff have been trained this year on Universal Design Learning and Backwards Planning to ensure that the needs of all students are met. We have implemented a comprehensive MTSS system of support that includes data collection and review to ensure that we are making data driven decisions. Our math specialist is not only leading PD's but this year has the	\$250,381.00	\$152,338

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	<p>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</p>				<p>opportunity to observe, co-teach and coach teachers in the best practices of IM math. 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 in their classes. The administration</p>		

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	<p>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 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>				<p>team will ask team leads for data on EL and RFEP students' progress.</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. 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</p>	No	Partially Implemented	See above section for Mid-year Outcome Data.	The Administrative Team and MTSS teachers have spent many hours in classrooms this year coaching, planning, and discussing data. So far this year we have had high quality professional development in the areas of Universal Design Learning, we	\$311,414.00	\$189,473

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	<p>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</p>				<p>have studied the books <i>Unearthing Joy</i> and <i>In Search of Understanding</i>; <i>The Case for Constructivist Classrooms</i>. Future PD's are focused on <i>Writers and Readers</i> workshop using research-based teaching practices that support all students learning needs. All new teachers are offered BTSA and provided a mentor teacher or administrator to collaborate and reflect regularly on their teaching practice. All teachers participate in self-reflection to actively participate in their professional growth. Teachers have been and will continue to be observed by a</p>		

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	<p>with school leaders to identify areas for professional growth</p> <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>				<p>member of the administration team and mentor teachers and collaborate in the teacher reflection process and teacher growth. Teachers work with school leaders to identify areas of strength and areas of professional growth. 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. Grade level teams meet regularly to discuss student progress and collaborate.</p>		

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					<p>This year we have been fortunate wot work with experts from SDSU to lead professional development sessions that are geared to meet the needs of our student demographics, with a particular focus on underperforming students. We have implement a newly designed compensation model to retain and recruit highly skilled teaching staff. However, the Administration sees the need to regularly review the compensation model to ensure we are financially meeting the needs of our staff.</p>		
3.3	<p>Expand PD opportunities for classified staff and paraprofessionals Expand specific professional development opportunities for</p>	No	Partially Implemented	See above section for Mid-year Outcome Data.	We have expand specific professional development opportunities for	\$32,946.00	\$20,046

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	<p>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>				<p>employees in positions that serve students with limited resources at the site (counselors, specialist staff, IA's, etc.). In addition we have expanded the teaching resources for these positions School counselors and the Dean will have had the opportunities to lead PLCs, Professional Development and parent meetings about social and emotional curriculum, including suicide prevention, family living, and internet safety. School counselors and psychologists have had the opportunity to attend ongoing PD on MTSS and lead PD sessions with school staff.</p>		

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					<p>Paraprofessionals have had the opportunities to attend Selpa webinars and receive training from Ed. Specialists, receive specialized training about de-escalating students once a month for a half day.</p> <p>Instructional Assistants regularly meet with Ed—specialists to learn how to support best their students, including behavioral support and data collection.</p>		
3.4	<p>All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.</p> <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</p>	No	Partially Implemented	See above section for Mid-year Outcome Data.	Students and Parents will be surveyed about equity and inclusion in May and until then we will continue to invite them to be an essential part of our program. School staff will study the responses from	\$147,707.00	\$89,869

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	<p>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</p>				<p>the student and parent surveys and work to improve upon creating a safe and equitable learning environment. 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>Teachers and administration will engage regularly 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</p>		

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	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.				are practices that all educators internalize. Staff have been trained to access to community resources to learn about gender, racial equity, equity, and inclusion for students with exceptional needs. School leaders work cooperatively with the community to determine core values to guide all relationships. School administrators will continue to work with USD, and SDSU, and seek connections with other community groups and universities to continue to make progress in creating an inclusive and safe learning environment for all.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p>Staff will be highly trained to maintain a physically safe school environment. Staff will participate in monthly safety drills and will have opportunities to work on the Comprehensive Safety Plan.</p>	No	Partially Implemented	See above section for Mid-year Outcome Data.	Staff have participate in monthly safety drills and will have opportunities to work on the Comprehensive Safety Plan in February of 2024.	\$59,875.00	\$29,789

Goal 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.			We have not yet given the Summative ELPAC.	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			We do not have this percentage at this time.	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			We have not yet taken the CAASPP for the 2024-2025 school year.	CAASPP Scores for students with special needs who met or exceeded standards L. Arts=29% Math= 22% Scores from 2025-2026

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>An EL Coordinator will oversee a structured program to meet the needs of EL 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>	Yes	Partially Implemented	See above section for Mid-year Outcome Data.	We have created a small group of instructors and Administration to oversee a structured ELD program to meet the needs of all Emergent Bilingual students. We have already had our annual ELAC meeting. We have been continually building and reevaluating the MTSS, ELD program and its use of The California English Learner Roadmap. We meet regularly to look at data and to ensure that our small group interventions are effective.	\$48,540.00	\$29,533
4.2	<p>School climates and campuses are affirming, inclusive, and safe. 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>	No	Partially Implemented	See above section for Mid-year Outcome Data.	Through the Diversity, Equity and Inclusion Committee we created an Equity Action plan that guides our staff and Administration	\$7,582.00	\$4,613

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>a. We will develop a collaborative framework for identifying Emergent Bilingual students with disabilities and use quality assessment practices. 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.</p>				<p>ensuring that our environment promotes equity, diversity and inclusion. We 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.</p>		
4.3	<p>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</p>	No	Partially Implemented	See above section for Mid-year Outcome Data.	<p>We ran a three-week Chillin' and Skillin' camp in 2023 and have plans to do it again in 2024 that served our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged. In addition, we have run two</p>	\$63,187.00	\$48,185

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	involved in planning and executing the curriculum.				weeks of camp at The Boys and Girls Club. Our camps were run for six weeks all together with nine hours days. The academic programs consisted of targeted interventions in Orton Gillingham reading instruction, Illustrative Math activities, Science Labs, and other academically engaging activities. It was staffed by Teachers and IA's, keeping a low staff-to-student ratio.		
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.	No	Partially Implemented	See above section for Mid-year Outcome Data.	Before Care offers whole child enrichment to all students at SDCCS, not just our unduplicated students. Our after school program is run in collaboration with our local	\$233,765.00	\$100,475

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					community partner, Boys and Girls Club. Due to staffing issues we have not yet been able to create before or after school tutoring.		

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 6

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 7

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 8

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 9

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 10

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$5,164,954	\$5,144,924
LCFF Supplemental/Concentration Grants	\$471,474	\$501,873