LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options for Youth San Bernardino

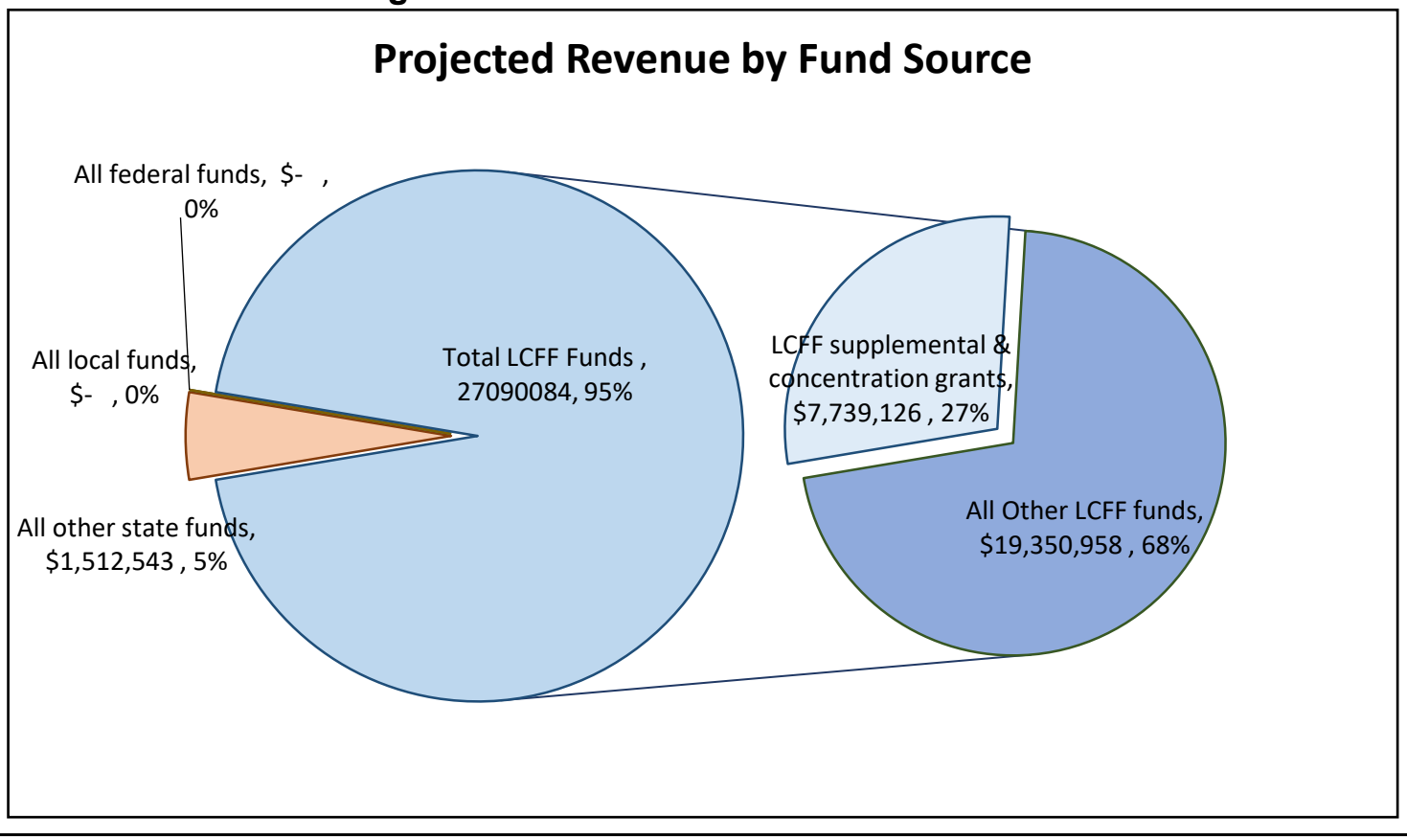
CDS Code: 36678760120568

School Year: 2024-25

LEA contact information: Richard Aguilar - Principal E: raguilar@ofy.org ; P: 909-538-4288

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

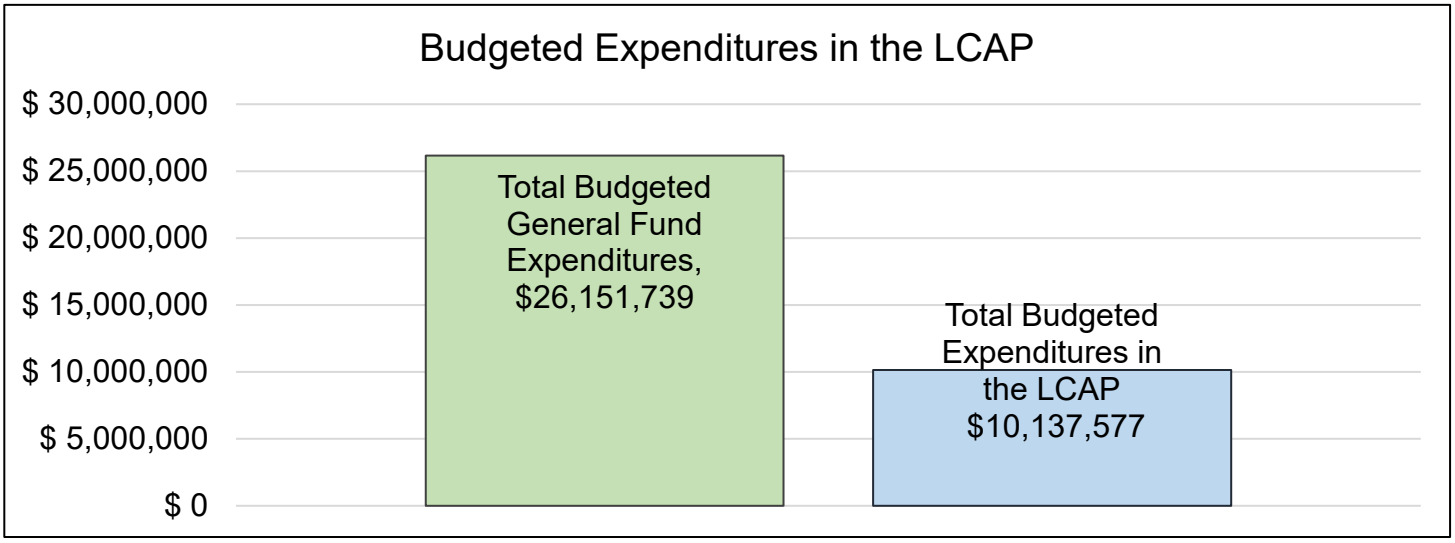


This chart shows the total general purpose revenue Options for Youth San Bernardino expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth San Bernardino is $28,602,627.00, of which $27,090,084.00 is Local Control Funding Formula (LCFF), $1,512,543.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $27,090,084.00 in LCFF Funds, $7,739,126.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Options for Youth San Bernardino 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: Options for Youth San Bernardino plans to spend $26,151,739.00 for the 2024-25 school year. Of that amount, $10,137,577.00 is tied to actions/services in the LCAP and $16,014,162.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

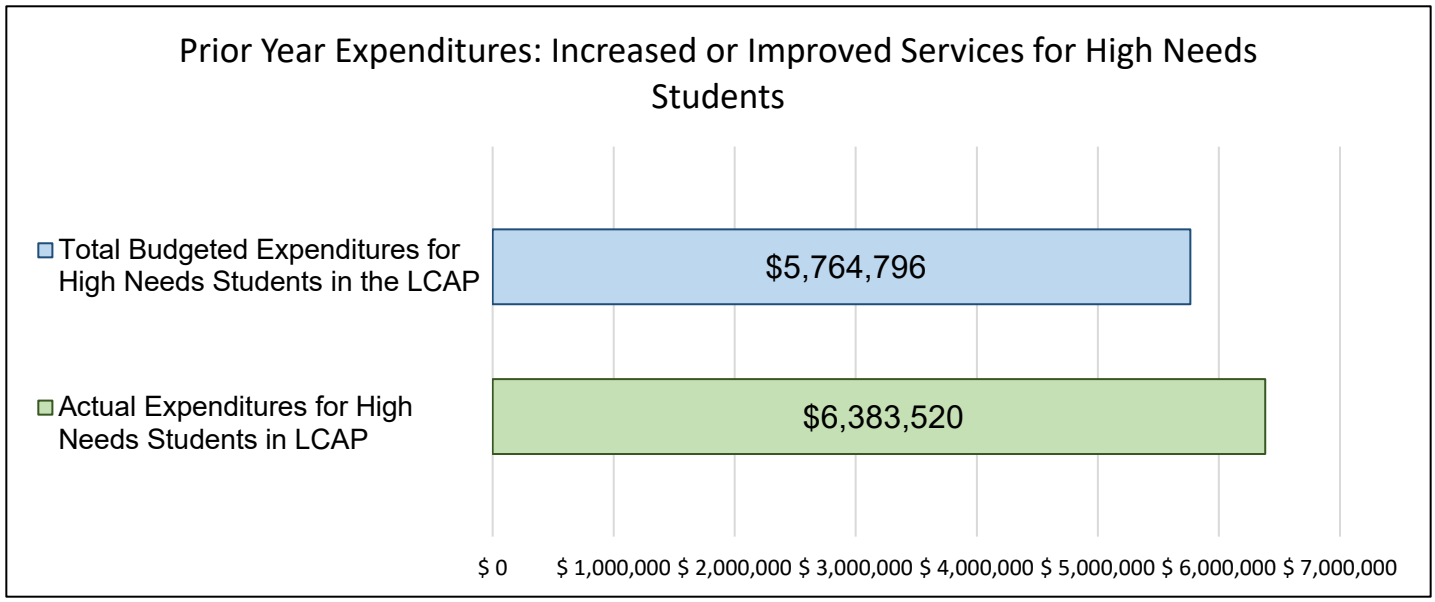
2024-25 General Fund Budget Expenditures not encompassed by the LCAP encompass various operational and business expenses. These include, but are not confined to, salaries for non-instructional staff, staff business-related costs (e.g., office supplies), rent, general business expenditures (e.g., taxes and licensing fees), management fees, and district administrative charges.

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

In 2024-25, Options for Youth San Bernardino is projecting it will receive $7,739,126.00 based on the enrollment of foster youth, English learner, and low-income students. Options for Youth San Bernardino must describe how it intends to increase or improve services for high needs students in the LCAP. Options for Youth San Bernardino plans to spend $7,962,107.00 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 Options for Youth San Bernardino budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Options for Youth San Bernardino 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, Options for Youth San Bernardino's LCAP budgeted $5,764,796.00 for planned actions to increase or improve services for high needs students. Options for Youth San Bernardino actually spent $6,383,520.00 for actions to increase or improve services for high needs students in 2023-24.

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
Options for Youth - San Bernardino	Richard Aguilar - Principal	E: raguilar@ofy.org ; P: 909-538-4288

Goals and Actions

Goal

Goal #	Description
Goal #1	Foster Youth, Homeless people, English Language Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP) will be provided designated and specialized instruction tailored toward mastery of standards-aligned instruction to improve academic achievement, reclassification rate (EL), and progress toward post-secondary goals by the end of the 2023-24 academic school year. Priorities: 2, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain current EL reclassification percentages.	Above 25%	Reclassification Rates for eligible EL students was at 83.33%	Reclassification Rates for eligible EL students was at 88.89%	Reclassification Rates for eligible EL students was at 72.7%	Reclassification Rates for eligible EL students will meet or exceed 25% by the end of the 2023-2024 academic school year.
Students in Special Education will participate in Pathways in Education trips or extracurricular student groups.	9/160 = Less than 5%	76.37% of Special Education participated in a Pathways in Education trip or extracurricular student groups.	79.39% of Special Education participated in a Pathways in Education trip or extracurricular student groups.	77% of Special Education students participated in a Pathways in Education trip or extracurricular student groups.	10% of all students in Special Education will participate in Pathways in Education trips or extracurricular student groups.
Students in Special Education will participate in a math intervention.	Less than 5%	23.33% of students in Special Education completed a math intervention	17.5% of students in Special Education completed a math intervention	14 % of students in Special Education students completed a math intervention	10% of all students in Special Education will participate in a math intervention.
ELPAC Progress	59.3% making progress towards English language proficiency	N/A - Data is not currently available on the CA Dashboard	Based on the Fall 2022 CA Dashboard: 53.4% making progress towards English language proficiency	In the Fall 2023 CA Dashboard data, 53.3% of students are progressing towards English language proficiency, reflecting a significant 10.9% increase and achieving a green rating for the English Learner Progress Indicator.	60% of English Language Learners will make progress on their ELPAC Level by the 2023-2024 school year.

The charter aims to maintain its Core Course Completion rate for foster youth and homeless students to facilitate student progression to graduation.	Social Studies: 6 units Science - 5 units Mathematics - 3 units English - 4 units	Foster Youth completed the following credits this academic year: ELA = 5.33 Units/Credits Math = 4.76 Units/Credits Science = 5.90 Units/ Credits Social Science = 6.29 Units/Credits Homeless completed the following credits this academic year: ELA = 3.27 Units/Credits Math = 3.51 Units/Credits Science = 3.44 Units/Credits Social Science = 6.72 Units/Credits	Foster Youth completed the following credits this academic year: ELA = 5.57 Units/Credits Math = 4.25 Units/Credits Science = 5.87 Units/ Credit Social Science = 8.68 Units/Credits Homeless completed the following credits this academic year: ELA = 6.05 Units/Credits Math = 5.96 Units/Credits Science = 8.30 Units/Credits Social Science = 7.21 Units/Credits	Foster Youth completed the following credits in the 2023-24 academic ELA = 2.65 Units/Credits Math =4.71 Units/Credits Science = 6.43 Units/ Credit Social Science = 5.62 Units/Credits Homeless completed the following credits in the 20223-24 academic year: ELA = 4.08 Units/Credits Math = 5.13 Units/Credits Science = 6.20 Units/Credits Social Science = 6.82 Units/Credits	All foster youth and homeless students will complete an average of ELA - 4.5 units Math - 5.5 units Science - 6 units Social Studies - 6.5 units by the end of the 2023-2024 academic school year.
Increase the percentage of EL students with improved Lexile measures	46% had improved Lexile measures from test one to test two	63.89% of EL students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2021-22 academic school year.	65.19% of EL students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2022-23 academic school year.	54.5% of EL students who completed a minimum of two Ren Star Reading assessments demonstrated Lexile growth through the implementation of standards-aligned curriculum and appropriate interventions as of the 2023-24 academic school year.	50% of EL students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2023-24 academic school year.

Maintain or increase the percentage of FRMP pupils reading at their grade level Lexile band	44.07% of FRMP had improved Lexile measures from test one to test two	59.41% of FRMP students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2021-22 academic school year.	65.84% of FRMP students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2022-23 academic school year.	49.5% of FRMP students who completed a minimum of two Ren Star Reading assessments demonstrated Lexile growth through the implementation of standards-aligned curriculum and appropriate interventions as of the 2023-24 academic school year.	50% of FRMP students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2023-24 academic 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.

Under Goal 1, the outlined actions were executed as intended and aligned with the LCAP. Some notable implementation achievements include:

Successful Implementation:

- EL students received effective support through the utilization of the iLit program alongside small group instruction, facilitating the enhancement of their English language proficiency.
- Professional development opportunities were implemented for all EL Specialists.
- The ELD team implemented the ALP (Student Academic Learning Plan) process to involve parents and students in monitoring their progress, academic objectives, and post-secondary aspirations.
- The District English Language Advisory Committee (DELAC) actively provided updates on the Diverse Learners Program.
- An accomplished and inclusive Diverse Learners Celebration was organized to honor reclassified EL students and commend their academic accomplishments, progress, positive attitude, perseverance, and enthusiasm.
- Foster youth and homeless students actively engaged with their Post-secondary Counselor and support staff to identify resources for academic success and plan for post-secondary goals.

Implementation Challenges:

- Challenges were noted in maintaining a consistent EL student to EL Specialist ratio across school sites.
- Lexile levels for EL students slightly decreased by 4% from last year, the percentage of reclassified students decreased about 14%. Both of these decreases could be attributed to the increase in EL student enrollment. Demonstrating the importance of keeping the EL Student to EL Specialist ratio at a manageable number.
- In response, the LEA plans to implement an additional EL support position to sites with the greatest need.
- Challenges were identified in the English and math proficiency of SWD, signaling areas for improvement.
- While graduation rates for foster youth and homeless students currently fall below desired outcomes, efforts are underway to improve as the academic school year concludes.

The actions outlined within Goal 1 were fully implemented as intended and identified within the SPSA/LCAP

For the third consecutive year, OFY-San Bernardino has continued to utilize Title I and Title II Funds to supplement various initiatives to help students meet rigorous state academic standards. These efforts have focused on narrowing the achievement gap, increasing academic

performance, and equipping leadership and instructional staff with the resources needed for effective instruction. To ensure the effective use of these funds, OFY-San Bernardino has collaborated with educational partners to identify and implement strategies that align with the school's priorities and needs, as identified in their Comprehensive Needs Assessment (CNA).

OFY-San Bernardino used input from educational partners and their Comprehensive Needs Assessment (CNA) to allocate a portion of their Title I Funds in the 2023-2024 school year to allow the continuation of positions such as the EL Intervention Specialists to support disadvantaged students in meeting academic standards, as well as, eliminate barriers that could prevent them from achieving academic success.

A challenge OFY-San Bernardino faced was utilizing Title I Funds towards their actions relating to Homeless and Foster Youth. Despite the school's desire to enhance the learning environment by utilizing these funds in the 2023-2024 school year, this goal was not achieved due to the prioritization of other funding sources

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.

After careful review and consideration of the utilization of Title I funds in the 2023-2024 school year, as well as in prior years, OFY-San Bernardino will not be continuing with Title fund planning or spending in the 2024-2025 school year. The school recognizes that these funds serve as valuable assets for targeted initiatives or projects that align with the school's mission and goals, however, our current resources allow us to meet the needs of all students, without relying on these funds. OFY-San Bernardino will make every effort to exhaust all its Title funding by June 30, 2024, however, due to the amount of funding remaining and if not able to completely fund an initiative with the remaining amount, the school will return all remaining funds back to the state.

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

The actions outlined in our LCAP were meticulously crafted within the three-year cycle to synergize, forming a comprehensive approach aimed at improving outcomes for our English Learners:

iLit (Action 1.1):

By prioritizing overall Lexile growth and enhancing speaking and listening skills, our charter underscores the journey towards reclassification.

Math & English Intervention (Action 1.2):

Through tailored instruction, internal benchmarks, evidence-based programs, dedicated Math Intervention Specialists, and tutoring, we witnessed notable enhancements in outcomes, benefiting both students and alleviating teacher burnout.

EL Professional Development (Actions 1.4 & 1.7):

Annual Professional Development sessions for English Language Specialists and classified staff ensure their knowledge remains current, thereby augmenting their capacity to support EL students effectively.

EL Individualized Support and Instruction (Action 1.5):

Facilitating access to personalized assistance from English Language Specialists aids EL students in mastering common core state standards, leading to favorable outcomes.

These initiatives, coupled with the interventions in place, yielded remarkable metrics for English Learner progress. The reclassification rate surged from a baseline of 25% to 72.7% by the end of the third year, surpassing the targeted outcome. Additionally, 28.29% of EL students now read at or above the grade level Lexile band.

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 LEA is proud of the strides made over the 3-year LCAP cycle, aiming to diminish the opportunity gap among all student groups, with a particular focus on low-income, EL, and foster youth students. Although the overarching goal has shown effectiveness, we acknowledge the necessity for language and focus adjustments. Our revised approach in the 2024-27 LCAP will integrate new elements from Goal 1, drawing inspiration from the 2021-24 LCAP while incorporating insights gleaned from our Comprehensive Needs Assessment (CNA).

Furthermore, we'd like to highlight that the actions and metrics from Goal 1 in our 2021-24 LCAP have demonstrated effectiveness in producing positive outcomes, including increased Lexile measures and reclassification rates. These successful strategies will remain intact and will continue to be instrumental in supporting our new goals for the 2024-27 LCAP cycle. This ensures a seamless continuation of our efforts to narrow the achievement gap and provide sustained support to our subgroup of students.

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.

Goal #	Description
Goal #2	All Students will have access to a Broad Course of Study (Priority 7) and will receive individualized support and instruction through Priority 2 with the Implementation of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP). Thus, the charter strives to see positive pupil outcomes outlined within Priority 8 in applicable courses of study for grades 7 to 12 and in English Language Arts (ELA) and Mathematics (Math) in both local and state assessments. Priorities: 2, 7, 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
For all students, student progression will be maintained.	59%	Student progression averages are below for all student groups: All Students: 83.48% EL: 84.95% FRMP: 84.93% Foster Youth: 81.86% Homeless: 80.86% Special Education: 84.04%	Student progression averages are below for all student groups: All Students: 89.21% EL: 89.56% FRMP: 88.58% Foster Youth: 87.41% Homeless: 82.78% Special Education: 85.43%	Student progression averages are below for all student groups: All Students: 89.4% EL: 87.9% FRMP: 88.6% Foster Youth: 77.6% Homeless: 78.8% Special Education: 87.1%	Student progression will be maintained at or above 85% for all students.
The charter aims to increase core course completion in ELA achievement through offering specialized instruction and academic interventions.	On average students completed 4 English credits during the 2020-21 year	On average students completed 4.89 English credits during the 2021-22 year	On average students completed 6.15 English credits during the 2022-23 year	On average students completed 5.4 English credits during the 2023-24 year	The charter's core course completion rate for English will be 5 or greater.
The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions.	On average students completed 5 Math credits during the 2020-21 year	On average students completed 5.30 Math credits during the 2021-22 year	On average students completed 5.97 Math credits during the 2022-23 year	On average students completed 5.18 Math credits during the 2023-24 year	The charter's core course completion rate for math will be 6 or greater.
The charter strives to maintain or improve its internal ELA academic performance as indicated by past internal benchmark assessments in order to improve ELA CAASPP outcomes.	47.64%	56.84% of all students who took at least two Ren Star Reading assessments experienced Lexile growth.	66.80% of all students who took at least two Ren Star Reading assessments experienced Lexile growth.	49.5% of students who completed a minimum of two Ren Star Reading assessments demonstrated Lexile growth According to the Fall 2023 CA Dashboard, the ELA SBAC indicator has a yellow rating. The reported data indicates our student scores are 38.6 points below the standard, which is an increase of 8 points.	50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth.

The charter strives to maintain or improve its internal math academic performance as indicated by past internal benchmark assessments in order to improve Math CAASPP outcomes.	42.95	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported an average SGP of 41.	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported an average SGP of 43.19.	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported an average SGP of 45.24. According to the Fall 2023 CA Dashboard, the Math SBAC indicator has a red rating. The reported data indicates our student scores are 166.1 points below the standard, maintaining 12 points	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.

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.

Under Goal 2, the outlined actions were executed as intended and aligned with the LCAP. Some notable implementation achievements include:

Successful Implementation:

Quality of Instruction and Academic Enhancement

- Overall, we have successfully maintained high standards of instruction and academic enhancement. Our progression rate reached 89.4%, surpassing our goal of 85% for all students. Additionally, specific groups demonstrated commendable performance: English Learners (EL) achieved an 87.9% progression rate, Free or Reduced-Price Meal Program (FRMP) participants reached 88.6%, and students in Special Education (SPED) attained 87.1%.
- We have also focused on core course completion. In English, we met and exceeded our goal of 5 units, achieving an average of 5.4 units.

Professional Development

- Action 2, which emphasizes professional development, was highly effective. Teachers reported feeling a sense of renewal and revitalization after attending conferences, returning with new techniques and strategies to enhance student learning.

Curriculum and Student Engagement

- We implemented a diverse range of curricula to engage students and support course completion. Providing various options enabled students to find the most effective methods for their learning, thereby improving their ability to complete coursework successfully.

Intervention and Data Tracking

- Our strategic use of intervention and data tracking has been critical in ensuring students stay on track and make continuous progress toward graduation.

Implementation Challenges:

- We have identified some challenges in maintaining progression rates for specific student groups. Our Homeless student population achieved a progression rate of 78.8%, while our Foster Youth reached 77.6%.
- In terms of core course completion in math, we aimed for an average of 6 units but fell short, achieving an average of 5.18 units. In response, we are committed to increasing support in math to meet our goals.
- Additionally, we encountered issues with our curriculum, such as broken websites and out-of-print books. We have been strategic in addressing these challenges, finding alternative solutions to ensure uninterrupted student learning and progress.

The accomplishments and challenges within Goal 2 for the 2023-24 academic year underscore the successful implementation of planned actions by the LEA. Our efforts have demonstrated a strong commitment to supporting diverse student populations and an ongoing dedication to refining our strategies for improved educational outcomes. These results illustrate our proactive approach to addressing both achievements and obstacles, showcasing our commitment to providing high-quality education for all students and continuously improving our implementation strategies.

The actions outlined within Goal 2 were fully implemented as intended and identified within the SPSA.

For the third consecutive year, OFY-San Bernardino has continued to utilize Title I and Title II Funds to supplement various initiatives to help students meet rigorous state academic standards. These efforts have focused on narrowing the achievement gap, increasing academic performance, and equipping leadership and instructional staff with the resources needed for effective instruction. To ensure the effective use of these funds, OFY-San Bernardino has collaborated with educational partners to identify and implement strategies that align with the school's priorities and needs, as identified in their Comprehensive Needs Assessment (CNA).

OFY-San Bernardino used input from educational partners and their Comprehensive Needs Assessment (CNA) to allocate a portion of their Title I Funds in the 2023-2024 school year to allow the continuation of positions such as the Academic Intervention Specialists which was implemented to offer targeted support and interventions to students who are below academic standards, tailoring strategies to meet individual needs.

Another action that OFY-San Bernardino implemented through Title Funds was their goal to expand student programs to increase academic achievement. The school utilized Prep for Success, a mental wellness vendor to implement programs pertaining to mental health in hopes to eliminate barriers for student academic success as well as foster an environment to promote learning through an alternative outlet especially to students struggling academically. However, due to the prioritization of other funding sources, OFY-San Bernardino was not able to utilize Title Funds to their full potential to supplement their student programs.

Title II: Leadership and Instructional PD, Training, Workshops, Conferences

To boost academic achievement, OFY-Acton allocated a portion of its Title II funds to offer professional development opportunities for leaders and staff. These opportunities aimed to enhance their skills in addressing the needs of students, particularly those falling behind academic standards. The objective was to provide resources that better equip leaders and staff with tools to support academically struggling students. However, despite the intention to fully utilize the Title II funds for this purpose, the goal was not met due to the prioritization of other funding needs.

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.

The school encountered material differences between Budgeted Expenditures and Estimated Actual Expenditure, primarily due to challenges in utilizing Title Funds. These challenges arose because the school had to prioritize other funding sources to address more immediate needs and priorities. Consequently, this reallocation affected the execution and financial tracking of planned actions and services, leading to the noted discrepancies.

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

The collective influence of the initiatives in Goal 2 we ensured all students had access to a broad course of study, we provided individualized support and instruction through implementing California's academic standards, including the Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards. This was achieved by implementing standards-aligned instructional curriculum and materials designed to enhance student progress toward graduation and reduce the opportunity gap, particularly for English Language Learners (EL) and socioeconomically disadvantaged students (FRMP). The charter school is committed to fostering positive student outcomes as specified in achieving desired student outcomes in all subject areas, particularly in English Language Arts and Mathematics, as well as other locally determined measures., Focusing on the adopted courses of study for grades 7 to 12, and achieving proficiency in English Language Arts (ELA) and Mathematics through both local and state assessments.

Actions 2.1 to 2.4 in our LCAP were carefully designed in the 3-year LCAP cycle to work in harmony, creating a comprehensive strategy to enhance outcomes for our English Learners:

These actions, alongside the implemented interventions, resulted in our overall progression to be over 89% with our specific groups English Learners (EL) achieved an 87.9% progression rate, Free or Reduced-Price Meal Program (FRMP) participants reached 88.6%, and students in Special Education (SPED) attained 87.1%. Our English course completion rate was above 5 units. We almost had 50% of our students show an increase in lexile growth at 49.5%.

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 LEA is proud of the significant progress achieved during the 3-year LCAP cycle, particularly in reducing the opportunity gap across all student groups, with an emphasis on low-income, English Learner (EL), and foster youth students. While our overarching goals have proven effective, we recognize the need for adjustments in language and focus. Our revised approach for the 2024-27 LCAP will incorporate elements from Goal 2, drawing on insights from the 2021-24 LCAP and our Comprehensive Needs Assessment (CNA).

Moreover, we are pleased to report that most actions and metrics from Goal 2 in our 2021-24 LCAP have been effective in achieving positive outcomes, such as increased student progression, core course completion, and improved Lexile measures. Most of these successful strategies will be retained and will continue to support our new goals for the 2024-27 LCAP cycle. This will ensure the seamless continuation of our efforts to narrow the achievement gap and provide sustained support to our student subgroups.

It is important to note that, moving forward, we will discontinue the use of progression metric 2.1 as a measure of student and teacher success. Instead, we will focus on student graduation pace, which is expected to help keep our students on track for timely graduation.

After careful review and consideration of the utilization of Title I funds in the 2023-2024 school year, as well as in prior years, OFY-San Bernardino will not be continuing with Title fund planning or spending in the 2024-2025 school year. The school recognizes that these funds serve as valuable assets for targeted initiatives or projects that align with the school's mission and goals, however, our current resources allow us to meet the needs of all students, without relying on these funds. OFY-San Bernardino will make every effort to exhaust all its Title funding by June 30, 2024, however, due to the amount of funding remaining and if not able to completely fund an initiative with the remaining amount, the school will return all remaining funds back to the state.

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.

Goal #	Description
Goal #3	To promote Pupil Achievement within Priority 4 and Pupil Engagement within Priority 5 the LEA will ensure the achievement and attendance of all students, and particularly for Foster Youth, Homeless, English Language Learners (EL),Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP), will be implemented through the metrics and actions outlined in Goal 3 to expose all students to College and Career Pathways in order to positively impact progress toward graduation and post-secondary readiness. Priorities: 4, 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to increase its graduation rate to work toward exiting CSI identification.	2018-19 & 2019-20 Average = 74.4%	2018-19, 2019-20 & 2020-21 Average = 78.10%	Fall 2022 CA Dashboard 2021-22 4 / 5 - year grad rate average= 51% graduation rate. 2021-22 DASS 1-year Graduation rate: 96.06% There was a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a 4 / 5- year cohort grad rate. This has impacted the charter in its CSI Identification for the 2023-24 academic year.	The Fall 2023 CA Dashboard data reveals a 27.3% graduation rate for the charter's 4/5-year cohort, indicating a 23.6% decline. With an average over three years at 52.13%. A noteworthy change occurred in 2022 as the state transitioned from reporting 1-year graduation rates to 4/5-year cohort rates for DASS schools. This shift has impacted the charter's CSI identification for the 2024-25 academic year. Our DASS 1-year rate stands at 43.7%, representing an average of 72.62% from 2021-24.	The Charter aims to maintain a graduation rate average at or above 70%.
The Charter aims to maintain the percentage of students on A-G planning guide.	35% of students enrolled at OFYSB are on the A-G planning guide	38.64% of students enrolled at OFYSB are on the A-G planning guide	55.29% of students enrolled at OFYSB are on the A-G planning guide	58% of students enrolled at OFYSB are on the A-G planning guide	The Charter aims to maintain the percentage of students on A-G planning guide at 35%

College/Career Preparedness	59.2% of students are not prepared on the college/career indicator	N/A - Data is currently unavailable. The State did not release CCI performance indicator data in the Fall 2021 dashboard	N/A - Data is currently unavailable. The State did not release CCI performance indicator data in the Fall 2022 dashboard	The college/career indicator (CCI) on the Fall 2023 CA Dashboard indicates that 90.4% of students are not prepared. This marks the first inclusion of CCI on the CA Dashboard since 2019. Unfortunately, the absence of CCI reporting over the past three years has hindered our ability to fully invest in this metric, lacking year-over-year data to guide our improvement efforts in this area. Nonetheless, our commitment remains steadfast, and we will persistently strive to reduce this percentage through ongoing initiatives.	The charter aims to decrease the percentage of students not prepared on the college/career indicator to 55**%** or less by the end of the 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.

Throughout the 2023-24 academic year, the planned actions under Goal 3 to promote Pupil Achievement within Priority 4 and Pupil Engagement within Priority 5, the LEA ensured the achievement and attendance of all students, particularly for Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP). This was implemented through the metrics and actions outlined in Goal 3, exposing all students to College and Career Pathways, thereby positively impacting progress toward graduation and post-secondary readiness. were successfully implemented. The focus of the charter was on delivering educational resources to our educational partners and facilitating in-person learning for EL students, foster youth, students with disabilities (SWD), and low-income students.

Under Goal 3, the outlined actions were executed as intended and aligned with the LCAP. Some notable implementation achievements include:

Successful Implementation:

- Students' engagements with their post-secondary counselors have significantly impacted our seniors' strategic planning and goal-setting endeavors. This has notably contributed to our graduation rates, which have averaged 70% over the last three years. Additionally, these meetings have facilitated our students in adhering to the A-G planning guide, with 58% of our student population aligned with it last year, thus providing them with opportunities to pursue higher education at colleges of their choice.
- Our post-secondary team has demonstrated exceptional dedication by organizing numerous events throughout the year, including college-career fairs, senior socials, college tours, college signing days, FAFSA workshops, Daybreak Webinars, Foster Youth Summits, and many more. These events have not only fostered a sense of encouragement and motivation among students but have also contributed to their academic success and attendance.
- This year, we introduced CREW (College Readiness Experience the World) for multiple cohorts spanning grades 9 through 12, expanding its reach beyond just seniors. This initiative has shown promising success, and we eagerly anticipate observing its long-term effects on our students.
- Furthermore, our post-secondary team actively participated in conferences and summits to deepen their knowledge and acquire strategies aimed at further supporting our students' educational journeys.

Implementation Challenges:

- Challenges have arisen regarding our 4-5 year graduation rates, prompting changes in how the state reports these rates. Given the unique nature of our program, meeting the state's standards for these graduation rates poses difficulties. Consequently, we have begun documenting our one-year graduation rate, which is more attainable for us.

- As a result of these changes, we have been classified under Comprehensive Support and Improvement (CSI) and have devised strategic plans to enhance our graduation rates.
- Throughout the year, each cohort of CREW experienced attrition: CREW 9/10 began with 18 students and ended with 11; CREW 11 began with 9 students and ended with 4; and CREW 12 started with 26 students and ended with 15. Identifying the reasons behind student withdrawals from this valuable opportunity is imperative, and we must take proactive measures to encourage their continued participation. Additionally, improving our recruitment efforts to attract more students to join CREW would be advantageous.

In summary, the achievements and obstacles encountered within Goal 3 during the 2023-24 academic year underscore the effective execution of predetermined actions by the LEA. This underscores their dedication to supporting diverse student demographics and continually improving implementation strategies to bolster educational outcomes. These efforts align with the LEA's broader mission to foster pupil achievement, engagement, and post-secondary readiness.

The actions outlined within Goal 3 were fully implemented as intended and identified within the SPSA.

For the third consecutive year, OFY-San Bernardino has continued to utilize Title I and Title II Funds to supplement various initiatives to help students meet rigorous state academic standards. These efforts have focused on narrowing the achievement gap, increasing academic performance, and equipping leadership and instructional staff with the resources needed for effective instruction. To ensure the effective use of these funds, OFY-San Bernardino has collaborated with educational partners to identify and implement strategies that align with the school's priorities and needs, as identified in their Comprehensive Needs Assessment (CNA).

OFY-San Bernardino used input from educational partners and their Comprehensive Needs Assessment (CNA) to allocate a portion of their Title I Funds in the 2023-2024 school year to allow the continuation of positions such as the Career Pathways Coordinator to increase academic achievement by supporting students working towards graduation as well as their post-secondary goals.

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.

The LEA had planned to allocate funds to our College Readiness Cohorts but was unable to do so due to lower-than-expected student enrollment. After conducting a needs assessment and gathering feedback from students and parents, we redirected the remaining funds towards social and emotional learning initiatives. Specifically, we used these funds to support our pathways trips, which were identified as a high-priority need.

The school encountered material differences between Budgeted Expenditures and Estimated Actual Expenditure, primarily due to challenges in utilizing Title Funds. These challenges arose because the school had to prioritize other funding sources to address more immediate needs and priorities. Consequently, this reallocation affected the execution and financial tracking of planned actions and services, leading to the noted discrepancies.

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

The collective influence of the initiatives in Goal 3 throughout the three-year LCAP cycle significantly enhanced the outcomes. Students' interactions with post-secondary counselors have significantly influenced seniors' strategic planning and goal-setting, contributing to a 70% graduation rate over the past three years. These meetings have also helped students align with the A-G planning guide, with 58% adhering to it last year, expanding their options for higher education.

The post-secondary team's dedication is evident in their organization of various events, fostering encouragement, motivation, and academic success among students.

The introduction of CREW to multiple grade levels has shown promising success, and ongoing participation in conferences aims to deepen support for students' educational journeys.

However, challenges have emerged regarding 4-5 year graduation rates, prompting a shift towards documenting one-year rates. This has led to classification under Comprehensive Support and Improvement (CSI) and the development of strategies to improve graduation rates. Attrition within CREW cohorts necessitates identifying reasons for student withdrawals and enhancing recruitment efforts for greater participation.

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 Local Education Agency (LEA) takes pride in the progress achieved throughout the 3-year LCAP cycle, with a primary objective of reducing the opportunity gap across all student demographics, notably focusing on low-income, English Learner (EL), and foster youth populations. While our overarching goal has proven effective, we recognize the need for adjustments in language and focus. In the forthcoming 2024-27 LCAP, we will refine our approach by integrating new elements from Goal 3, drawing inspiration from past successes and insights gleaned from our Comprehensive Needs Assessment (CNA).

Moreover, it is important to highlight the effectiveness of most actions and metrics outlined in Goal 3 of our previous LCAP. These include positive outcomes such as our one-year graduation rate, student alignment with A-G planning guides, the abundance of events and opportunities facilitated by our Post-Secondary team, and the provision of professional development opportunities for team members. These successful strategies will be retained and remain pivotal in supporting our new objectives for the 2024-27 LCAP cycle. This ensures a seamless continuation of our endeavors to narrow the achievement gap and provide sustained assistance to our student subgroups.

After careful review and consideration of the utilization of Title I funds in the 2023-2024 school year, as well as in prior years, OFY-San Bernardino will not be continuing with Title fund planning or spending in the 2024-2025 school year. The school recognizes that these funds serve as valuable assets for targeted initiatives or projects that align with the school's mission and goals, however, our current resources allow us to meet the needs of all students, without relying on these funds. OFY-San Bernardino will make every effort to exhaust all its Title funding by June 30, 2024, however, due to the amount of funding remaining and if not able to completely fund an initiative with the remaining amount, the school will return all remaining funds back to the state.

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.

Goal #	Description
Goal #4	Through the implementation of the metrics and actions listed within Goal 4 the charter will ensure progress within Priority 3 and 6 by cultivating a safe and healthy learning environment and school climate through an increased emphasis on conducting meaningful Educational Partner Engagement opportunities and ensuring all Educational Partners feel safe and a sense of connectedness to our program especially for our Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP). Priority 1 will be implemented to ensure the maintenance, operations, facilities and Teacher assignments are in good standing. The LEA will monitor their progress annually to determine if this goal needs to be structured or prioritized. Priorities: 1, 3, 5, 6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter will focus on maintaining its suspension rates.	Below 1.5%	0% suspension rate	0% suspension rate	The suspension rate is 0%, as indicated by the Fall 2023 CA Dashboard Results. It has been maintained, contributing to a Blue rating on the CA Dashboard.	The charter will maintain Suspension Rates at or below 1.5% charter wide
The Charter aims to maintain or reduce its Chronic Absenteeism rate.	68%	48.82% of middle school students were chronically absent as of April 2022. This is a 19.18% decline over 2020.	47.14% of middle school students were chronically absent as of April 2023. This is a 20.86% decline over 2020.	The chronic absenteeism rate stands at 47.2%, as indicated by the results from the Fall 2023 CA Dashboard. Which is a 27.1% decline over our baseline year, resulting in a red rating on the CA Dashboard.	The charter aims to decrease its chronic absenteeism rate by 5%.
The middle school and high school dropout rates will be reduced and/or maintained.	High School = 7.34% Middle School = 2.13%	High School dropout rate = 2.71% Middle School dropout rate = 0.77%	High School dropout rate = 1.01% Middle School dropout rate = 0.00%	High School dropout rate = 1.3% Middle School dropout rate = 1.1%	The middle school dropout rate will be maintained at or below 3% and high school dropout rates will be maintained at or below 10%.

The charter aims to maintain or increase the percentage of students reporting a sense of belonging and safety as reported on all Educational Partner surveys.	A baseline will be established in the 21-22 school year. This is a new area of focus for the Charter.	84% of staff reported their center has a positive work environment. 100% of parents and 90% of students are satisfied with their experience at OFY SB. 63.15% of parents and 85% of students find their center either Very appealing or Somewhat appealing. 95% of students felt their interactions with one another are either very supportive or somewhat supportive. 70% of students connected to the adults in their school. 80% of students feel a part of their school community	In Fall 2022, 94.8% of staff reported their center has a positive work environment. 92.3% of parents and 92.7% of students reported they feel there are enough student activities offerings at OFY SB. 81.8% of parents and 81.2% of students felt welcome at their school either all the time or quite often. 89% of students felt interactions between students and staff are respectful. 93.6% of students felt connected to the adults in their school. 81.8% of parents and 81.2% of students felt welcome at their school either all the time or quite often.	In Fall 2023, 89.7% of staff reported their center has a positive work environment. 87.3% of parents and 92.3% of students reported they feel there are enough student activities offerings at OFY SB. 85.4% of parents and 79% of students felt welcome at their school either all the time or quite often. 88.6% of students felt interactions between students and staff are respectful. 93.6% of students felt connected to the adults in their school. 85.4% of parents and 79% of students felt welcome at their school either all the time or quite often.	At least 80% students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by Educational Partner surveys

Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	Misassignments of Teachers of EL's: 0 Total Teacher Misassignments: 0 Vacant Teacher Positions: 0 Textbook Insufficiencies: 0% across all subjects Number of identified instances where facilitiesdo not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0 Number of Uniform Complaints: 0	Misassignments: LEAs will not report the teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022 Textbook Insufficiencies: 0% across all subjects Number of identified instances where facilitiesdo not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0 Number of Uniform Complaints: 0	Misassignments: Teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2023 will be pre-populated by the state. Textbook Insufficiencies: 0% across all subjects Number of identified instances where facilitiesdo not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0 Number of Uniform Complaints: 0	No teacher misassignments were reported, as indicated by the Local Assignment Option (LAO) for Alternative Settings. All teachers are fully credentialed, reflecting a 100% rate according to the Local Assignment Option (LAO) for Alternative Settings. There are no textbook insufficiencies, as per the SARC report. Facilities inspections have been completed at a 100% rate, according to the SARC report. The number of uniform complaints is 0, as reported in the SARC report.	Misassignments of Teachers of EL's: 0 Total Teacher Misassignments: 0 Vacant Teacher Positions: 0 Textbook Insufficiencies: 0% across all subjects Number of identified instances where facilitiesdo not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0 Number of Uniform Complaints: 0

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.

Throughout the 2023-24 academic year, the planned actions under Goal 4 were successfully implemented. The charter ensured progress within Priorities 3 and 6 by fostering a safe and healthy learning environment and school climate. This was achieved through an increased focus on conducting meaningful Educational Partner Engagement opportunities, thereby ensuring that all Educational Partners, especially Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP), felt safe and connected to our program.

Priority 1 was also addressed to ensure the maintenance, operations, facilities, and teacher assignments were maintained in good standing. The LEA monitored progress annually to assess whether adjustments to the goal structure or prioritization were necessary, reflecting a proactive approach to continuous improvement.

Under Goal 4, the outlined actions were executed as intended and aligned with the LCAP. Some notable implementation achievements include:

Successful Implementation:

- Our Parental Involvement and Educational Partner Engagement are facilitated through surveys, aiming to ensure that 80% of students, parents, and staff report a sense of connectedness to the school and a positive school climate. In Fall 2023, the majority of stakeholders expressed positive sentiments regarding various aspects of OFY SB. Notably, 89.7% of staff indicated satisfaction with the work environment. Additionally, 87.3% of parents and 92.3% of students felt there were sufficient student activity offerings. A significant majority of parents and students (85.4%) felt welcomed at the school, while 88.6% of students perceived respectful interactions between students and staff. Furthermore, 93.6% of students felt connected to the adults at their school, reflecting a strong sense of community and support.
- School safety remains a priority, as evidenced by maintaining a 0% suspension rate. And our dropout rates for High School are 1.3% and 1.1% for middle school.
- Over the past three years, we have reduced the chronic absenteeism rate by 27%.
- According to various reports and assessments, OFY SB has demonstrated strong compliance and effectiveness in key areas. There were no teacher mis assignments reported, and all teachers are fully credentialed, achieving a 100% rate in accordance with the Local Assignment Option (LAO) for Alternative Settings. The absence of textbook insufficiencies, as indicated in the SARC report, underscores our commitment to providing adequate learning resources. Additionally, facilities inspections were completed at a 100% rate, ensuring the safety and functionality of school facilities. The absence of uniform complaints, as reported in the SARC report, reflects positively on our management and communication practices.
- One of our most noteworthy achievements lies in the comprehensive programs we've developed for Social Emotional Learning. These initiatives encompass a diverse array of experiences, including experiential learning trips, camps, sports, and field trips, all meticulously

designed to foster confidence and cultivate essential real-life skills. The impact of these programs is profound; they have been instrumental in transforming the trajectories of our students, guiding them towards success. By participating in these initiatives, students not only develop vital relationship skills but also learn practical life skills such as travel navigation.

- Furthermore, our lunch program has been instrumental in supporting students and families in need.

Implementation Challenges:

- One of the challenges we have encountered is the low participation rate in our surveys.
- Additionally, our chronic absenteeism rate did not decrease by 5% from the previous year, resulting in our placement under Differentiated Assistance based on this metric on the Dashboard. Consequently, we are collaborating with the County Office of Education (COE) and have developed strategic plans to address and improve this initiative.

In summary, the accomplishments and challenges within Goal 4 during the 2023-24 academic year highlight the successful implementation of planned actions by the LEA. These efforts reflect their commitment to supporting diverse student populations and continually refining strategies to enhance educational outcomes.

The actions outlined within Goal 4 were fully implemented as intended and identified within the SPSA.

For the third consecutive year, OFY-San Bernardino has continued to utilize Title I and Title II Funds to supplement various initiatives to help students meet rigorous state academic standards. These efforts have focused on narrowing the achievement gap, increasing academic performance, and equipping leadership and instructional staff with the resources needed for effective instruction. To ensure the effective use of these funds, OFY-San Bernardino has collaborated with educational partners to identify and implement strategies that align with the school's priorities and needs, as identified in their Comprehensive Needs Assessment (CNA).

Challenge: A challenge OFY-San Bernardino faced was utilizing Title I Funds towards their actions relating to Parent and Family Engagement and Homeless and Foster Youth. Despite the school's desire to enhance the learning environment by utilizing these funds in the 2023-2024 school year, this goal was not achieved due to the prioritization of other funding sources. This was also a challenge when utilizing Title II funds towards the development of Leadership and Instructional staff.

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.

The school encountered material differences between Budgeted Expenditures and Estimated Actual Expenditure, primarily due to challenges in utilizing Title Funds. These challenges arose because the school had to prioritize other funding sources to address more immediate needs and priorities. Consequently, this reallocation affected the execution and financial tracking of planned actions and services, leading to the noted discrepancies.

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

The initiatives under Goal 4 throughout the three-year LCAP cycle significantly enhanced educational outcomes. For Action 1 our surveys aim for 80% of students, parents, and staff to feel connected and positive about the school climate. In Fall 2023, the majority of staff were satisfied with the work environment, and both parents and students felt there were enough activities and a welcoming atmosphere. Additionally, students reported respectful interactions with staff and felt connected to school adults.

School safety, action 2 we maintained a 0% suspension rate and low dropout rates. Over three years, the chronic absenteeism rate decreased. Reports indicated no teacher misassignments, full credentialing, no textbook insufficiencies, and 100% completion of facilities inspections.

One of the biggest successes is our Action 3 that focuses on Social Emotional Learning. There are opportunities in programs like experiential learning trips,camps, sports, field trips that help build confidence and skills or real life situations.

Ensuring our lunch program effectively supports students and families in need for action 4.

Challenges included low survey participation and no further decrease in the chronic absenteeism rate, leading to Differentiated Assistance. We are collaborating with the County Office of Education to develop strategic plans to address and improve this metric.

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 LEA is proud of the strides made over the 3-year LCAP cycle, aiming to diminish the opportunity gap among all student groups, with a particular focus on low-income, EL, and foster youth students. Although the overarching goal has shown effectiveness, we acknowledge the necessity for language and focus adjustments. Our revised approach in the 2024-27 LCAP will integrate new elements from Goal 1, drawing inspiration from the 2021-24 LCAP while incorporating insights gleaned from our Comprehensive Needs Assessment (CNA).

Furthermore, we'd like to highlight that the majority of actions and metrics from Goal 4 in our 2021-24 LCAP have demonstrated effectiveness in producing positive outcomes, including really low suspension and dropout rates, over 80% of staff, students, and parents feel a sense of connectedness to the school and or experiencing a positive school climate survey. These successful strategies will remain intact and will continue to be instrumental in supporting our new goals for the 2024-27 LCAP cycle. This ensures a seamless continuation of our efforts to narrow the achievement gap and provide sustained support to our subgroup of students.

It's imperative to underscore that as we transition into our next LCAP cycle, particular emphasis will be placed on Action 4.2. Given our current status under Differentiated Assistance, our primary objective is to address chronic absenteeism. To this end, we have established regular monthly meetings with the County Office of Education (COE) and have meticulously crafted strategic plans aimed at significantly reducing absenteeism rates. These proactive measures signify our steadfast commitment to ensuring the holistic well-being and academic success of all our students.

After careful review and consideration of the utilization of Title I funds in the 2023-2024 school year, as well as in prior years, OFY-San Bernardino will not be continuing with Title fund planning or spending in the 2024-2025 school year. The school recognizes that these funds serve as valuable assets for targeted initiatives or projects that align with the school's mission and goals, however, our current resources allow us to meet the needs of all students, without relying on these funds. OFY-San Bernardino will make every effort to exhaust all its Title

funding by June 30, 2024, however, due to the amount of funding remaining and if not able to completely fund an initiative with the remaining amount, the school will return all remaining funds back to the state.

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

Local Control and Accountability Plan

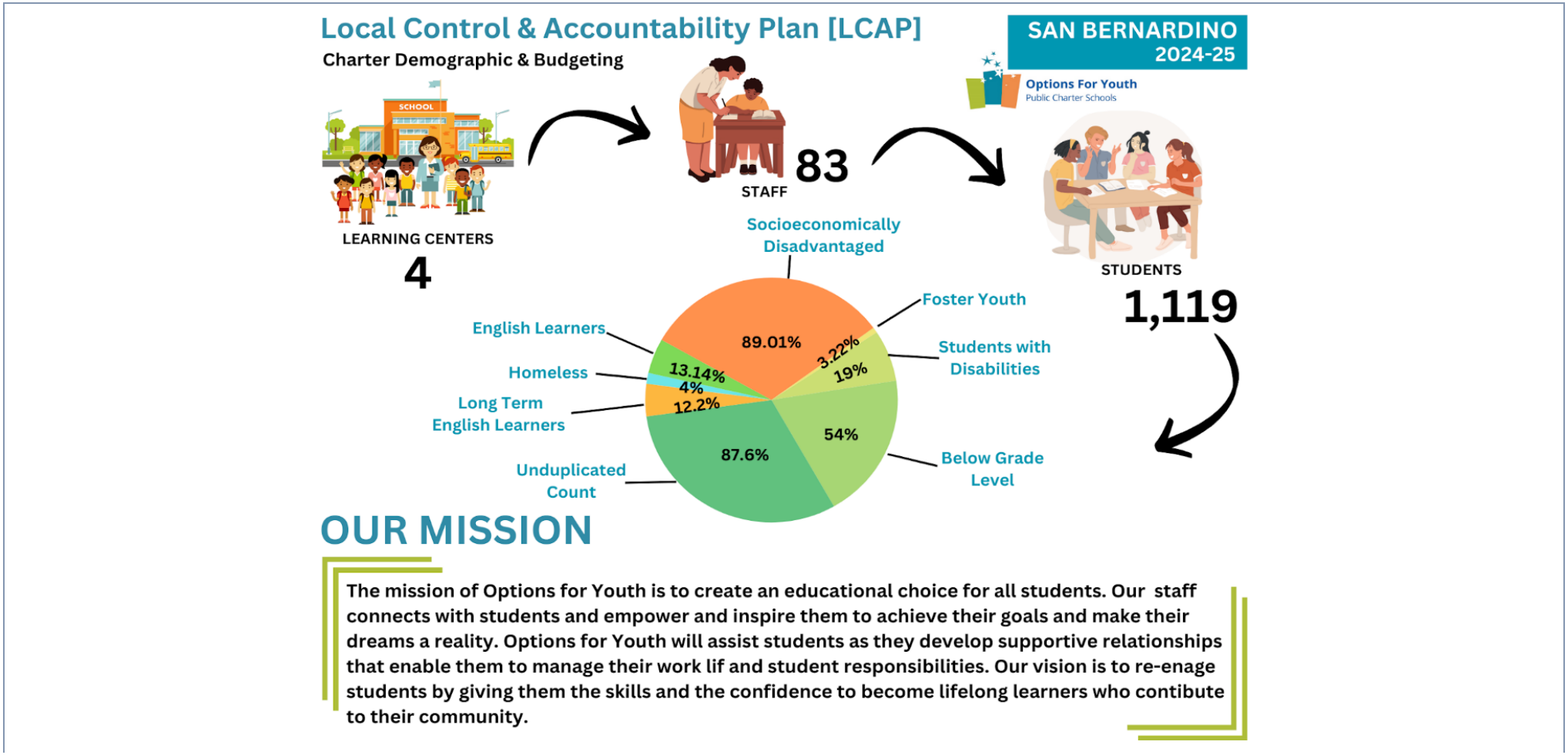
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth San Bernardino	Richard Aguilar - Principal	E: raguilar@ofy.org ; P: 909-538-4288

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.



Educational Philosophy:
Options for Youth San Bernardino is committed to providing a highly personalized blended learning environment where all students are offered the opportunity to recover academically and get back on track to receive a high school diploma. Options for Youth San Bernardino believes a vital component of preparing students for college and career readiness is meeting the whole student's needs. Therefore, social-emotional learning through experiential activities and community service is embedded into the educational model. Additionally, Options for Youth San Bernardino provides educational opportunities focused on preparing students for post-secondary learning and entering the professional market.

Educational Program:
Options for Youth San Bernardino not only supports each student's academic needs, but their social and emotional needs as well, enabling them to achieve the goal of becoming "self-motivated, competent, and lifelong learners." Options for Youth San Bernardino is dedicated to providing social-emotional learning opportunities that allow students to gain insight into themselves, resolve new challenges and understand the significance of self-advocacy, leadership, and influence. We know that an educated student thinks critically, poses questions, applies his/her knowledge to the world around them and is intrinsically motivated. We recognize the trend that youth in high-risk situations tend to experience school problems, social difficulties, and mental health issues at higher rates than students not living in high-risk situations. These vulnerable student populations often require increasing frequencies of specialized attention in order to progress.

OFY-SB believes an educated person in the 21st century is a life-long learner who possesses the following academic skills to contribute meaningfully to society:
- Reading and analyzing grade-level text
- Communicating with different audiences using oral and written language
- Using math to solve everyday problems
- Understanding the scientific method and how science impacts daily life

In addition, OFY-SB believes an educated person in the 21st century also exemplifies the following non-academic skills and qualities:
- Taking the initiative and being self-directed
- Adapting to and is flexible toward new situations
- Showing leadership and taking responsibility
- Being productive and accountable for work product

At-Promise Learners
OFY-San Bernardino's educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not been met with solutions in a traditional high school environment. OFY-SB serves a population of students that have unique academic and non-academic needs.

The Charter School meets the needs of the students in the local community by:
- Identifying students who are disconnected, at-promise, or in need of additional support
- Addressing skill gaps with personalized, one-on-one academic support
- Providing opportunities for recovery and re-engagement through both year-round and summer school programs, sports, and experiential learning trips
- Reinforcing academic and personal growth, ultimately leading to increased district graduation rates

The at-promise student population of OFY-SB includes homeless students, migrant students, students with disabilities, and English learners. It is imperative to give all youth, these subgroups especially, a support network through social-emotional learning (SEL). Students transferring into the Charter School may be referred by district/administrative referrals, court/judicial system referrals, social service and community agencies, self-referrals, word of mouth (often from students and siblings already attending the program), and expulsion committees.
Personal issues or logistical problems may sometimes hinder students from completing coursework. The system of personalized learning between the teacher and student makes it possible for such issues to be uncovered in the beginning stages, thereby enabling effective and timely student interventions. The propensity for success is greatly increased when students are matched with a caring teacher and other supportive school staff, enhanced by additional wraparound services. Frequent, one-on-one interactions between teachers and students enables interventions to be implemented as problems arise, ensuring minimal disruption to student goals. OFY-SB teachers, administrators, and staff consult with local government, health, and charitable entities in an attempt to ensure that each student receives all necessary economic, social, and emotional support for learning.
OFY-SB's students will be matched with well-qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers will be trained on specific academic interventions such as peer tutoring, peer mentoring, study skills, and study groups.

Additional interventions include:
- Positive reinforcement of incremental student behavior improvements
- Support with transportation
- Reading and math support with interventionists
- Meetings with school psychologists
- Collaborative meetings between teachers, support staff, parents, and students

OFY-SB provides all educational partners with extracurricular opportunities that engage in community outreach, student support, and focus on student growth. Examples of these extracurricular opportunities include:
- Back to School Night
- Parent-Teacher Conferences
- Family Fun Night
- FAFSA Nights
- DELAC Committee Meetings
- Bilingual Scholars Ceremony
- Senior Sign Night
- Senior Social
- Graduation
- Sports Games
- Parents' Rights Workshops
- Pathways Parent Orientations
- Parent Advisory Committee Meetings

LREGB

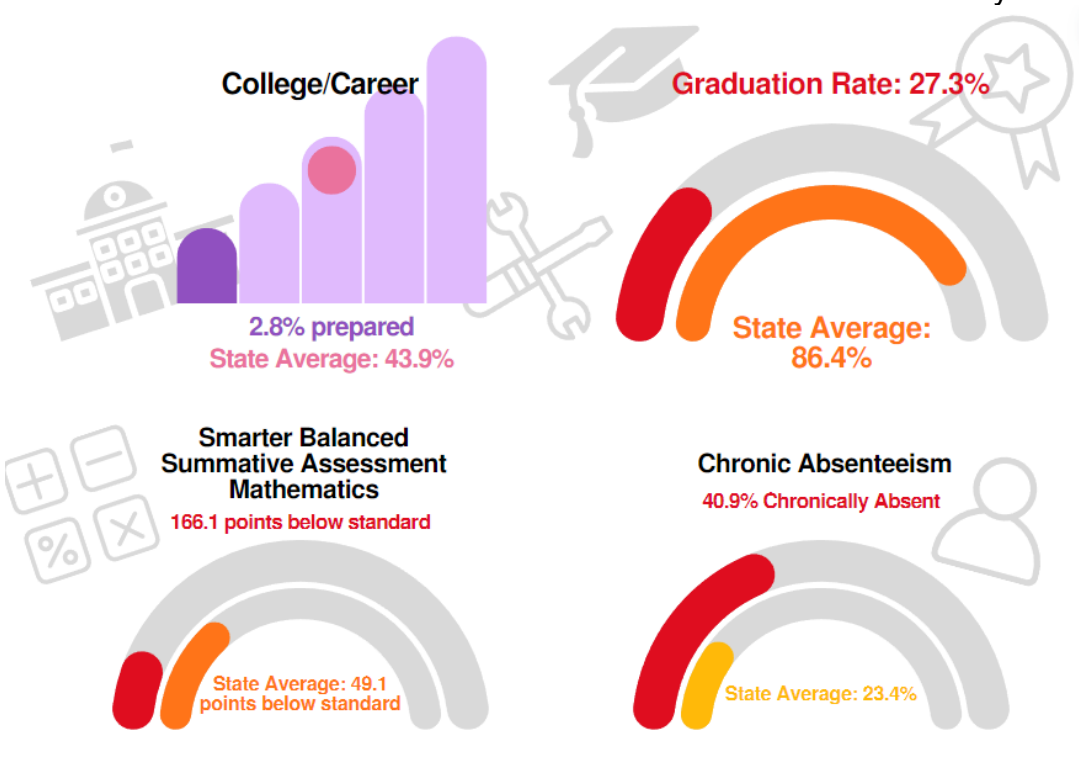
In addition to LCFF funding, and other state and federal funds, OFY San Bernardino will be using Learning Recovery Emergency Block Grant (LREBG) funds to establish learning recovery initiatives that support academic learning recovery, and staff and pupil social and emotional well-being. The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, and provides one-time funds for learning recovery initiatives through the 2027-28 school year. Our strategic plan for spending these funds to improve student outcomes in the 2024-25 school year is outlined in this LCAP Plan.

Reflections: Annual Performance

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

Following the outcomes revealed by the Fall 2023 California Dashboard, OFY San Bernardino attained a red or very low rating in the performance indicators of Graduation Rates, Mathematics, Chronic Absenteeism and College/Career, as illustrated in the accompanying infographic.

In response, the charter has formulated specific focus goal(s) and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will be in effect until the conclusion of the 2024-27 LCAP cycle.



Chronic Absenteeism: OFY-SB continues to provide support and resources to our middle school students. Teachers actively implement intervention strategies such as communication home and setting up parent teacher conferences to address concerns with attendance and

work completion. When possible, middle school cohorts are assigned to one teacher so they can receive focused instruction along with their peers.

Goal 1 Action 1

Implement Transportation Support

Provide transportation assistance to ensure socioeconomically disadvantaged students can attend school regularly. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.

Goal 1 Action 2

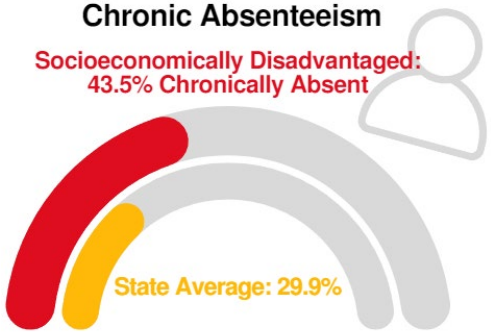
Develop Attendance Strategies

Implement evidence-based attendance strategies to address chronic absenteeism, including parent engagement initiatives, incentive programs, and targeted interventions for at-risk students. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.

Goal 1 Action 3

Organize Middle School Trips and Activities

Offer engaging and educational middle school trips and extracurricular activities to promote school connectedness and encourage regular attendance. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.



Graduation Rates & CCI: The nature of our program, in that we accept all students, a majority of whom are over-age and under-credit, makes this metric a challenging one given the parameters set in calculating graduation rates. To address this issue, a Comprehensive School Improvement Plan (CSI Plan) has been incorporated into our 2024-27 LCAP. The CSI/SPSA/LCAP Plan was created based upon evidence, intervention strategies, and recommendations, cited in the U.S. Department of Education's Preventing Dropout in Secondary Schools report published in the What Works Clearinghouse. Based on the Fall 2023 CA Dashboard performance indicator results, OFY-SB's four- or five-year graduation rate is 27.3%. Due to a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a four- or five-year cohort grad rate. This change has impacted the charter by being identified for CSI for the 2024--25 academic year. The LEA plans to reflect upon current practices and adjust our program as needed.

The following intervention recommendations have been implemented and will remain in effect to boost our graduation rates:

- Tracking and monitoring of student progress and unit completion
- Intensive Individualized support for seniors for strategic planning and academic progress
- Parent/Student Conferences focused on strategic planning, student achievement, and academic progress
- Assistant Principal and Post-secondary Counselors monthly tracking of all 12th graders' progress

- Students meeting with both their Post-secondary Counselor and IS teacher once they have turned in 180 units

Goal 4 Action 1

Postsecondary Opportunities

Provide access to postsecondary opportunities such as Career Technical Education (CTE) programs, college credit courses, AP exams, bi-literacy seal programs, and postsecondary exploration events and trips. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our African American, English Learners, Hispanic, Homeless, socioeconomic disadvantaged, Students with disabilities, and White student groups.

Goal 4 Action 2

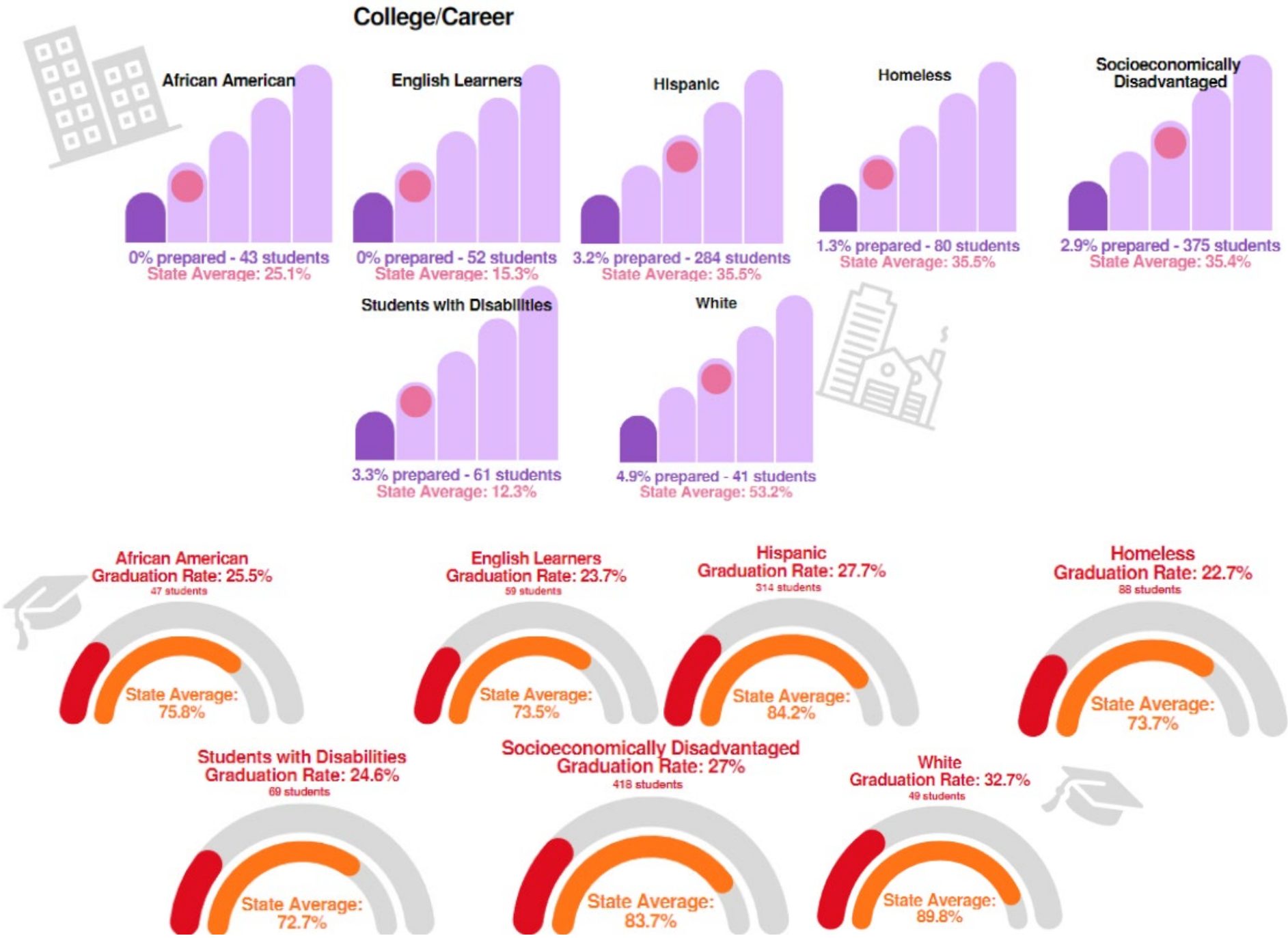
Postsecondary Planning

Ensure students are given the opportunity to develop postsecondary plans, including being on track to fulfill A-G requirements and participate in AP exams. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our African American, English Learners, Hispanic, Homeless, socioeconomic disadvantaged, Students with disabilities and White student groups.

Goal 4 Action 3

Provide College Readiness Cohorts

Provide College Readiness Cohorts - Charter aims to provide a post-secondary readiness program named College Readiness Experience the World (CREW) to introduce students to life after high school, college application requirements, and strategies to promote wellness in postsecondary life. The program will provide students with a supportive community, access to technology, skill development, and mentoring. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our African American, English Learners, Hispanic, Homeless, socioeconomic disadvantaged, Students with disabilities and White student groups.



ELA: Students who attend OFY-SB are often behind in credits and skills in English Language Arts. This is evident in the ELA Performance Indicator on the CA Dashboard. OFY-SB students scored 38.6. OFY-SB plans to close this gap and increase students' SBAC achievement scores by ensuring every student has access to individualized, rigorous, standards-based curriculum as well as individualized support

tailored to their skill gaps. OFY-SB utilizes Exact Path, a curriculum designed to work in tandem with RenStar, our benchmark assessment, to identify student skills and provide additional support and intervention to meet those needs. Students who score Urgent Intervention and Intervention on the RenStar are referred to the Exact Path curriculum and their progress is supported by an interventionist to help them progress. The school also hopes to increase scores on the SBAC by increasing the Core Completion rate for English Language Arts. The more opportunities students have to practice reading and writing, the more they will move toward proficiency and mastery.

Math: Students who attend OFY-SB are often behind in credits and mathematics skills. This is evident in the Math Performance Indicator on the CA Dashboard. OFY-SB students scored 166.1 points below the standard. OFY-SB plans to close this gap and increase students' SBAC achievement scores by ensuring every student has access to individualized, rigorous, standards-based curriculum as well as individualized support tailored to their skill gaps. OFY-SB utilizes Exact Path, a curriculum designed to work in tandem with RenStar, our benchmark assessment, to identify student skills and provide additional support and intervention to meet those needs. Students who score Urgent Intervention and Intervention on the RenStar are referred to the Exact Path curriculum and their progress is supported by an interventionist to help them progress. The school also hopes to increase scores on the SBAC by increasing the Core Completion rate for mathematics. The more opportunities students have to practice mathematical skills and processes, the more they will move toward proficiency and mastery.

Goal 3 Action 1

Math and English Interventions

Math and English support will be provided through the use of specialized instruction and interventions, which include the administration of internal benchmark assessments, utilizing research-based intervention programs, and providing tutoring services. This initiative is designed to improve academic outcomes, specifically focusing on SBAC Math scores, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and Hispanic students.

Goal 3 Action 2

Professional Development

Instructional staff will be offered professional development opportunities to better equip them to provide individualized, standards-aligned instruction to specific subgroups, as well as all students in general. This initiative is designed to improve academic outcomes, specifically focusing on SBAC Math scores, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and Hispanic students.

Goal 3 Action 3

Quality of Instruction and Academic Enhancement

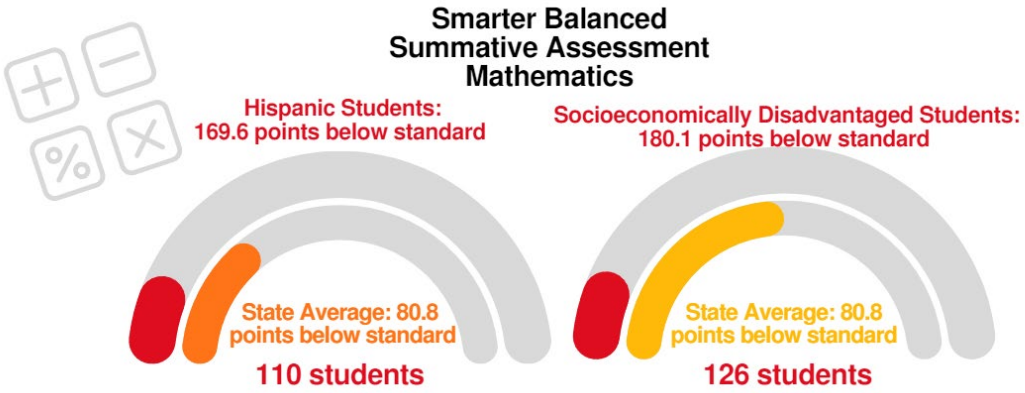
Students will have access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may include SIOP for ELL students, hands-on activities, such as labs, and additional instructional time for Foster Youth, Homeless, and FRMP (Free and Reduced-Price Meal Program) students. Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers. This initiative is designed to improve academic outcomes, specifically focusing on SBAC Math scores, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and Hispanic students.

Goal 2 Action 5

Annual Professional Development for Supporting LTEL Students

The Charter School will conduct annual Professional Development sessions for all instructional staff, focusing on the latest best practices, effective intervention strategies, and comprehensive support mechanisms for Long-Term English Learners (LTEL). This initiative is designed

to enhance the educational outcomes of LTEL students by equipping educators with the tools and knowledge necessary to address their unique needs and foster academic success.



Suspension Rates: Due to our one-on-one teacher-student appointments and small group instruction model, OFY-SB students have strong, meaningful relationships with teachers and school staff. The school is generally not faced with the same behavior and classroom management challenges students may exhibit in other settings. At OFY-SB, relationship building centered around trust and mutual respect is a top priority in our school model. OFY-SB also uses other means of behavior correction that keep students in school rather than excluding them from instruction such as modifying appointment times, potentially changing teachers, counseling for students with conflicts, and having regular parent conferences. For this reason, OFY-SB was able to maintain a 0% suspension rate and 0% expulsion rate for the 2023-24 school year.

English Learner Progress: OFY-SB puts a special focus on its English language learners. English language learners have additional appointments with an English Language Specialist where they work on ELD focused standards to improve their language development as well as get extra tutoring that supports them with their high school or middle school curriculum. OFY-SB also encourages English language students to participate in small group direct instruction classes that have a high focus on both speaking and listening which has led to an increase in progress scores on the ELPAC assessment. OFY-SB has an annual Bilingual Scholars celebration where students who have shown growth as well as students who have reclassified are highlighted and honored.

Reflections: Technical Assistance

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

We have qualified for Differentiated Assistance and are collaborating closely with the COE to advance our progress toward resolving the red indicators on the dashboard. Our qualification for DA stems from several factors: achieving the College and Career indicator for all students; maintaining high graduation rates across various demographics, including English learners, homeless youth, socioeconomically disadvantaged students, students with disabilities, African-American students, Hispanic students, and white students; addressing chronic

absenteeism across the board and particularly among socioeconomically disadvantaged students and Hispanic students; and improving math proficiency among all students, especially those from socioeconomically disadvantaged and Hispanic backgrounds.
We convene monthly to review our progress and engage in strategic planning to ensure positive outcomes for our students. In this initial phase, our focus is on tackling Chronic Absenteeism, with an emphasis on socioeconomically disadvantaged students and Hispanic students.

During our initial meeting on 3/4/2024 at the COE's office, we conducted an in-depth analysis of chronic absenteeism. We uncovered a fundamental issue: the absence of a systematic approach to message calibration during our orientations for incoming students. As a remedy, we are devising a comprehensive plan to develop a new video and PowerPoint presentation aimed at delivering clear and concise messaging across all our centers.
Subsequent follow-up meetings took place on 4/3/24 and 5/8/24. Our final meeting for this cycle is scheduled for 6/12/2024, during which we will delve further into our plans and objectives for the upcoming school year.

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.

Options for Youth San Bernardino

Support for Identified Schools

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

When AB104 graduation requirements were in place, the California Dashboard reflected a 1-year cohort graduation rate, which was 82.8% for OFY-SB in the 2022-23 school year. Starting in the fall of 2022, the California Dashboard shifted to calculating a four- and five-year graduation rate which resulted in lowering our graduation rate to 33.5% for the 2022-23 school year.

While this rate was below the state average it should be considered that many of the students who enroll at OFY- SB come to our program overage and credit deficient due to having fallen behind in a previous academic setting. OFY- SB had a one-year graduation rate of 82.8% for the 22-23 school year. Currently the one-year graduation for the 23-24 school year is 42.7%. It is anticipated that this rate will increase at the end of the Spring 2024 semester due to many students completing all coursework in order to walk in the Spring graduation ceremony.

OFY-SB's reflective process involves disseminating current indicator data to all educational partners and jointly establishing program practice objectives based on key indicators, including college and career readiness, graduation rates, ELA and Math SBAC scores, progress of English language learners, suspension rates, and chronic absenteeism.
To integrate these goals effectively into an actionable school plan, OFY-SB will incorporate feedback from educational partners obtained through a comprehensive survey conducted twice a year, as well as engagement events held throughout the year. This feedback will inform

the selection of evidence-based interventions to address performance indicators flagged as red or orange on the CA Dashboard, aiming to enhance student performance outcomes.

Furthermore, OFY-SB will ensure alignment between its Local Control and Accountability Plan (LCAP) and its Single Plan for Student Achievement (SPSA)/Comprehensive Support and Improvement (CSI) requirements, as mandated by Every Student Succeeds Act (ESSA). The LCAP goals pertinent to our SPSA/CSI focus areas are delineated as follows: LCAP Goal 1 addresses our SPSA/CSI goals related to graduation rates and chronic absenteeism. LCAP Goal 2 encompasses metrics and actions tailored to students performing below grade level and those belonging to unduplicated student groups; LCAP Goal 3 metrics and actions correlate with our SPSA/CSI priorities in math and ELA; and LCAP Goal 4 aligns with our SPSA/CSI objectives concerning graduation rates and college/career readiness.

Comprehensive Needs Assessment Findings:
The following observations were noted based on the data
Graduation Rate
Overall grad rate YTD: 42.7%
Graduation Rate (YTD) EL: 33.3%
Graduation Rate (YTD) SPED: 42.9%
Graduation Rate (YTD) FRMP: 41%

RenStar Results
2023-2024 RenSTAR Math
Average SGP: 45.86
EL SGP: 49.14
Foster SGP: 44.68
FRMP SGP: 45.91
SPED SGP: 51.88

2023-2024 Lexile Growth
Overall, 49.4% demonstrated growth
EL: 56.3% demonstrated growth
SWD: 54.5% demonstrated growth
FRMP: 49.4% demonstrated growth
Foster: 51.5% demonstrated growth

Core Course Completion:
2019-2020 - Math: 6.95 Units, ELA: 6.46 Units
2020-2021 - Math: 5.20 Units, ELA: 4.15 Units
2021-2022- Math: 5.47 Units, ELA: 5.01 Units
2022-2023- Math: 5.96 Units, ELA: 6.14 Units
2023-2024- Math: 6.07 Units, ELA 5.67 Units

Comprehensive Needs Assessment Root Cause Analysis Findings: Enhancing student achievement in Math and English Language Arts, particularly by providing additional support to subgroups, will offer students enhanced avenues for meaningful engagement with the curriculum. Strengthening proficiency in reading leads to enhanced writing skills, and vice versa. Establishing a solid groundwork in fundamental concepts within core subjects is imperative to instill confidence and competence in students before advancing to higher-order skills. In essence, prioritizing mastery of basic skills is essential before expecting improvements in assessment scores or graduation rates. Students require increased opportunities to apply their knowledge in math and ELA to attain mastery, thus facilitating improved performance in assessments, heightened levels of achievement, and enhanced graduation outcomes.

Comprehensive Needs Assessment Trends/Themes Identified: Overall, our greatest area of focus appears to be our basic level math skills. We have not only fallen farther away from the standard but we also have decreased in the amount of math units that were turned in for this past year. Although ELA is not in the red on the CA Dashboard, the school can continue to focus and grow students' ELA skills. Core Course Completion went down nearly half a point between 2022-2023 and 2023-2024.

Data Utilized to conduct our Comprehensive Needs Assessment: The charter pulled data from multiple platforms to analyze student performance data which included student group data as applicable to the data source.
Data pulled included:

- CAASPP data
- California School Dashboard
- Internal Tracking Data (Tableau)
- Graduation Rate
- A-G Enrollment and Completion Rates
- Lexile Growth Percentages
- Staff Surveys
- LCAP Survey (Once per semester)
- School Climate Survey (Biannual)

Evidence-Based Interventions incorporated into our LCAP/SPSA/CSI Plan: By providing students access to these evidence-based interventions, OFY-SB strives to see graduation rates increase and ultimately work toward closing the opportunity gap specifically amongst our foster/homeless youth, EL learners, students with an IEP and special education needs, and free and reduced lunch qualifying subgroups of students. The need to increase the use of our evidence-based interventions was identified in our Comprehensive Needs Assessment (CNA). School site staff was supported in identifying evidence-based interventions through the implementation of action research study teams to evaluate current and authenticated evidence-based interventions and supports that meet the needs of the students.

Evidence-based interventions and supports include iLit and subject specific tutoring. Based off of the CNA, internal data tracking, and student performance outcomes on the CA Dashboard, the need to increase the use of intervention strategies is based off of the following student performance data: students scored 38.6 points below standard on the ELA SBAC which is a decrease of eight points from the previous year. The goal with the identified ELA evidenced-based interventions such as iLit is to help target instruction for EL students to help prepare them with the tools and resources needed to increase their scores and ultimately get them to graduate and succeed in college-level coursework.

In the upcoming year, OFY-SB will continue using RenStar assessments and benchmarking as well as student achievement data to place students in targeted interventions and support in order to help them meet grade-level standards for college and career readiness. RenStar benchmark scores, teacher observation, and other student achievement data will inform not only who has the highest level of need for intervention, but also what specific interventions are needed to support growth toward grade-level learning goals. The expected outcome of this action is that students are prepared for the demands of higher education and the workforce.

iLit, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English learners in a fully digital platform. iLit uses high-interest texts (fiction and nonfiction) to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average student that took iLit with us was able to show reading growth. Average initial reading level was 7.34 and increased to 7.69 with an average of 0.35 in the year 2023-2024. Initial Lexile average was 860.68 and ended with 843.25.

A program description of iLit can be found in the link below
(https://assets.savvas.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf?_ga=2.48241062.1296961985.1603409995-1008456371.1588740253)

Evidence-based interventions: Building on the success of our 2023-24 CSI plan and the positive outcomes achieved through our evidence-based interventions, we will continue with the same strategy and EBIs into the 2024-25 school year. Our School leadership team has carefully reviewed the data, which confirms the effectiveness of our current interventions as shown in the infographic below. These evidence-based interventions have significantly improved the identified performance indicators from the CA Dashboard. The positive results and progress in student performance indicators underscore the effectiveness of these interventions in meeting our identified needs, supporting their continued implementation.

SKYROCKET SCHOOL IMPROVEMENT

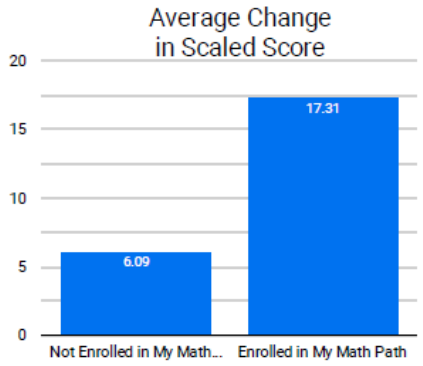
Change from Fall to Winter RenStar Math Scores 23-24

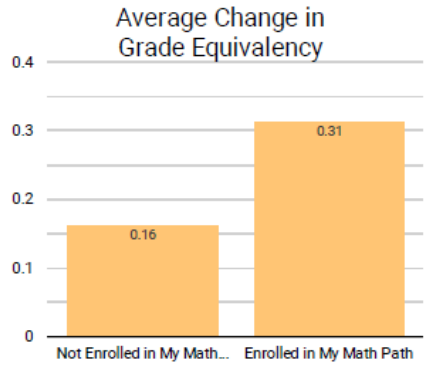
Charter

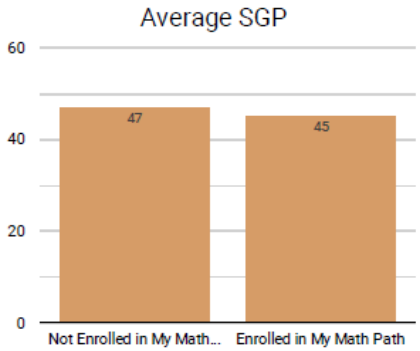
Center

Number of Students with 2 Tests
7,042

My Math Path







SKYROCKET SCHOOL IMPROVEMENT

Change from Fall to Winter RenStar Reading Scores 23-24



Exact Path: Exact Path is an intervention program that provides practice tailored math support for students. Individualized student assignments are created based on each student's Renaissance Star scores. Students will be identified for intervention based on Renaissance Star mathematics test results. Teachers and counselors will further review achievement data for students identified at intervention or urgent intervention levels based on Renaissance Star test results to determine an appropriate intervention plan. Students will meet with a Math Intervention Specialist (MIS) or Math tutor to receive support in either a one on one or small group setting during these academic appointments. Students will navigate Exact Path during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Exact Path will identify specific strands of Mathematics that students could improve on and an individualized learning sequence is developed for each student. MISs and Math tutors will be trained on how to facilitate these sessions and will regularly meet to discuss best practices with colleagues throughout the school year. Furthermore, this school year, Math teachers will be trained on how Exact Path can be utilized in the classroom to fill in any gaps in knowledge or understanding in mathematics that students may have. Using math enrichment in conjunction with Exact Path, we hope to see our students' math performance data evolve and students gain the skills necessary to master grade-level material.

Expository Reading & Writing Course (ERWC): ERWC is a tier 2 intervention; the program is designed for 12th graders to prepare them for entering a California State University. OFY-SB will offer the Expository Reading & Writing Course (ERWC) to seniors in place of English 12A as an intervention designed to develop academic literacy skills. ERWC is a rhetoric-based course that will help students grow in their rhetorical and analytical reading, writing, and thinking. The expected outcome of this course is that students are prepared for the literacy demands of higher education and the workforce. The ERWC courses will continue to be taught by credentialed teachers who also have the specific ERWC certification to teach the course. Additionally, instructors for this course will monitor and track student progress throughout the school year.

Academic Writing Development Plan: OFY-SB has developed an Academic Writing Development Plan for Long Term English Language Learner (LTEL) students. The plan consists of a month-by-month plan for supporting LTEL students toward language development. The plan includes strategies such as writing templates and practice exams to use with students as well as regular data checkpoints for staff to collaborate and course correct based on the data from RenStar assessments. The expected outcome of this plan is to more intentionally support LTEL students in their language development with consistent, regular support for and from school staff.

Evidence-Based Interventions incorporated into our CSI Plan:
ERWC: https://www.evidenceforessa.org/programs/reading/expository-reading-and-writing-course-erwc
Exact Math:
https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf
iLit: chrome-extension://oemmndcbldboiebfnladdacbdfmadadm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf

Resource Inequities: When evaluating the CNA, assessment data, and other internal measures, the LEA determined that there were three significant resource inequities identified again during our resource inequity review:

1. The EL Department is not adequately staffed due to a combination of staff departures and insufficient applicants. A lack of targeted support and staff has resulted in insufficient support for EL students charter wide.

2. There are significant gaps in the assessment scores of English Learner (EL) students as compared to the general student population.
3. Math skills demonstrated on the SBAC assessment continue to be below standards.

To address these inequities, the LEA plans to implement the following:

1. Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population.
2. Identifying and utilizing evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, and increasing educational partner engagement to better support EL students in and out of the classroom.

3. Actively promote small group direct instruction and tutoring in math for all students scoring Intervention and below on the RenStar assessment.

Educational Partner Involvement: OFY-SB collaborated with our Parent Advisory Committee (PAC)l and parents, students, and staff to develop our Single Plan for Student Achievement (SPSA)/CSI prompts which are now part of our 2024-27 LCAP. OFY-SB collected data from various avenues, including outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the SPSA/CSI plan/LCAP. OFY-SB conducted quarterly monitoring cycles to update our Parent Advisory Committee and School Board on progress toward reaching each goal in our 2021-24 LCAP, which included graduation rate updates, evidence-based intervention implementation, and the impact on student learning for each evidence-based intervention. OFY-SB worked with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes.

Educational Partner Involvement Process (Educational Partners included parents/guardians, students, and staff): In order to ensure all Educational Partners had the opportunity to provide feedback, the LCAP survey was promoted in a variety of ways. Parent/Student letters were sent home with an invitation to participate in an online survey, and survey links were sent out directly to students and parents/caregivers. Online survey links were provided to all staff along with designated time during meetings to complete the surveys. Surveys were closed after three weeks so that responses could be gathered and analyzed to be shared with all educational partners.

The following meetings were also held in order to ensure educational partner feedback, input, and collaboration in the development of our school-wide goals:

- LCAP LEA update meetings
- Budgeting meetings were held at the corporate level to integrate the Instructional team with the Finance team
- Board meetings with our charter-level Board of Managers
- DELAC Meetings
- Strategic Planning
- Parent Advisory Committee Meetings
- SELPA consultation

OFY-SB also administers an annual School Climate Survey (SCS), which took place most recently in January - March 2024. A school climate survey is an assessment tool used to gather information about the overall quality and character of the school. The SCS provides an opportunity for all educational partners to express their views on the school's overall culture, safety, and community. The school goals coincide with the district goals which ensure all students are meeting the same requirements.

The school regularly involves Educational Partners in review of long-range planning. Charter leadership used the data from Comprehensive Needs Assessment (CNA) and LCAP/SPSA/CSI needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual student's post-secondary goals. This is accomplished with all educational partners including our counseling team, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

LCAP Educational Partner Engagement Process: The principal and other administrators meet regularly to develop the Fall and Spring LCAP surveys that are administered to all educational partners. LCAP surveys are given twice a year to students, families, and staff to provide them with the opportunity to give their feedback about the OFY-SB educational program and to inform the development of LCAP/SPSA/CSI goals for the upcoming school year. The principal and administrators meet monthly with the school leadership team to discuss LCAP/SPSA/CSI goal progression and how to best ensure that the needs of all students are being met. Additionally, the leadership team attends conferences and professional development events to ensure that they are up to date with all educational policies.

Options for Youth San Bernardino held the following Educational Partner Engagement Activities during the 2023-2024 School Year:

- OFY-SB Board Meeting - August 4, 2023
- Senior Information Lunch - August 24, 2023
- Back to School Night - September 27 and 28, 2023
- OFY-SB Board Meeting - October 3, 2023
- Daybreak Parent Webinar Grief and Loss - November 7, 2023
- OFY-SB Board Meeting - November 14, 2023
- Daybreak Parent Webinar Social Media & Tech - December 5, 2023
- OFY-SB Board Meeting - December 12, 2023
- Fall Parent Teacher Conferences - January 2-12, 2024
- OFY-SB Board Meeting - January 23, 2024
- Daybreak Parent Webinar Guiding Your Child Through Depression - January 23, 2023
- Daybreak Parent Webinar Teen Substance Use and Abuse - February 6, 2024
- FAFSA Financial Aid Workshop - February 15, 2024
- Daybreak Parent Webinar Exercise and Teen Emotional Wellbeing - March 5, 2024
- OFY-SB Board Meeting - March 12, 2024
- Senior Social - April 26, 2024
- Senior Signing Night - May 9, 2024
- Daybreak Parent Webinar Understanding and Supporting your Youth with Anxiety May 14, 2024
- Spring Parent Teacher Conferences - May 20 - 31, 2024
- OFY-SB Board Meeting - May 21, 2024
- EL Reclassification Night- May 28,2024
- 8th Grade Promotion - May 29, 2024
- Graduation - May 31, 2024
- OFY-SB Board Meeting - June 18, 2024

In addition, OFY-SB held DELAC meetings more than five times throughout the 2023-2024 school year. The English Language Learner Specialist Coach led a presentation about programs available to English Language Learner Students at the first meeting, and there were discussion periods regarding these services at each meeting. Parents also provided feedback and comments pertaining to the English Language Learner program at each meeting.

DELAC Meeting Dates:

- August 9, 2023
- September 6, 2023
- October 4, 2023
- November 1, 2023
- March 26, 2024
- April 23, 2024
- May 25, 2024

The Board of Directors was updated on progress toward developing goals and metrics and received information about the proposed changes to past years LCAP goals and metrics within the new LCAP/SPSA/CSI. The Board gave feedback to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2021-24 LCAP as required by Ed Code:

- The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) - Notice was posted on June 14, 2024 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.
- The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on June 18, 2024
- The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting will be held in June 18, 2024 and the Board will vote to Adopt the 2024-27 LCAP.

Parents, students, and staff have been participating in LCAP and School Climate surveys during the fall and spring semesters over the past several years with the most recent in Spring 2024. The surveys reach out to parents, students, and staff to ask questions about where they would like to see the school improve and how they feel about the school environment. In addition, the survey asks them if they are aware of the current LCAP Goals and Funding Model so we have data on how we are doing at disseminating that information. Furthermore, meetings are regularly held to gain educational partner participation, input, and support. The school goals coincide with the district goals which ensures all students are meeting the same requirements. The school regularly involves educational partners in review of long-range planning. Charter leadership used the data evaluated in our Comprehensive Needs Assessment and LCAP/SPSA/CSI plan needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual student's post-secondary goals. This is accomplished with all educational partners including student advisors, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

CNA Educational Partner Engagement Process: The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of

Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, the Post-secondary Counseling team, and a small group of teachers. A core CNA team reviewed the Fall 2023 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

Parent Advisory Committee (PAC) Process: The PAC is a group of teachers, parents, and other school personnel who work to improve the quality of education at the school. The purpose of the PAC is to develop, review, and evaluate the school's improvement plan and budget and to make recommendations to the principal and the district governing board. Our PAC meets at least four times per school year to assess the school strengths and weaknesses and identify areas for improvement, and develop strategies to address those areas.
PAC Meeting Dates:

- September 7, 2023
- November 2, 2023
- March 28, 2024
- May 16, 2024

Monitoring and Evaluating Effectiveness

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

Parent Advisory Committee (PAC) represents all educational partners of the school community. The PAC meets at least four times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The PAC's primary responsibility is to identify common goals and work collaboratively with the site leadership team to establish a plan that will help achieve these goals.

The School Board meets approximately 6 -10 times per year to review goals and policies and ensure that actions taken within the charter are aligned with those goals. The School Board also reviews and approves the LCAP/SPSA/CSI Plan before each new school year.

The charter collaborated with our Parent Advisory Committee (PAC) and educational partners to develop our Single Plan for Student Achievement (SPSA)/CSI Plan which is now embedded into our 2024-27 LCAP that outlines our plan for the 2024-25 school year to monitor and evaluate the effectiveness of the school's CSI focus areas. OFY-SB will continue to collect the data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the LCAP/SPSA/CSI plan. Identified quarterly monitoring cycles and an annual analysis of implementation progress and impact on student learning will continue to be conducted to continually monitor the implementation and effectiveness of the CSI plan. OFY-SB will continue to work with staff to coordinate the review and analyze data to support progress and provide feedback on the impact on student outcomes. Additionally, OFY-SB will continue to monitor and evaluate the effectiveness of our LCAP/SPSA/CSI plan by using the comprehensive needs assessment completed in Spring 2025 to determine if evidence-based interventions are moving students toward their identified goals and addressing their overall needs. To effectively meet the ESSA requirements of having a graduation rate at or above 68%, the plan will continue to reflect and evaluate current programs and practices to work toward maintaining the increase in our one-year graduation rate. Current data will be analyzed with all educational partners through a collaborative process that will include college and career student performance, graduation rates, ELA/math SBAC scores, EL student

progress, and chronic absenteeism in order to make any necessary adjustments and ensure the effectiveness of the implementation of our LCAP/SPSA/CSI plan.

Student Performance Data to be Pulled, Analyzed, and Shared Quarterly with OFY-SB's School Site Council and Educational Partners:

- Monthly Student Progression
- Monthly Credit Attainment
- Annual Core Completion Rates
- RenStar Assessment Data
- Graduation Rates
- Chronic Absenteeism

Small Group Instruction (SGI)

OFY-SB offers small group instruction (hereafter SGI) classes for students to support them in English, math, and science. SGI teachers are fully credentialed and highly qualified in the subject in which they teach. They have analyzed the curriculum and created videos based in areas they believe students will struggle. In addition to creating content-specific videos, SGI teachers have dedicated time to tutoring students and building connections in a one-on-one setting. Creating video instruction that can be accessed by students at any time is the best way to reach as many students as possible under the current circumstances. Some students have challenges with reliable computer access, and others are working or taking care of their siblings while their parents are at work. Uploading videos that students can watch at any time and scheduling individual tutoring appointments seem to be the type of support students need at the moment in addition to in person face-to-face instruction.

Educational Partner Engagement Process

OFY-SB collaborated with our Parent Advisory Committee, parents, students and staff to develop our LCAP/SPSA/CSI Plan. OFY-SB will be collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan and share the findings with our Educational Partners. OFY-SB will continue to work with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. OFY-SB surveyed our educational partners in Fall 2022 and Spring 2023 to gather feedback regarding program effectiveness.

Monitoring and Evaluation Process for Analysis Finding 1: Increase student achievement in math and English Language Arts with added support to subgroups.

Aligned to LCAP Goal 2 & 3

This goal is the broadest and most critical. To meet this goal, OFY-SB will monitor and implement many new policies and programs. The school will resume requiring students to complete at least one English unit and one math unit per month to ensure completion of these critical subjects over time. The school will offer direct instruction courses in these areas as well to help students complete the courses with more support. Instructional staff has worked together to create supplemental study guides for English courses in addition to using revised and updated curriculum in both English and math. Each school site has hired at least one math tutor, and there are Academic Intervention Specialists across the charter. Direct instruction classes and cohorts have moved toward a mastery-based scoring system that encourages students to not only pass the test but achieve mastery and show improvement over time.

For EL students in particular, the school has developed a program called Bilingual Scholars that aims to support EL students' language development through one-on-one tailored ELD lessons with an English Language Specialist. We've hired English Learner Specialists at each site and an EL Coach to support this subgroup of students. These students have appointments with their EL Specialists twice a week; similar to their Independent Study Teachers. At the end of the year, the school holds a Bilingual Scholars Reclassification Banquet and awards night where EL students' successes are recognized and celebrated. The Bilingual Scholars program also has achievement incentives each month for students moving forward on their language development or unit progress. Because it is not always known which students are classified as EL, the school ensures 100% SDAIE course enrollment at all times for all students.

School counselors will continue to meet with foster youth at a minimum of once per semester to discuss academic progress and provide resources and information to support their continued growth. The school will monitor foster and homeless youth's completion in core courses and their graduation pace.

Monitoring and Evaluation Process for Root Cause Analysis Finding #2: Increase student achievement by helping students feel connected to the school.
Aligned to LCAP Goal 1 & 2
OFY-SB offers opportunities for students to travel and learn and grow with Pathways Travels. OFY-SB offers overnight trips to Washington DC, a working ranch in Colorado, various college tours, and several international trips to places like Italy, Ireland, Cuba, and Europe. During these experiential learning opportunities, students complete a workbook tailored to the sites and cultures in which they are traveling. The activities and team building facilitated on these trips is based in SEL and builds confidence and a sense of belonging in OFY-SB students.

OFY-SB also has classes and programs that build student communities. OFY-SB offers courses that build student connectedness; these include Student Council (student leadership), sports and esports, dual enrollment in community colleges, Bilingual Scholars groups, and an Art as Expression group. All new students take a course called New Student Seminar, which serves as an introduction to their new school site and staff; provides answers to questions students might have upon enrollment, and asks students to identify different staff roles and interview them to increase connectedness for positions that may be of support in the future.

OFY-SB also hosts events that help bring students together. Every year at the end of October, the school sponsors a spirit week where students are encouraged to dress up according to a theme to show their school spirit. Seniors receive recognition for their accomplishments at two individual events: Senior Social (an event where they prepare for graduation) and Senior Signing Night (where all four-year bound students are given special awards for their acceptance into their college of choice).

In addition to these trips, courses, and events, students and staff can feel the connectedness everyday around the school site. Students use student planners with their teacher's help to plan their success. Students and teachers' bond over trials and achievements daily. Teachers are challenged to find new ways to connect with students on a weekly basis by their site leadership. Celebration bells are rung when students complete their final units. Students wear their school shirts, sweatshirts, and lanyards with pride. Student apparel is earned by completing units for stamps and trading them in for items. OFY-SB also connects with students via social media on Facebook, Instagram, and Twitter.

OFY-SB still strives to foster connection with students through the following: social-emotional check-ins with teachers, post-secondary counselors, and/or a school psychologist; interactive posts on social media platforms that include tips for successfully navigating independent learning; and the implementation of a post-secondary counseling website. This website allows all students to have access to important information and support (like the career exploration page, a community resources tab, and a calming corner that helps students regulate their emotions) at their leisure beyond normal school hours.

OFY-SB believes that parent participation is vital for student growth, academic success, and social/emotional well-being. Therefore, the school continues to find methods that will promote parent engagement. Typically, OFY-SB holds several events throughout the school year to engage and connect with parents and families. Back to School Night is held each year at each school site. Family Fun Night is also an annual event, where families are invited for dinner, games, prizes, and a chance to give valuable feedback about our school. Families of students participating in Pathways trips are invited to a trip orientation that outlines the trip itinerary and expectations. Parent/Teacher Conferences are held twice per year to inform parents of their students' progress and goals.

Monitoring and Evaluation Process for Root Cause Analysis Finding #3: Increase graduation rates as well as college and career readiness for all students
Aligned to LCAP Goal 4

OFY-SB Post-Secondary Counselors host multiple college readiness events per year including College Tours to various 4-year Universities and Community Colleges in Southern California, workshops on FAFSA and the college application process, and referrals to various soft-skills training workshops hosted by Skyrocket Education. For the second semester, OFY-SB's Career Pathways Coordinators hosted a Career Week that included guest speakers from different career pathways.

College Readiness Explore the World (CREW) is a program that offers 11th and 12th grade college-bound students' guidance and community. CREW also awards scholarships for OFY-SB students who want to attend universities or community colleges. These students meet monthly with their CREW facilitator to receive support and guidance through their college application process.

OFY-SB also offers CTE courses in various trades and skills such as Veterinary Technician and Cosmetology. Students can complete a two-year program that will give them skills and experience in their chosen field. These courses are taught by industry professionals and meet twice per week.

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
All Educational Partners	Philosophy on Educational Partner Engagement: The LEA is committed to developing multiple opportunities to engage in 2-way communication with families. Two-way communication is sent to families from Counselors, Career Pathways Coordinators, and School Administration via, School Messenger, to increase engagement to underrepresented families and the school community as a whole. These communications include announcements for upcoming school events, newsletters, information regarding access to mental health resources and local food distributions and other valuable information. To provide families with translated copies of published school communications, we have increased the number of communications sent home in Spanish by allowing school staff to request translations for non-critical communication such as newsletters and fliers. These efforts to build relationships between school staff and families have been included in our LCAP specifically in LCAP Goal 1, actions 4 and 5. Parental Involvement and Educational Partner Engagement. The LEA consulted with its educational partners listed below to review and plan the LCAP/Annual Review and Analysis development and Annual Review. All educational partner engagement meetings and activities provided insight, collaboration and direction for the LCAP goals, actions, and services. All feedback was collected, analyzed, shared, and considered prior to the finalization of the LCAP. The LEA provided a list of engagement sessions and events that were held throughout the 2023-24 academic year. School Improvement Feedback Surveys: Surveys are administered in the fall to staff, students, and families. The surveys solicit and collect feedback on the effectiveness of educational programs and offerings as well as perceptions and feelings regarding school safety and belonging. OFY-SB seeks the input of all educational partners and understands that through this feedback, the school will continue to grow and better meet the needs of the students. School Climate Survey: OFY-SB administered the Comprehensive School Climate Inventory on January 8, 2024 through March 15, 2024. This survey is for all school personnel, students, and families to complete and is designed to assess perceptions of school climate, including feelings about safety, relationships, learning, the environment, and communication within the school.

Staff (teachers, principals, administrators, other school personnel)	• **Principal Meetings**: OFY-SB's Leadership Team consists of our Principal, Assistant Principals, Instructional Coach, English Language Coach, and Special Education Specialist Lead. The team meets once a week to collaborate on progress towards schools' goals and areas of needs. The school leadership team met to develop the Fall LCAP surveys that were administered to students, parents, and staff. After completion of the survey windows, the school's leadership team reviewed the responses to determine what areas of focus the school needs to bring attention to support students, parents, and staff. This was also an opportunity to reflect on the successful aspects of the school. • **Teacher/Staff Meetings/In-Services**: OFY-SB met with staff on the following dates: September 1, 2023, December 15, 2023, March 29, 2024, and June 4, 2024. Throughout the academic year, there are various opportunities for staff to meet with Principals, Assistant Principals, and/or Coaches to provide feedback, review practices, share updates, and plans to work towards achieving LCAP goals. At the start of the 23-24 school year, the Principal and Assistant Principals met with staff in smaller groups to share the vision of our school as well as LCAP goals, actions, and allocations. Throughout the year, the leadership team shared updates on LCAP goals and actions with staff and provided professional learning committee time to reflect on what the data means and what actions can take place to make progress towards reaching a goal or maintaining progress. During an in-service, all staff in attendance participated in the comprehensive need's assessment. Staff reviewed state data as well as internal data from the previous year and the current progress. There was also another CNA conducted virtually with a smaller staff group where the same data was reviewed. During both CNAs, the staff identified areas of focus, possible root causes, measurable outcomes, and identified resource inequities. In addition, Assistant Principals share weekly updates and host staff meetings where there is opportunity for open discussion on feedback, input, and ideas for improvement on the efforts the school is making to progress towards goals outlined in LCAP.
Students	**Student Achievement Chats: Post**-secondary Counselors meet with students to identify where they are in the progress toward graduation and how the school can better support their needs and goals for graduation. These meetings are happening consistently throughout the year. Twice per year, OFY-SB hosts Parent Teacher Conferences where teachers go over student progress, expectations, guidelines, and student goals. These are excellent opportunities for educational partners to share feedback on how the school can better support the needs of their students.
Parents/Guardians	**Student and Parent Feedback:** Students have frequent one on ones with their teacher and other support staff weekly. During these conversations, staff have the opportunity to learn more about what the students' needs are and how the school can better support them. Parents/Guardians are encouraged to communicate with their child's teacher as often as needed via email, calls, and/or messaging platforms like Remind. The concerns and feedback parents/guardians share with teachers and/or staff is shared either during staff meetings or with school leadership to be informed as well as consider how to best support the matter at hand. Feedback from parents/guardians is also collected during Parent Teacher Conferences, Individualized Learning Program meetings, Academic Learning Plan meetings, and school events as well.

Governing Board	**Governing School Board Meetings:** • August 4, 2023, October 3, 2023, November 14, 2023, December 12, 2023, January 23, 2024, March 12, 2024, May 21, 2024, and June 18, 2024.The Board of Directors was updated on progress toward developing goals, metrics, received information about the proposed changes to past years LCAP metrics and goals within the new LCAP, and gave feedback to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2024-27 LCAP as required by Ed Code: • The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) • The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1)- Board Meeting was held on May 21, 2024 • The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52060(b)(2) or 52068(b)(2)- Board Meeting was held on June 18, 2024 and the Board voted to Adopt the 2024-2027 LCAP.
PAC/DELAC	**Parent Advisory Committee (PAC) Meetings:** • OFY-SB met with its PAC on September 7, 2023, November 2, 2023, March 28, 2024 and May 16,2024. These collaboration meetings were held to develop our Single Plan for Student Achievement (SPSA)/CSI Plan which is now embedded into our 2024-27 LCAP that outlines our plan for the 2024-25 school year to monitor and evaluate the effectiveness of the school's CSI focus areas. The PAC is made up of students, parents, and staff who all hope to provide feedback to support the ongoing improvement of the school. **DELAC**: • OFY-SB met with its DELAC on August 9, 2023, September 6, 2023, October 4, 2023, November 1, 2023, March 26, 2024, April 23, 2024, May 25, 2024. A school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services.
SELPA	**The SELPA Consultation:** • OFY-SB participated in a SELPA Consultation on April 26, 2024 where the school presented its goals, progress in those goals, and the intention to continue with those goals for the 2024-2025 school year. The SELPA agreed that the goals were sufficient and the school should continue to work with students with disabilities in these areas.

Insert or delete rows, as necessary.

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

Educational partner input was obtained by parents, students, and staff and directly impacted the LCAP/SPSA/CSI Plan actions and services. The LEA's devoted commitment to the success of every student that comes through our doors is captured in the four overarching LCAP goals. Goals are carried out by strategies, actions, and services that directly impact the student academic outcomes and support. With the trends and feedback provided by our educational partners, we determined the goals, metrics and actions/services provided in the 2023-24

year are very much needed and relevant in the 2024-25 year and are continuing as laid out in the 2024-27 LCAP plan to meet our 2024-25 desired outcomes.

OFY-SB collected a variety of feedback throughout the year from all educational partners, including achievement chats, surveys, committee meetings, and parent teacher conferences.

OFY-SB's Parent Advisory Committee has advocated for the reallocation of resources and funding in order to provide additional or more comprehensive social-emotional and post-secondary support for students. The Committee expressed the opinion that while OFY-SB is providing adequate academic services and rigor, they would like to see more invested in the social-emotional health and future successes of our students.

OFY- San Bernardino's SELPA agreed with our two goals for students with disabilities on April 26, 2024 as well as confirmed these being an area of focus for 2024-25 on April 26, 2024:
• Maintaining the number of students in Special Education will participate in Pathways in Education trips or extracurricular student groups.
• 20% of all SWD will participate in a math intervention.

The feedback provided by the SELPA in 2024 was to make sure we are setting a fair baseline for our students with disabilities. The SELPA would like us to encourage more students to participate in Pathways in Education trips or extracurricular student groups, therefore LCAP Goal 2 Metric 7 was developed. Our SELPA believes that the goals we have set forth with our students with disabilities are important and relevant.

OFY-SB met with the DELAC Committee on April 25, 2024 to ensure the committee approved the goals for our English Learners. The DELAC Committee concerned with all of the current LCAP goals as they are aligned to the charters vision and needs for our English Learners:
• The charter aims to maintain or exceed current reclassification percentages LCAP Goal 2 Metric 1. Metric 2 states that we will maintain ELPI at least 55%. Metric 3 will have 55% of EL students increase their Lexile level on RenStar. And lastly metric 6 will be to increase scores on the ELA CAASPP writing Extended Response items for our LTEL students.

Pathways Travels is a program that offers experiential learning trips to students with the goal of expanding their social-emotional health and intelligence. Pathways Travels provides access to different cultures and experiences all over the country and world. Historically only 10.7 % students who attended a Pathways in Education Trips in past years were students with disabilities. We have been able to increase those numbers to 70% and want to maintain the number of SPED students that participate in these amazing trips. The goal 2 metric 7 is in place to continue to focus on actively recruiting SWD for participation in Pathways in Education trips or other extracurricular student groups.

After reviewing educational partner feedback and internal data, OFY-SB determined that less than 14% of our Students with Disabilities (SWD) participate in an ELA or math intervention or support. In response, we implemented a metric revolving around SWD participation in math interventions, such as math tutoring or evidence-based intervention and enrichment programs. Goal 2, Metric 8 states that at least 20% of students will participate in a math intervention.

A recurring theme in feedback from students and families is that they appreciate the school climate of OFY-SB and the various supports offered. In order to ensure that we continue to offer a welcoming learning environment and positive school culture, the school will continue to administer a School Climate Survey annually. In addition, OFY-SB will continue to include questions regarding school connectedness in the LCAP surveys sent out to all educational partners in the spring and fall semesters, as seen in Goal 1, Metric 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Improve Attendance and Retention Rates, with an Emphasis on Reducing Chronic Absenteeism for all students, particularly Socioeconomically Disadvantaged and Hispanic Students	Focus

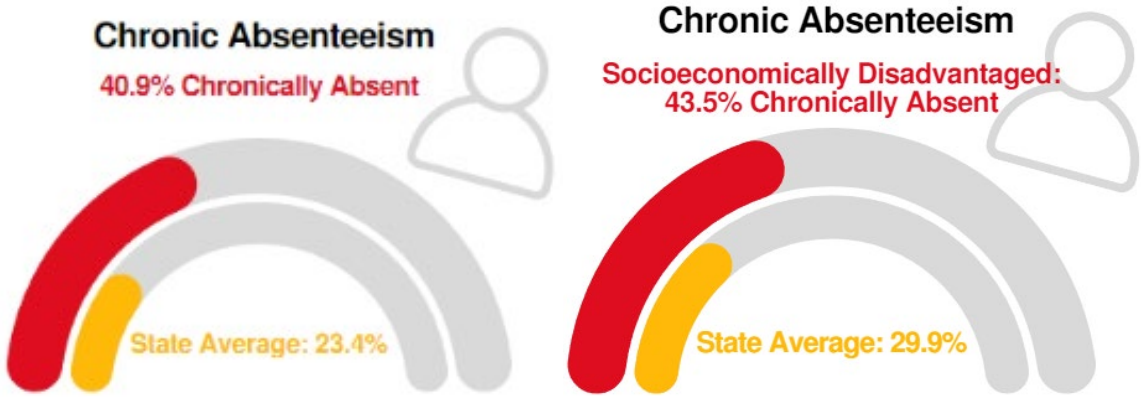
State Priorities addressed by this goal.

1: Basic Services
3: Parent Involvement
5: Student Engagement
6: School Climate

An explanation of why the LEA has developed this goal.

High rates of chronic absenteeism among socioeconomically disadvantaged and Hispanic students pose significant challenges to academic success and overall student well-being. Chronic absenteeism can lead to disengagement, decreased academic achievement, and increased risk of dropping out. By addressing chronic absenteeism and maintaining suspension rates, middle and high school dropout rates, we aim to create a supportive and inclusive learning environment that promotes regular attendance and fosters academic success for all students.

By implementing the actions set forth in this goal and monitoring the specified metrics, we aim to address chronic absenteeism and maintain suspension rates, middle, and high school dropout rates, thereby ensuring that socioeconomically disadvantaged and Hispanic students have equal opportunities for academic success and retention.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Decrease Chronic absenteeism rate	Fall 2023 CA Dashboard Data: All Student group level - 40.9% Socioeconomically disadvantaged - 43.5% Hispanic - 39.3%	Not Applicable until 2025	Not Applicable until 2026	Decrease overall chronic absenteeism rates on the CA Dashboard by 5% for all students, while also targeting a 5% reduction for socioeconomically disadvantaged and Hispanic students, by the end of the 2026-27 academic school year.	Not Applicable until 2025
Metric# 2	Suspension rate	Fall 2023 CA Dashboard Data: 0% suspended at least one day	Not Applicable until 2025	Not Applicable until 2026	The charter aims to maintain its suspension rates at or below 1.5% annually.	Not Applicable until 2025
Metric# 3	Middle school and High school dropout rates	Spring 2024 Data: High School Drop-out rate: 1% Middle School Drop-out rate: 1.2%	Not Applicable until 2025	Not Applicable until 2026	Ensure that the average high school and middle school dropout rates remain at or below 2% by the end of the 2026-27 academic school year.	Not Applicable until 2025

Metric# 4	School Climate Survey	Spring 2024 Survey Data: Staff: 88% Students: 80% Families: 80%	Not Applicable until 2025	Not Applicable until 2026	At least 80% of students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by Educational Partner surveys annually.	Not Applicable until 2025

Metric# 5	Basic Services	Teaching Assignment Monitoring Outcomes: 39.35% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints:0 At OFY San Bernardino, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference	Not Applicable until 2025	Not Applicable until 2026	By the end of 2026-27: Teaching Assignment Monitoring Outcomes: No more than 40% Out Of-Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0	Not Applicable until 2025

		mentioned above for alternative settings. Using this report in the 2022-2023 school year, all OFY San Bernardino teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.				

Insert or delete rows, as necessary.

Goal Analysis for **Not Applicable - will be completed during 2025-26 LCAP cycle**

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 - will be completed during 2025-26 LCAP cycle.

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 - will be completed during 2025-26 LCAP cycle.

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

Not Applicable - will be completed during 2025-26 LCAP cycle.

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 - will be completed during 2025-26 LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Transportation Support	Provide transportation assistance to ensure socioeconomically disadvantaged students can attend school regularly. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.	$ 150,000	Yes
Action #2	Develop Attendance Strategies	Implement evidence-based attendance strategies to address chronic absenteeism, including parent engagement initiatives, incentive programs, and targeted interventions for at-risk students. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.	$ 29,625	No
Action #3	Organize Middle School Trips and Activities	Provide transportation assistance to ensure socioeconomically disadvantaged students can attend school regularly. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.	$ 467,000	No
Action #4	Survey Middle School Students and Parents	Administer surveys to middle school students and parents to gather feedback on attendance barriers and identify areas for improvement.	$ 34,000	No
Action #5	Increase Family and Community Engagement	The charter will host various Educational Partner engagement events specific to unduplicated pupils, students with disabilities and the general student population to seek feedback on the development and growth of our program	$ 500,158	Yes
Action #6	Targeted Student Support and Learning Recovery (LREBG)	OFY- San Bernardino will be using Learning Recovery Emergency Block Grant (LREBG) funds to establish learning recovery initiatives that support academic learning recovery, and staff and pupil social and emotional well-being. Also by incorporating tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.	$ 753,973	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	Enhance Academic Achievement and Support Credit Attainment, with a Focus on English Learners (EL), Students Experiencing Homelessness, Foster Youth, and Students with Special Education Needs.	Broad

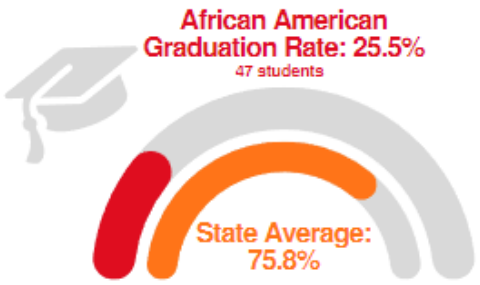
State Priorities addressed by this goal.

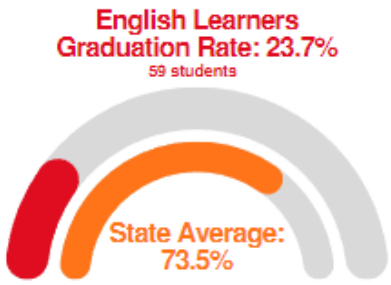
2: Implementation of State Standards
4: Student Achievement
7: Course Access

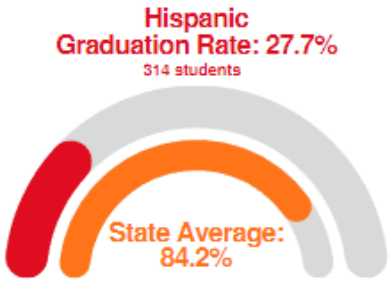
An explanation of why the LEA has developed this goal.

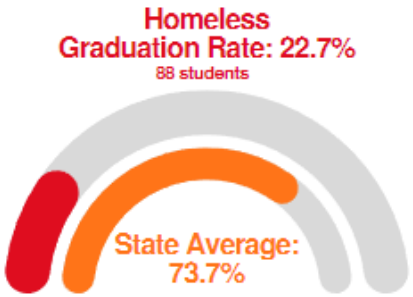
English Learners (EL), students experiencing homelessness, and foster youth face unique challenges in achieving academic success and credit attainment. Urgent intervention is needed for a significant portion of EL students, while credit attainment rates among middle schoolers, homeless, and foster youth lag behind other student groups. Additionally, performance in the California Assessment of Student Performance and Progress (CAASPP) shows areas of improvement in multiple subjects for middle school students, particularly those from disadvantaged backgrounds. Despite overall improvements in Lexile performance, there remains a disparity in Lexile levels among student groups, with students with disabilities (SPED) having the lowest percentage of students at or above the Lexile level. Notably, 12th-grade students, SPED, and homeless students have shown significant increases in Lexile performance. However, there have been significant decreases in Math/Reading Student Growth Percentiles (SGP) among homeless and other populations, indicating the need for targeted support in these areas.

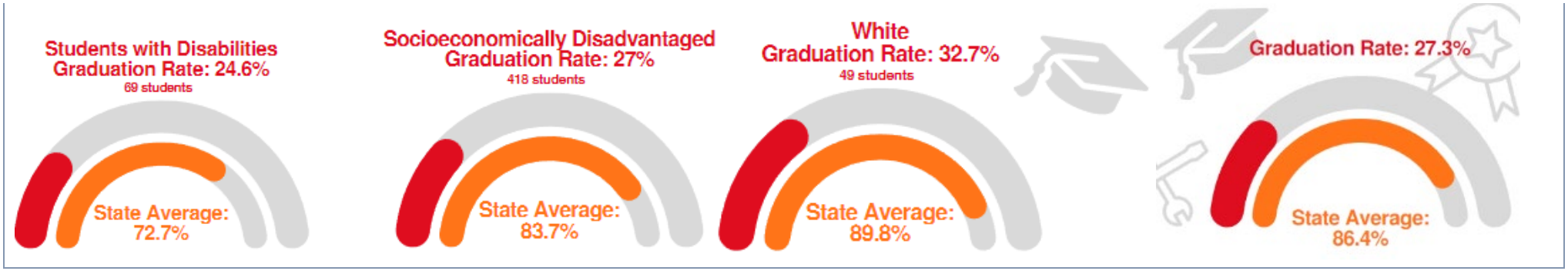
Through the implementation of the actions in this goal and the monitoring of specified metrics, we aim to address academic challenges and support credit attainment among English Learners, students experiencing homelessness, and foster youth, ultimately fostering their academic success and progress towards graduation.











Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Reclassification percentages	Spring 2024 Internal Data: 72.7%	Not Applicable until 2025	Not Applicable until 2026	Reclassification Rates for eligible EL students will average 75% by the end of the 2026-27 academic school year.	Not Applicable until 2025
Metric# 2	English Language Proficiency percentages	Fall 2023 CA Dashboard 53.3% making progress on their ELPAC Level	Not Applicable until 2025	Not Applicable until 2026	Maintain our ELPI level of high, at least 55% of English Language Learners making progress on their ELPAC Level by the release of the 2027 CA Dashboard.	Not Applicable until 2025
Metric# 3	EL improved Lexile measures	Spring 2024 Internal Data: 55.8%	Not Applicable until 2025	Not Applicable until 2026	55% of EL students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2026-27 academic school year.	Not Applicable until 2025

Metric# 4	Lexile band growth	Spring 2024 Internal Data: 52.9%	Not Applicable until 2025	Not Applicable until 2026	55% of socioeconomically disadvantaged students will increase their Lexile reading band from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2026-27 academic school year.	Not Applicable until 2025

Metric# 5	Course completion rates	Spring 2024 Internal Data: Foster Youth completed the following credits this academic year as of the end of month 9. ELA: 2.53 Math: 4.69 Science: 6.83 Social Studies: 5.61 Homeless Youth completed the following credits this academic year as of end of Month 9 : ELA = 3.58 Units/Credits Math = 4.65 Units/Credits Science = 5.92 Units/Credits Social Science = 6.61 Units/Credits	Not Applicable until 2025	Not Applicable until 2026	All foster youth and homeless students will complete an average of ELA - 4.5 units Math - 5.5 units Science - 6 units Social Studies - 6.5 units by the end of the 2026-27 academic school year.	Not Applicable until 2025

Metric# 6	Increased CAASPP writing score for LTEL students	In 2023, 69.57% of LTEL Students who completed the ELA SBAC scored in the Level 1 range for standard not met, and 30.43% scored in the level2 range for standard nearly met. LTEL student score reports for the Writing Extended Response Items were analyzed and the mode of each student's scores showed that 23.8% of LTEL students who tested on these writing items scored a "0," 71.4% scored a "1," and only 0.7% scored a "2." The condition code for a score of "0" indicated that these students provided an insufficient response on these items.	Not Applicable until 2025	Not Applicable until 2026	Our charter aims to show an increase in student mode scores on the ELA CAASPP Writing Extended Response Items over the next three years	Not Applicable until 2025

Metric# 7	Students with special education needs can engage in Pathways in Education excursions or participate in extracurricular student groups.	Spring 2024 Internal Data: increased their participation to 77%	Not Applicable until 2025	Not Applicable until 2026	Our charter aims to maintain the number of SPED students participating in pathways trips and extracurricular student groups.	Not Applicable until 2025
Metric# 8	Students in Special Education will participate in both math and ELA interventions.	Spring 2024 Internal Data: 14% participation	Not Applicable until 2025	Not Applicable until 2026	Our charter aims to increase SPED student participation to 20% over the next three years.	Not Applicable until 2025

Insert or delete rows, as necessary.

Goal Analysis for **Not Applicable - will be completed during 2025-26 LCAP cycle**

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 - will be completed during 2025-26 LCAP cycle.

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 - will be completed during 2025-26 LCAP cycle.

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

Not Applicable - will be completed during 2025-26 LCAP cycle.

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 - will be completed during 2025-26 LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Targeted Intervention for English Learners	Provide targeted intervention programs and support services to address academic needs and improve performance among English Learners, with a focus on urgent intervention strategies.	$ 396,280	Yes
Action #2	EL Individualized Support and Instruction	EL students will have access to individualized support through English Language Specialists to help aid their mastery of common core state standards.	$ 352,530	Yes
Action #3	Provide Literacy Support	Implement literacy support programs to improve Lexile performance among students, with a particular focus on students with disabilities and homeless students who demonstrate lower Lexile levels.	$ 106,250	No
Action #4	Offer Math and Reading Enrichment	This initiative aims to bolster student achievement in math and English through comprehensive support services. Specialized instruction will be paired with targeted interventions to address individual learning needs. Key components of this program include: • Internal Benchmark Assessments: Regularly evaluating student progress to tailor interventions effectively. Research-Based • Intervention Programs: Utilizing proven methods to enhance learning outcomes in math and English. • Math Intervention Specialists and Tutoring Services: Providing expert support to students requiring additional assistance. This approach not only aids students in overcoming academic challenges but also supports teachers by alleviating workload, contributing to reduced burnout and retention of high-quality staff. This dual benefit enhances overall educational quality and school effectiveness.	$152,000	Yes
Action #5	Annual Professional Development for Supporting LTEL Students	The Charter School will conduct annual Professional Development sessions for all instructional staff, focusing on the latest best practices, effective intervention strategies, and comprehensive support mechanisms for Long-Term English Learners (LTEL). This initiative is designed to enhance the educational outcomes of LTEL students by equipping educators with the tools and knowledge necessary to address their unique needs and foster academic success.	$ 272,280	Yes

Action #6	Academic Writing Enhancement Program	The Charter School will implement a structured Academic Writing Enhancement Program aimed at improving CAASPP writing scores. This program will introduce a comprehensive writing scope and sequence with nine specific writing targets across three key genres—narrative, explanatory, and argumentative—directly aligned with CAASPP assessment domains. This targeted approach will ensure Long-term English Learner students develop essential writing skills systematically throughout the academic year.	$ 106,250	Yes
Action #7	Annual Professional Development for Enhancing EL Student Support	The Charter School will offer annual Professional Development to all instructional staff, dedicated to updating and enriching their skills in best practices, intervention strategies, and support for English Learner (EL) students. This program ensures that educators are well-equipped to address the diverse needs of EL students, enhancing their academic and language proficiency through informed and effective teaching approaches.	$ 60,288	Yes
Action #8	Targeted Language Acquisition Program to Elevate Lexile Scores	The Charter School will enhance English Learners students' reading abilities and Lexile scores through a targeted Language Acquisition Program. This initiative focuses on specialized instruction and strategic interventions designed to accelerate language proficiency. By leveraging tailored language acquisition strategies, the program aims to foster significant Lexile growth, ensuring students achieve and exceed their reading milestones.	$ 106,250	Yes
Action #9	Conduct Progress Meetings with PSC Department	Foster and Homeless population will hold regular progress meetings with the Post-secondary Counselors (PSC) to review attendance data, identify trends, and develop targeted interventions to assist with core course completion.	$ 100,000	Yes
Action #10	Promoting pathways and extracurricular activities to our SPED students	Ensure SPED students are applying for pathways trips, student council, crew and other extracurricular activities.	$ 359,000	No
Action #11	Enhance Educational Opportunities for SPED Students	Increase participation of Special Education (SPED) students in math and English Language Arts (ELA) interventions to improve academic outcomes. Advocacy for Inclusion: Actively advocate for the inclusion of SPED students in Small Group Instruction (SGI) classes to ensure tailored learning experiences. Tutoring Assignments: Assign specific tutoring hours based on individual needs assessments to provide additional support in critical subject areas.	$ 872,000	No

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Goal #	Description	Type of Goal
Goal #3	Enhance Math and ELA Performance for All Students, with a Focus on Socioeconomically Disadvantaged and Hispanic Students	Focus

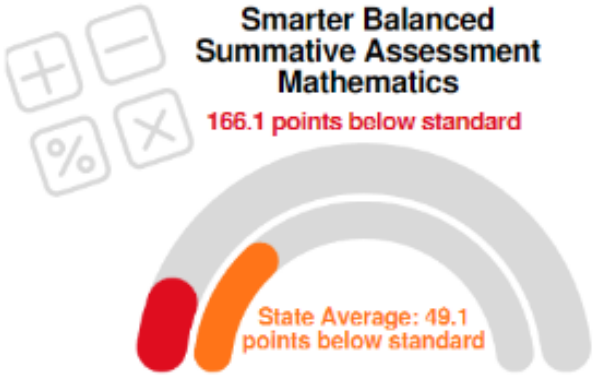
State Priorities addressed by this goal.

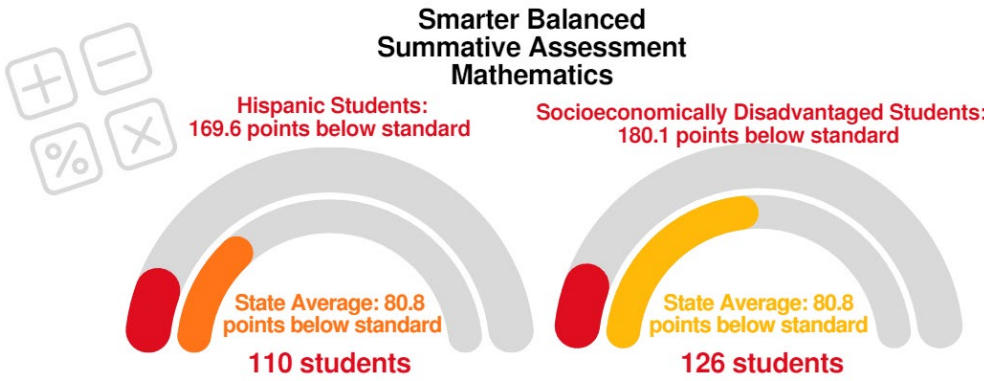
2: Implementation of State Standards
4: Student Achievement
7: Course Access

An explanation of why the LEA has developed this goal.

Student performance in math is currently low, as indicated by the dashboard ratings and SBAC scores. Additionally, there is a need to maintain or increase ELA scores, especially among Hispanic and socioeconomically disadvantaged students. The data from the CNA highlights significant disparities in performance, particularly for English Language Learners (ELL) and students with disabilities (SPED). Urgent intervention is required to address these gaps and ensure all students have equitable opportunities for academic success.

Through the implementation of the actions in this goal and monitoring the specified metrics, we aim to improve math and ELA performance for all students, with particular attention to addressing the needs of socioeconomically disadvantaged and Hispanic students. This will support our goal of ensuring equitable academic opportunities and outcomes for all students.





Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Graduation Pace	Spring 2024: 26.2%	Not Applicable until 2025	Not Applicable until 2026	30% of students will meet the school's graduation pace of 5 units per month by 2027.	Not Applicable until 2025
Metric# 2	Core course completion rate	Spring 2024: English 5.00 Math 5.18	Not Applicable until 2025	Not Applicable until 2026	Maintain an average core course completion rate of 6 or higher for math and 5 for English by the 2026-27 academic school year.	Not Applicable until 2025
Metric# 3	Math SBAC performance	Spring 2024: All student Level: 49.2% socioeconomically Disadvantaged: Hispanic:	Not Applicable until 2025	Not Applicable until 2026	50% of students who take at least two Renaissance Math assessments will show growth by the end of the 2026-27 academic school year, which in turn we hope to see our red rating move up to orange by the release of the 2027 CA Dashboard.	Not Applicable until 2025

Metric# 4	ELA SBAC performance	Spring 2024: All student Level: 50% socioeconomically Disadvantaged: Hispanic:	Not Applicable until 2025	Not Applicable until 2026	50% of students who take at least two Renaissance Reading assessments will show growth by the end of the 2026-27 academic year, which we strive to maintain our yellow rating on the release of the 2027 CA Dashboard.	Not Applicable until 2025

Insert or delete rows, as necessary.

Goal Analysis for **Not Applicable - will be completed during 2025-26 LCAP cycle**

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 - will be completed during 2025-26 LCAP cycle.

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 - will be completed during 2025-26 LCAP cycle.

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

Not Applicable - will be completed during 2025-26 LCAP cycle.

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 - will be completed during 2025-26 LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Math and English Interventions	Math and English support will be provided through the use of specialized instruction and interventions, which include the administration of internal benchmark assessments, utilizing research-based intervention programs, and providing tutoring services. This initiative is designed to improve academic outcomes, specifically focusing on SBAC Math scores, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and Hispanic students.	$ 116,000	Yes
Action #2	Professional Development	Instructional staff will be offered professional development opportunities to better equip them to provide individualized, standards-aligned instruction to specific subgroups, as well as all students in general. This initiative is designed to improve academic outcomes, specifically focusing on SBAC Math scores, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and Hispanic students.	$ 374,264	Yes
Action #3	Quality of Instruction and Academic Enhancement	Students will have access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may	$ 438,000	Yes
Action #4	Education Technology Platforms	include SIOP for ELL students, hands-on activities, such as labs, and additional instructional time for Foster Youth, Homeless, and Low-Income students. Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers. This initiative is designed to improve academic outcomes, specifically focusing on SBAC Math scores, as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically Disadvantaged and Hispanic students.	$ 535,000	Yes
Action #5	Intervention and Data Tracking	Charter aims to increase overall Lexile growth through specialized instruction and interventions using data analysis via our Ed Tech services.	$ 760,000	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #4	Enhance Graduation Rates and College and Career Indicators (CCI) across all student demographics, with a specific focus on African American, English Learner (EL), Long Term English Learner (LTEL), Hispanic, Homeless, Socioeconomically Disadvantaged (FRMP), Students with Disabilities (SWD), and White students. Through targeted interventions and support programs, our aim is to increase graduation rates and improve CCI outcomes, ensuring equitable access to postsecondary opportunities for all students.	Focus

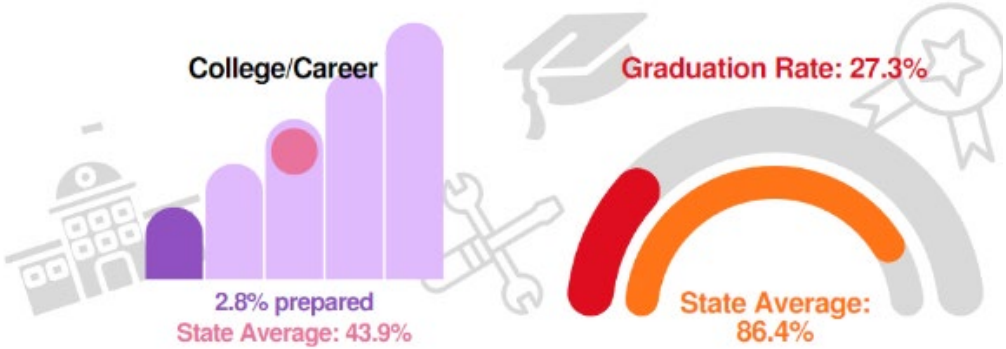
State Priorities addressed by this goal.

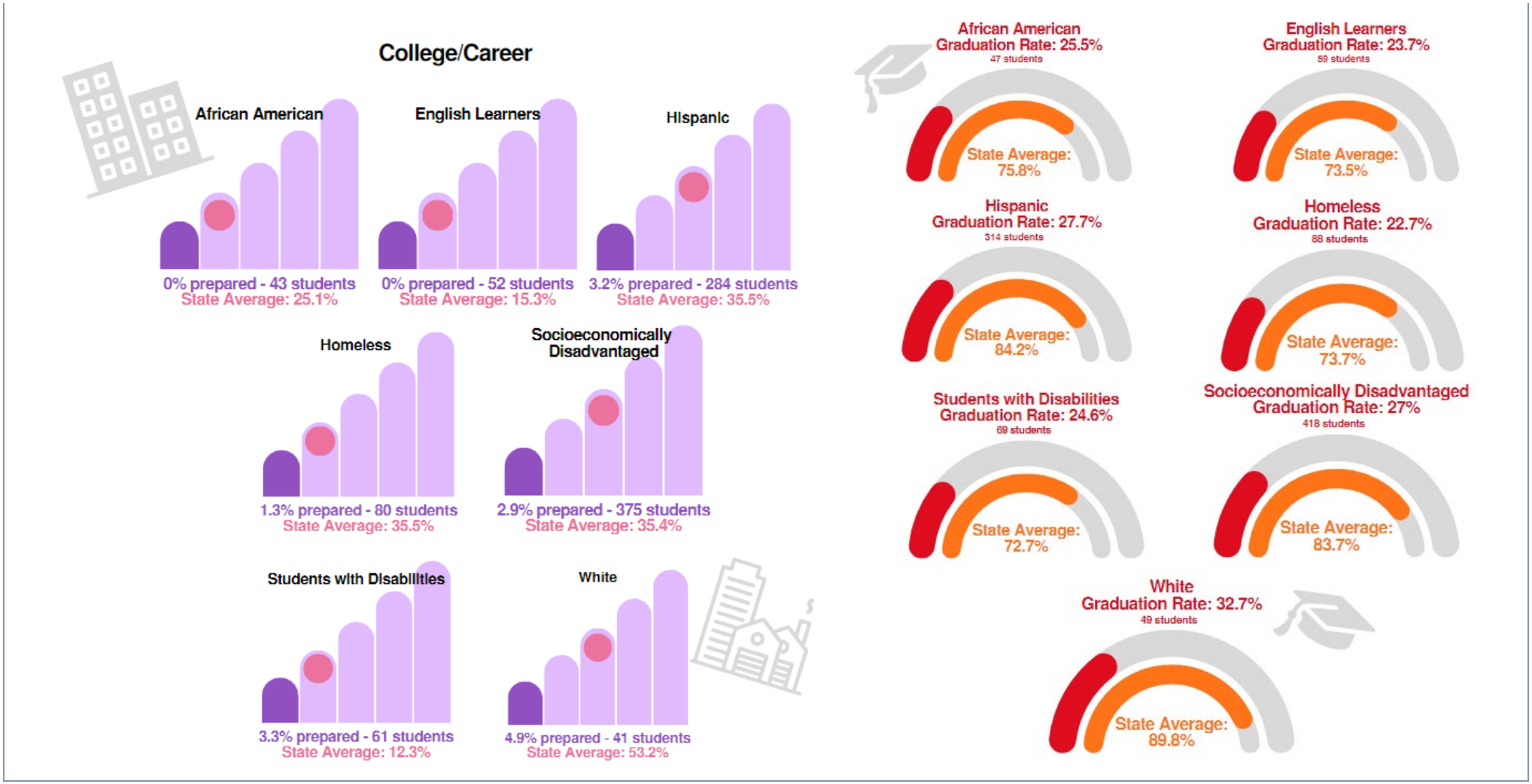
4: Student Achievement
5: Student Engagement
8: Student Outcomes

An explanation of why the LEA has developed this goal.

Our school has been identified for differentiated assistance, and our performance in graduation rates and College and Career Indicators (CCI) on the 2023 CA Dashboard has resulted in our designation for Comprehensive Support and Improvement (CSI) and additional support. To address this, we aim to increase graduation rates and improve CCI outcomes for African American, English Learner (EL), Long-Term English Learner (LTEL), Hispanic, Homeless, Socioeconomically Disadvantaged (FRMP), Students with Disabilities (SWD), and White students.

Through the implementation of the actions outlined in this goal and the monitoring of specified metrics, we endeavor to enhance graduation rates and CCI outcomes for all student groups, thereby promoting equitable access to postsecondary opportunities and fostering success for our diverse student population.





Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Increase Graduation Rates	Graduation Rates on the Fall 2023 CA Dashboard: All Student Level: 27.3% African American: 25.5% English Learners: 23.7% Long Term English Learners: Hispanic: 27.7% Homeless: 22.7% FRMP: 27% SWD: 24.6% White: 32.7%	Not Applicable until 2025	Not Applicable until 2026	By the release of the 2027 CA Dashboard, increase the graduation rate by 3% or more for student groups identified with low performance on the CA Dashboard.	Not Applicable until 2025
Metric# 2	DASS one-year graduation Rate	78.5% One-year graduation rate as of the end of 22/23 school year	Not Applicable until 2025	Not Applicable until 2026	The charters' DASS one-year graduation rate will be at or above X% annually.	Not Applicable until 2025
Metric# 3	College and Career	Prepared levels on the Fall 2023 CA Dashboard: All Student Level: 2.8% African American: 0% English Learners: 0% Hispanic: 3.2% Homeless: 1.3% FRMP: 2.9% SWD: 3.3% White: 4.9%	Not Applicable until 2025	Not Applicable until 2026	By the release of the 2027 CA Dashboard, achieve a 3% or greater increase in the proportion of students from low-performing student groups, as identified on the CA Dashboard, who are prepared on the College and Career Indicator.	Not Applicable until 2025

Metric# 4	The charter aims to maintain the percentage of students on the A-G planning guide.	54.6 % of students on the A-G planning guide at the end of the 22/23 school year.	Not Applicable until 2025	Not Applicable until 2026	Maintain the percentage of students on A-G planning guide at 50% averaged over the next three years.	Not Applicable until 2025
Metric# 5	CTE Pathway Completion Rate	Spring 2024: 1.4%	Not Applicable until 2025	Not Applicable until 2026	2% of students will complete a CTE Pathway by the end of the 2026-2027 school year.	Not Applicable until 2025
Metric# 6	Percentage of students who have successfully completed A-G & CTE Course Requirements on the CA Dashboard	Spring 2024: 0.5%	Not Applicable until 2025	Not Applicable until 2026	1% of students will successfully complete A-G & CTE Course Requirements by the end of the 2026-2027 school year	Not Applicable until 2025

Insert or delete rows, as necessary.

Goal Analysis for **Not Applicable - will be completed during 2025-26 LCAP cycle**

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.

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

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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.

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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Postsecondary Opportunities	Provide access to postsecondary opportunities such as Career Technical Education (CTE) programs, college credit courses, AP exams, bi-literacy seal programs, and postsecondary exploration events and trips. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our African American, English Learners, Hispanic, Homeless, socioeconomic disadvantaged, Students with disabilities, and White student groups.	$ 379,280	Yes
Action #2	Postsecondary Planning	Ensure students are given the opportunity to develop postsecondary plans, including being on track to fulfill A-G requirements and participate in AP exams. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our African American, English Learners, Hispanic, Homeless, socioeconomic disadvantaged, Students with disabilities and White student groups.	$ 156,500	No
Action #3	Provide College Readiness Cohorts	Provide College Readiness Cohorts - Charter aims to provide a post-secondary readiness program named College Readiness Experience the World (CREW) to introduce students to life after high school, college application requirements, and strategies to promote wellness in postsecondary life. The program will provide students with a supportive community, access to technology, skill development, and mentoring. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our African American, English Learners, Hispanic, Homeless, socioeconomic disadvantaged, Students with disabilities and White student groups.	$ 401,500	Yes
Action #4	Professional Development	Annual Professional Development will be provided to Post- Post-secondary counselors and Career Pathway Coordinators to keep them up-to-date on current policies and practices.	$ 364,288	Yes

Action #5	Social Emotional Learning	The Charter will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips to provide students with unique learning experiences outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. The Charter will focus recruitment efforts on Low Income and SWD.	$ 1,420,750	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 7,739,126	$ 990,092

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
39.99%	0.21%	$42,413.00	39.77%

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 #(s)	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

Goal 1 Action #1 Goal 1 Action #2 Goal 1 Action #3 Goal 1 Action #5	Implement Transportation Support: Provide transportation assistance to ensure socioeconomically disadvantaged students can attend school regularly. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP (Free and Reduced-Price Meal Program) students. Implement evidence-based attendance strategies to address chronic absenteeism, including parent engagement initiatives, incentive programs, and targeted interventions for at-risk students. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students. Offer engaging and educational middle school trips and extracurricular activities to promote school connectedness and encourage regular attendance. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students. The needs, conditions, and circumstances of EL, FRMP (Free and Reduced-Price Meal Program) and foster youth students, compounded by the unique challenges they face in getting to school, were identified in our CNA process. Many FRMP (Free and Reduced-Price Meal Program) students often encounter financial barriers, limiting	These actions are being offered charter-wide, ensuring that all students benefit, but with a special focus on EL, foster youth and FRMP students who will receive additional support to address their unique needs. We anticipate that our targeted actions, aimed specifically at supporting our low-income and foster youth, will significantly decrease chronic absenteeism. The various educational partner engagement events will support improving school climate and increasing school connectedness among these students compared to their peers. These programs, proven effective through prior applications, are custom-designed to tackle the unique challenges that stem from the chronic stresses and living conditions typical of low-income and foster youth. By focusing on enhancing the well-being and consistent school attendance of our foster youth and low-income students, the initiative directly addresses key obstacles such as financial limitations and unstable housing situations. This tailored approach ensures that we not only recognize the specific adversities faced by these students but also actively work to alleviate them, fostering a more supportive and effective educational environment	Our targets for student chronic absenteeism and school connectedness are outlined through specific metrics in our LCAP goals: Goal 1, Metric 1: Decrease overall chronic absenteeism rates on the CA Dashboard by 5% for all students, while also targeting a 5% reduction for socioeconomically disadvantaged and Hispanic students, by the end of the 2026-27 academic school year. Goal 1, Metric 4: At least 80% of students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by Educational Partner surveys annually

	their access to reliable transportation and affecting their overall attendance. For foster youth, navigating the complexities of placement changes, potential lack of stable living conditions, and disruptions in their support systems can significantly impact their ability to attend school consistently. Offer Engaging and Educational Middle School Trips and Extracurricular Activities: This initiative aims to offer engaging and educational middle school trips and extracurricular activities to promote school connectedness and encourage regular attendance. The primary objective is to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our Free and Reduced-Price Meal Program (FRMP) students. The action is principally directed toward FRMP (Free and Reduced-Price Meal Program) students, recognizing that they often face additional challenges that can impact their school attendance and overall academic performance. By focusing on providing these students with enriching experiences, we aim to foster a sense of belonging and motivation to attend school regularly. We aim to create a supportive and enriching environment that encourages regular attendance and academic success for FRMP (Free and Reduced-Price Meal Program) students. This focused effort will help reduce chronic absenteeism and improve overall academic outcomes, ensuring that all students have the		

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Goal 2 Action # 3 Goal 2 Action #4 Goal 2 Action #6 Goal 2 Action #9	Data from the 2023-24 CNA indicated that our foster and homeless youth complete significantly fewer core course units than the general student population. This underperformance can be attributed to a variety of factors such as instability in living situations, lack of support systems, emotional and psychological Stress, and access to resources. Implement Literacy Support Programs This initiative aims to implement literacy support programs to improve Lexile performance among students, with a particular focus on students with disabilities, homeless students, and those in the EL, FRMP, and foster categories who demonstrate lower Lexile levels. The initiative is designed to bolster student achievement in math and English through comprehensive support services. Specialized instruction will be paired with targeted interventions to address individual learning needs. Key components of this program include: Internal Benchmark Assessments: Regularly evaluating student progress to tailor interventions effectively. Research-Based Intervention Programs: Utilizing proven methods to enhance learning outcomes in math and English. Math Intervention Specialists and Tutoring Services: Providing expert support to students requiring additional assistance. This approach not only aids students in overcoming academic challenges but also supports teachers by alleviating workload,	To address these needs, we will implement the following strategies: Tailored Literacy Interventions: Provide targeted literacy support for EL, FRMP, foster, and homeless students, ensuring they receive the necessary resources and instruction to improve their Lexile performance. Regular Progress Meetings: Conduct regular progress meetings with foster and homeless students, facilitated by Post-secondary Counselors (PSCs), to review attendance data, identify trends, and develop targeted interventions to assist with core course completion. Individualized Support Plans: Develop individualized support plans for students with disabilities, ensuring their unique learning needs are met through specialized instruction and resources. Emotional and Psychological Support: Offer emotional and psychological support services to address the unique challenges faced by foster and homeless students, including instability in living situations and lack of support systems. Access to Resources: Ensure that low-income, EL, FRMP, foster, and homeless students have access to necessary resources such as textbooks, technology, and other learning materials to support their academic progress. Rationale for LEA-wide or School-wide Implementation Our initiatives, primarily aimed at English Learners, Long-Term English Learners (LTELs), FRMP (Free and Reduced-Price Meal Program), students experiencing	Our targets for enhancing academic achievement and supporting credit attainment are outlined through specific metrics in our LCAP goals: Goal 2, Metric 4: 55% of socioeconomically disadvantaged students will increase their Lexile reading band from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2026-27 academic school year. Goal 2,Metric 5: All foster youth and homeless students will complete an average of ELA - 4.5 units Math - 5.5 units Science - 6 units Social Studies - 6.5 units by the end of the 2026-27 academic school year. Goal 2, Metric 6: Our charter aims to show an increase in student mode scores on the ELA CAASPP Writing Extended Response Items over the next three years

	contributing to reduced burnout, and retention of high-quality staff. This dual benefit enhances overall educational quality and school effectiveness. Structured Academic Writing Enhancement Program The Charter School will implement a structured Academic Writing Enhancement Program aimed at improving CAASPP writing scores. This program will introduce a comprehensive writing scope and sequence with nine specific writing targets across three key genres—narrative, explanatory, and argumentative—directly aligned with CAASPP assessment domains. This targeted approach will ensure Long-term English Learner students develop essential writing skills systematically throughout the academic year. Our CNA findings showed that FRMP students improved their Lexile measure at a slightly lower rate than all students and EL students at 52.9%. These actions are principally directed toward low-income, EL, FRMP, foster, and homeless students, recognizing that they often face additional challenges that can impact their academic performance. These challenges include: • Economic Hardships: Low-income and FRMP students often face financial instability that affects their ability to access educational resources, stable housing, and adequate nutrition, all of which are crucial for effective learning.	homelessness, and Foster Youth, are designed to significantly enhance academic achievement and bolster credit attainment and core course completion. While our main focus is on improving outcomes for FRMP and foster youth, we anticipate positive impacts extending to all students. The effectiveness of our program lies in its tailored approach, addressing the unique needs and chronic stresses faced by these student groups. By allocating resources to targeted interventions and support for these subgroups and their educators, we aim to provide the necessary tools for success. It's crucial to note that while our primary beneficiaries are ELs, LTELs, FRMP, homeless, and Foster Youth students, these actions are implemented across the entire charter. This inclusive approach reflects our belief that every student can benefit from the support and encouragement offered by the program, fostering a culture of high achievement and support throughout the school community. Rationale for the Action: Enhanced Academic Achievement: By focusing on the unique needs of our unduplicated student groups, we ensure that they receive the support necessary to improve their academic outcomes. Resource Allocation: Targeted interventions and support services are designed to address the specific challenges faced by these students, making efficient use of resources to maximize impact.	

	• Language Barriers: EL students may struggle with language proficiency, which can hinder their comprehension and performance in academic subjects. They require tailored instruction and support to bridge language gaps. • Instability and Trauma: Foster and homeless students frequently experience instability in their living situations, which can lead to inconsistent school attendance, emotional and psychological stress, and a lack of continuity in their education. • Lack of Support Systems: Many low-income, EL, FRMP, foster, and homeless students lack strong support systems both at home and in the community, making it difficult for them to receive the encouragement and assistance they need to succeed academically.		

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Goal 3 Action # 1 Goal 3 Action #2 Goal 3 Action #3 Goal 3 Action #4 Goal 3 Action #5	Math and English Support Initiative Identified Needs and Conditions: Our unduplicated student groups, including socioeconomically disadvantaged students, English Learners (EL), Free and Reduced-Price Meal Program (FRMP) students, Hispanic students, foster youth, and students experiencing homelessness, face unique challenges that impact their academic performance. These challenges include: • Economic Hardships: Socioeconomically disadvantaged and FRMP students often face financial instability that affects their ability to access educational resources, stable housing, and adequate nutrition, all of which are crucial for effective learning. • Language Barriers: EL students may struggle with language proficiency, hindering their comprehension and performance in academic subjects. They require tailored instruction and support to bridge language gaps. • Instability and Trauma: Foster youth and homeless students frequently experience instability in their living situations, leading to inconsistent school attendance, emotional and	Math and English Support Initiative Our overarching goal is to enhance math and English Language Arts (ELA) performance for all students, with a specific emphasis on supporting socioeconomically disadvantaged and Hispanic students. Recognizing the importance of personalized support and instructional materials in achieving this goal, we are leveraging education technology platforms to tailor interventions that address the unique needs of these student populations. **1.** Personalized Learning Experiences: Through the use of education technology, we aim to provide personalized learning experiences that cater to the diverse learning styles, abilities, and backgrounds of our students. By analyzing data on student performance and progress, we can identify areas where socioeconomically disadvantaged and Hispanic students may require additional support and intervention. This data-driven approach allows us to target resources effectively and implement strategies that address specific challenges faced by these students in math and ELA. **2.** Targeted Interventions: Education technology platforms allow us to develop specialized instructional materials tailored to the needs and learning preferences of socioeconomically disadvantaged and Hispanic students. These materials can incorporate culturally relevant content and language support to enhance engagement and comprehension. Additionally, we implement internal benchmark	Our targets to enhance Math and ELA Performance for All Students, with a Focus on Socioeconomically Disadvantaged and Hispanic Students are outlined through specific metrics in our LCAP goals: Goal 3, Metric 1: 30% of students will meet the school's graduation pace of 5 units per month by 2027. Goal 3, Metric 2: Maintain an average core course completion rate of 6 or higher for math and 5 for English by the 2026-27 academic school year. Goal 3, Metric 3: 50% of students who take at least two Renaissance Math assessments will show growth by the end of the 2026-27 academic school year, which in turn we hope to see our red rating move up to orange by the release of the 2027 CA Dashboard. Goal 3, Metric 4: 50% of students who take at least two Renaissance Reading assessments will show growth by the end of the 2026-27 academic year, which we strive to maintain our yellow rating on the release of the 2027 CA Dashboard.

	psychological stress, and a lack of continuity in their education. • Lack of Support Systems: Many of these students lack strong support systems at home and in the community, making it difficult for them to receive the encouragement and assistance needed to succeed academically. **Needs Assessment:** Through a comprehensive needs assessment that included analysis of CAASPP performance data, CA Dashboard data, and feedback from educational partners, we identified specific academic challenges faced by these groups. The data indicated lower SBAC Math scores and Lexile growth among socioeconomically disadvantaged and Hispanic students, placing the school on Differentiated Assistance. Teachers' feedback highlighted the need for personalized support to help these students achieve their math and reading goals. Actions • Specialized Instruction and Interventions • Professional Development for Instructional Staff • Targeted Small Group Instruction • Use of Ed Tech Platforms	assessments and research-based intervention programs to regularly evaluate student progress and adjust our strategies accordingly. **3.** Professional Development for Teachers: Instructional staff will be offered professional development opportunities to better equip them to provide individualized, standards-aligned instruction. This training includes implementing effective strategies such as SIOP for ELL students, hands-on activities like labs, and additional instructional time for foster youth, homeless, and FRMP students. By enhancing teachers' skills, we ensure that they can effectively address the unique needs of these students. **4.** Small Group Instruction: Students will have access to targeted small group instruction to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Specialists and tutors are readily available to provide additional support for students, which not only helps students but also assists teachers, thereby reducing teacher burnout and helping the school retain high-quality teachers. **5.** Emotional and Psychological Support: To address the instability and trauma experienced by foster youth and homeless students, we offer emotional and psychological support services. This includes regular progress meetings with post-secondary counselors to review attendance data, identify trends, and develop targeted interventions to assist with core course completion.	

	• Intervention Trackers While these actions are principally directed toward EL, LTEL, FRMP, homeless, and foster youth students, these actions are implemented across the entire charter. This inclusive approach reflects our belief that every student can benefit from the support and encouragement offered by the program, fostering a culture of high achievement and support throughout the school community. Implementing these actions school-wide allows us to create a cohesive and inclusive learning environment where all students can thrive, ultimately improving overall educational outcomes. By addressing the unique needs and conditions of our unduplicated student groups through these targeted actions, we aim to improve academic outcomes, particularly in SBAC Math scores and Lexile growth. This comprehensive approach not only supports individual students but also enhances the overall educational quality and effectiveness of our school.	While our primary beneficiaries are socioeconomically disadvantaged and Hispanic students, these actions are implemented across the entire charter. This inclusive approach is based on several key reasons: Comprehensive Support: Implementing these initiatives school-wide ensures that every student has access to the resources and support needed to reach their full potential. This helps create a cohesive and inclusive learning environment where all students can thrive. Addressing Overlapping Needs: Many challenges faced by socioeconomically disadvantaged and Hispanic students, such as language barriers, economic hardships, and lack of support systems, are also experienced by other student groups, including EL, FRMP, foster youth, and homeless students. A school-wide approach allows us to address these overlapping needs effectively. Building a Culture of High Achievement: Providing personalized support and fostering a culture of high achievement benefits the entire student body. This approach promotes a supportive and encouraging school community, enhancing overall educational quality and effectiveness. Maximizing Resource Allocation: A school-wide implementation allows us to efficiently allocate resources and support services, ensuring that all students, especially those	

		in need, receive timely and effective interventions. By addressing the unique needs and conditions of our unduplicated student groups through these targeted actions, we aim to improve academic outcomes, particularly in SBAC Math scores and Lexile growth. This comprehensive approach not only supports individual students but also enhances the overall educational quality and effectiveness of our school. Implementing these actions school-wide ensures that every student can benefit from the support and encouragement offered by the program, fostering a culture of high achievement and support throughout the school community.	

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	opportunity to succeed regardless of their economic background. As highlighted in the Engaging Educational Partners and Metrics sections, our FRMP (Free and Reduced-Price Meal Program) students' chronic absenteeism rate is 43.5%, compared to all students at 40.0%. Teacher feedback further confirmed that our students face transportation barriers, especially FRMP (Free and Reduced-Price Meal Program) students emphasized the critical need for reliable transportation to school. The charter will host various Educational Partner engagement events specifically targeted towards unduplicated pupils, students with disabilities, and the general student population to seek feedback on the development and growth of our program. In the 2023-24 Fall Local Control and Accountability Plan (LCAP) Educational Partner feedback, we learned that 36.7% of parents felt they had the opportunity to engage in significant school decision-making processes. However, 40.8% of parents indicated they had not had such opportunities, and 22.5% were uncertain about their involvement. The action is principally directed toward increasing engagement for FRMP (Free and Reduced-Price Meal Program), English Learner (EL), and foster students, recognizing that these groups often face additional barriers to involvement. By focusing on their participation, we aim to provide these families with a greater sense		

	of school connectedness, which can result in lower chronic absenteeism—a concern particularly relevant to these subgroups. We aim to create a more inclusive environment that encourages active participation from all families, particularly those of FRMP (Free and Reduced-Price Meal Program), EL, and foster students. This focused effort will help ensure that their voices are heard and considered in the school's decision-making processes, ultimately leading to improved outcomes for these students.		

Goal 4 Action # 1 Goal 4 Action #3 Goal 4 Action #4 Goal 4 Action #5	Postsecondary Opportunities and College Readiness Initiatives: The LEA has conducted a comprehensive needs assessment to identify the unique needs, conditions, and circumstances of our unduplicated student groups, including African American, English Learners (EL), Hispanic, homeless, socioeconomically disadvantaged, Students with Disabilities (SWD), and White students. The assessment included analysis of applicable student achievement data and educational partner feedback. Identified Needs: • Low College and Career Readiness: According to the CA Dashboard, only 2.8% of all students, and none of our EL students, met the college and career readiness criteria. This indicates a significant need for programs that enhance college and career readiness. • Low Graduation Rates: The graduation rates are alarmingly low for several student groups: EL (23.7%), homeless youth (22%), socioeconomically disadvantaged students (27%), SWD (24%), African American students (25.5%), Hispanic students (27%), and White students (32%). This highlights a critical need for interventions that support these students in completing their high school education. • Lack of Postsecondary Preparation: Feedback from educational partners indicated that students require more preparation for postsecondary life,	The actions outlined in goal 4 by the LEA are meticulously designed to address the specific educational needs and challenges identified among unduplicated student groups, including African American, English Learners, Hispanic, Homeless, socioeconomically disadvantaged, Students with Disabilities, and White student groups. These initiatives are geared towards enhancing college and career readiness, improving graduation rates, and offering robust support systems to foster academic and postsecondary success. The rationale for implementing these actions on a schoolwide basis, despite their principal direction towards unduplicated student groups, stems from the understanding that enhancing the support systems, opportunities, and teaching quality benefits all students, thereby fostering an inclusive educational environment. This inclusive approach not only addresses the gaps identified through the CA Dashboard, but also builds a more robust educational framework that benefits every student, thereby raising the overall educational program and outcomes across the board. While our primary focus is on supporting African American, EL, Hispanic, homeless, socioeconomically disadvantaged, SWD, and White student groups, these actions are implemented on an LEA-wide basis. The rationale for this approach includes: 1. Comprehensive Support: Implementing these initiatives school-wide ensures that every student has access to the resources and support needed to reach their full potential. This helps create a cohesive and inclusive learning environment where all students can thrive.	Our targets to enhance graduation rates and college and career indicators across all student demographics with a specific focus on unduplicated students are outlined through specific metrics in our LCAP goals: Goal 4, Metric 1: By the release of the 2027 CA Dashboard, increase the graduation rate by 3% or more for student groups identified with low performance on the CA Dashboard. Goal 4, Metric 3: By the release of the 2027 CA Dashboard, achieve a 3% or greater increase in the proportion of students from low-performing student groups, as identified on the CA Dashboard, who are prepared on the College and Career Indicator. Goal 4, Metric 4: Maintain the percentage of students on A-G planning guide at 50% averaged over the next three years. Goal 4, Metric 5: 2% of students will complete a CTE Pathway by the end of the 2026-2027 school year.

	including college applications, career technical education (CTE) programs, and strategies for wellness in postsecondary settings. • Engagement and Retention: Data from our school show that students who participate in school programs such as experiential learning trips, camps, sports, and field trips tend to stay enrolled longer and achieve higher credit attainment compared to their peers who do not participate. How these actions are principally directed toward addressing the need of our unduplicated student groups: 1. Access to Postsecondary Opportunities: Career Technical Education (CTE) Programs: Provide access to CTE programs that offer practical skills and certifications in various trades and professions, tailored to meet the interests and career goals of our African American, EL, Hispanic, homeless, socioeconomically disadvantaged, SWD, and White students. This action addresses the specific need for career readiness and practical skills among these groups. College Credit Courses: Facilitate enrollment in college credit courses that enable students from these groups to earn college credits while still in high school, giving them a head start on their postsecondary education. This action directly addresses the identified need for better postsecondary preparation. AP Exams and Bi-literacy Seal Programs: Encourage and support students in taking Advanced Placement (AP) exams and participating in bi-literacy seal programs to	2. Addressing Overlapping Needs: Many challenges faced by our targeted student groups are also experienced by other students. A school-wide approach allows us to address these overlapping needs effectively, ensuring that no student is left behind. 3. Building a Culture of High Achievement: Providing personalized support and fostering a culture of high achievement benefits the entire student body. This approach promotes a supportive and encouraging school community, enhancing overall educational quality and effectiveness. 4. Maximizing Resource Allocation: A school-wide implementation allows us to efficiently allocate resources and support services, ensuring that all students, especially those in need, receive timely and effective interventions. By addressing the unique needs and conditions of our unduplicated student groups through these targeted actions, we aim to improve academic outcomes, particularly in college and career readiness and graduation rates. This comprehensive approach not only supports individual students but also enhances the overall educational quality and effectiveness of our school. Implementing these actions school-wide ensures that every student can benefit from the support and encouragement offered by the program, fostering a culture of high achievement and support throughout the school community.	Goal 4, Metric 5: 1% of students will successfully complete A-G & CTE Course Requirements by the end of the 2026-2027 school year

	enhance their college applications and demonstrate proficiency in multiple languages. This action is particularly beneficial for EL and Hispanic students who can leverage their bilingual skills. 2. College Readiness Cohorts: College Readiness Experience the World (CREW) Program: Implement the CREW program to introduce students to life after high school, college application requirements, and strategies to promote wellness in postsecondary life. This program provides a supportive community, access to technology, skill development, and mentoring specifically for our unduplicated student groups. By creating a supportive cohort, this program addresses the need for community and mentorship among socioeconomically disadvantaged, homeless, and minority students. Supportive Community: Foster a sense of belonging and support among students through cohorts, where they can share experiences, receive guidance, and build networks that will support them in their postsecondary endeavors. This community-focused approach is critical for homeless and foster youth who often lack stable support systems. 3. Professional Development for Staff: Annual Training for Post-secondary Counselors and Career Pathway Coordinators: Provide ongoing professional development to keep staff up-to-date on current policies and practices, with a focus on supporting foster and homeless students. This specialized training enhances their ability to effectively serve these		

	vulnerable populations by building their understanding and skills in addressing the unique challenges these students face. This action ensures that staff are equipped to meet the specific needs of unduplicated student groups. 4. Engagement in School Programs: Experiential Learning and Extracurricular Activities: Increase opportunities for students to participate in experiential learning trips, camps, sports, groups, and field trips. These programs allow students to apply academic and social-emotional skills in real-life situations, enhancing their overall educational experience. Targeting engagement efforts on low-income and SWD students, this action directly addresses the engagement and retention needs identified through the need's assessment. Focus on Recruitment: Actively recruit low-income and SWD students to participate in these programs, recognizing that increased engagement leads to higher retention and better academic outcomes. By focusing recruitment on these specific groups, we ensure that the students who need the most support receive it.		

Insert or delete rows, as necessary.

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

Goal 2 Action #1 Goal 2 Action #2 Goal 2 Action #5 Goal 2 Action #7 Goal 2 Action #8	The LEA conducted a comprehensive needs assessment to identify the unique needs, conditions, and circumstances of our English Learner (EL) and Long-Term English Learners (LTEL) students. This assessment included an analysis of applicable student achievement data and feedback from educational partners. Identified Needs: 1. Low Academic Performance in ELA: In 2023, 69.57% of Long-Term English Learners (LTEL) who completed the ELA SBAC scored in the Level 1 range for "standard not met," and 30.43% scored in the Level 2 range for "standard nearly met." This indicates a significant need for enhanced support to improve ELA proficiency among LTEL students. 2. Poor Writing Skills: Analysis of LTEL student score reports for the Writing Extended Response Items showed that 23.8% of LTEL students scored a "0," 71.4% scored a "1," and only 0.7% scored a "2." The condition code for a score of "0" indicated that these students provided an insufficient response on these items, highlighting a critical need for focused writing interventions. 3. Unmet ELPAC Progress Goals: The school did not meet its goal of 60% ELPAC progress for the previous year, achieving only a 53.3% ELPI Level. This shortfall underscores the need for more effective strategies to improve English language proficiency. 4. Educational Partner Feedback: Feedback from teachers and educational partners emphasized the	Identified Needs and Action Design: To effectively address the unique needs of English Learners (EL) and Long-Term English Learners (LTEL), the Charter School has strategically designed a comprehensive suite of actions. These actions are tailored to enhance academic performance, language proficiency, and aid in their reclassification goals. The needs assessment highlighted key areas requiring improvement, including ELA proficiency, overall language development, and progress towards reclassification. 1. Individualized Support through English Language Specialists: Identified Needs and Action Design: EL students need personalized, intensive support to master Common Core State Standards and improve their language proficiency. English Language Specialists will provide targeted instruction and intervention tailored to the unique needs of EL students, focusing on areas where they require the most support. Increasing or Improving Services: By providing access to specialists, the school significantly enhances the level of support available to EL students. This individualized attention ensures that instruction is tailored to meet their specific needs, which is a marked improvement over general education strategy. 2. Professional Development for Instructional Staff: Identified Needs and Action Design: To effectively support EL and LTEL students, educators need to be equipped with the latest best practices and effective intervention strategies. The Charter School will conduct annual Professional	Our targets for enhancing academic achievement and supporting credit attainment are outlined through specific metrics in our LCAP goals: Goal 2, Metric 1: Reclassification Rates for eligible EL students will average 75% by the end of the 2026-27 academic school year. Goal 2, Metric 2: Maintain our ELPI level of high, at least 55% of English Language Learners making progress on their ELPAC Level by the release of the 2027 CA Dashboard. Goal 2, Metric 3: 55% of EL students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2026-27 academic school year.

	necessity for specialized training and resources to support EL students effectively. Teachers noted the need for professional development in best practices, intervention strategies, and comprehensive support mechanisms for EL and LTEL students. These actions are specifically designed and limited to EL and LTEL students to address their unique academic challenges and needs: 1. Targeted Support: The identified needs—low ELA performance, poor writing skills, and unmet ELPAC progress goals—are specific to EL and LTEL students. By providing targeted interventions, we can more effectively address these specific challenges. 2. Specialized Resources: English Language Specialists and tailored language acquisition programs are specifically designed to meet the needs of EL students. These resources are crucial for improving their language proficiency and academic outcomes. 3. Focused Professional Development: Providing professional development focused on EL and LTEL needs ensures that instructional staff are equipped with the specific skills and strategies necessary to support these students effectively.	Development sessions for all instructional staff, focusing on comprehensive support mechanisms for LTEL students. Increasing or Improving Services: Investing in professional development improves the overall instructional capacity of the school, ensuring that all educators are equipped to provide high-quality, effective education tailored to the needs of EL and LTEL students. This enhancement in instructional quality directly improves the educational experiences and outcomes for these students. 3. Targeted Language Acquisition Program: Identified Needs and Action Design: EL students need specialized instruction to enhance their reading abilities and Lexile scores, addressing low performance in reading and writing skills. The Charter School will implement a targeted Language Acquisition Program designed to accelerate language proficiency. Increasing or Improving Services: The targeted language acquisition program represents a significant improvement in services by providing specialized, intensive instruction focused on achieving measurable gains in language proficiency. This targeted approach ensures that resources are directed where they are most needed, enhancing the educational outcomes for EL and LTEL students. By implementing these actions, the Charter School ensures that EL and LTEL students receive specialized support tailored to their unique needs. The focus on individualized instruction, professional development for educators, and a targeted language acquisition program ensures that these students are equipped to succeed academically. This	

		approach not only addresses the specific challenges identified in the needs assessment but also fosters a culture of high achievement and support within the school community, leading to improved educational outcomes for EL and LTEL students.	

Insert or delete rows, as necessary.

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.

To determine the contribution of actions towards meeting the increased or improved services requirement, we assessed services specifically for EL (English Learner) and LTEL (Long-Term English Learner) students that are not offered charter-wide. This assessment considered past and recent trends in servicing these student populations, language proficiency levels, academic performance data, and input from educators and support staff.

The LEA is using the following limited actions to directly increase or improve services for EL and LTEL students for the coming three-year cycle. Via Goal 2 Action 1, $396,280 will be spent on targeted intervention programs and support for EL students to ensure their mastery of common core standards through 50% of our EL Coach's salary and 15% of Skyrocket's curriculum support fee. EL Coaches spend at least 50% of their time and job duties directly supporting the enhancement services for EL students. A total of $327,530 will be spent for Goal 2 Action 2 which is allocated to 25% of EL Teacher salaries totaling $106,250 and $221,280 as a part of Skyrocket's fee to develop and support scaffolding and infrastructure for these students. Goal 2 Action 8 invests funds into developing a program for Language Acquisition at the amount of $106,250 (1.37%.) This is paid through the percentage of time allocated to creating this program by ELD teachers. These three actions account for 10.72% of the target spending of 79.17% allocated to increase or improve services:

Goal 2 action 1 Implement Targeted Intervention for English Learners
Dollars: $396,280
Percentage: 5.12%

Goal 2 Action 2 EL Individualized Support and Instruction
Dollars: $327,530.00
Percentage: 4.23%

Goal 2 Action 8 Targeted Language Acquisition Program to Elevate Lexile Scores
Dollars: $106,250.00
Percentage: 1.37%

The LEA will also emphasize increasing the amount of, and access to, Professional Development for staff that support EL and LTEL students. Through Goal 2 Actions 5 ($261,780) and Goal 2 Action 7 ($60,288) , both EL and LTEL focused staff will enrich their knowledge and skills regarding these students needs and the appropriate steps to take to improve their test scores and language proficiency.

Goal 2 Action 5 Annual Professional Development for Supporting LTEL Students
Dollars: $261,780.00
Percentage: 3.38%

Goal 2 Action 7 Annual Professional Development for Enhancing EL Student Support
Dollars: $60,288.00
Percentage: .78%

The combined percentage of 4.16% being allocated for PD was determined and corresponds with the cumulative 14.88% for EL and LTEL students. With a combined ~40% to increase or improve services for all unduplicated groups before carryover funds, this allocation supports the idea of splitting that ~40% into approximate thirds:

When these funds are used in conjunction with LEA wide actions that support and are principally directed at unduplicated student groups we are confident that we will use funding to increase and/or improve services for those groups.

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.

The LEA is effectively leveraging the supplemental funding provided by the concentration grant add-on to reinforce its commitment to supporting key student groups such as English Learners, FRMP (Free and Reduced-Price Meal Program) students, and foster youth. This crucial funding is integral to driving forward initiatives that aim to enhance the educational experiences and outcomes for these cohorts, aligning seamlessly with the broader objectives set forth in our LCAP.

A significant portion of this funding is allocated to expand our educational team, particularly to increase the number of staffs directly engaging with these student groups. This expansion includes hiring additional Math, English, and Science teachers, as well as EL Specialists and paraprofessionals. This strategic increase in staffing is crucial for providing personalized support and addressing specific learning gaps through specialized instructional strategies. These strategies include providing extra learning sessions and extending the time for targeted interventions, particularly in areas such as improving attendance and academic engagement, as outlined in LCAP Goals 2 Action 4 and Goal 3 Action 3.

Furthermore, our commitment extends to enhancing the roles of our existing Post-Secondary Counselors and Teachers, by including additional responsibilities that offer after-school support. Initiatives such as FAFSA assistance nights, informational sessions for students and families, and college visitation trips are crucial for supporting students in reaching their post-secondary educational goals, as detailed in LCAP Goal 4 Actions 1,2 and 3.

By strategically utilizing the concentration grant funds to augment our team and enrich our support programs, we are ensuring that our unduplicated student groups have access to a robust network of dedicated professionals. This focused allocation of resources and enhanced programmatic support are designed to meet their unique needs and foster academic success within our educational framework.

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	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 19,350,958	$ 7,739,126	39.994%	39.180%	79.174%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 8,355,104	$ 1,782,473	$ -	$ -	$ 10,137,577.00	$ 3,264,661	$ 6,872,916

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	Implement Transportation Support	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
1	2	Develop Attendance Strategies	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 29,625	$ 29,625	$ -	$ -	$ -	$ 29,625	0.000%
1	3	Organize Middle School Trips and Activities	All Students	Yes	LEA-wide	Low-Income		Ongoing	$ -	$ 467,000	$ 467,000	$ -	$ -	$ -	$ 467,000	0.000%
1	4	Survey Middle School Students and Parents	ALL Students	No				Ongoing	$ 34,000	$ -	$ 34,000	$ -	$ -	$ -	$ 34,000	0.000%
1	5	Increase Family and Community Engagement	ALL Students	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 500,158	$ 500,158	$ -	$ -	$ -	$ 500,158	0.000%
1	6	Targeted Student Support and Learning Recovery (LREBG)	Students below grade level	No			All Schools	Ongoing	$ 753,973	$ -		$ 753,973	$ -	$ -	$ 753,973	0.000%
2	1	Implement Targeted Intervention for English Learners	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ 25,000	$ 371,280	$ 396,280	$ -	$ -	$ -	$ 396,280	0.000%
2	2	EL Individualized Support and Instruction	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ 131,250	$ 221,280	$ 352,530	$ -	$ -	$ -	$ 352,530	0.000%
2	3	Provide Literacy Support	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 106,250	$ -	$ 106,250	$ -	$ -	$ -	$ 106,250	0.000%
2	4	Offer Math and Reading Enrichment	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 26,000	$ 126,000	$ 152,000	$ -	$ -	$ -	$ 152,000	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	LTEL, EL	Yes	Limited	English Learners	All Schools	Ongoing	$ -	$ 272,280	$ 272,280	$ -	$ -	$ -	$ 272,280	0.000%
2	6	Academic Writing Enhancement Program	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 106,250	$ -	$ 106,250	$ -	$ -	$ -	$ 106,250	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ -	$ 60,288	$ 60,288	$ -	$ -	$ -	$ 60,288	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ 106,250	$ -	$ 106,250	$ -	$ -	$ -	$ 106,250	0.000%
2	9	Conduct Progress Meetings with PSC Department	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 100,000	$ -	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
2	10	Promoting pathways and extracurricular activites to our SPED students	SWD	No				Ongoing	$ 100,000	$ 259,000	$ 359,000	$ -	$ -	$ -	$ 359,000	0.000%
2	11	Enhance Educational Opportunities for SPED Students	SWD	No				Ongoing	$ 200,000	$ 672,000		$ 872,000	$ -	$ -	$ 872,000	0.000%
3	1	Math and English Interventions	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 26,000	$ 90,000	$ 116,000	$ -	$ -	$ -	$ 116,000	0.000%
3	2	Professional Development	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 313,688	$ 60,576	$ 374,264	$ -	$ -	$ -	$ 374,264	0.000%
3	3	Quality of Instruction and Academic Enhancement	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 255,000	$ 575,111	$ 830,111	$ -	$ -	$ -	$ 830,111	0.000%
3	4	Education Technology Platforms	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 535,000	$ 535,000	$ -	$ -	$ -	$ 535,000	0.000%
3	5	Intervention and Data Tracking	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 255,000	$ 505,000	$ 760,000	$ -	$ -	$ -	$ 760,000	0.000%
4	1	Postsecondary Opportunities	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ 329,280	$ 379,280	$ -	$ -	$ -	$ 379,280	0.000%
4	2	Postsecondary Planning	All Students	No				Ongoing	$ 156,500	$ -		$ 156,500	$ -	$ -	$ 156,500	0.000%
4	3	Provide College Readiness Cohorts	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 156,500	$ 245,000	$ 401,500	$ -	$ -	$ -	$ 401,500	0.000%
4	4	Professional Development	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 313,000	$ 51,288	$ 364,288	$ -	$ -	$ -	$ 364,288	0.000%
4	5	Social Emotional Learning	All Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ 1,352,750	$ 1,402,750	$ -	$ -	$ -	$ 1,402,750	0.000%

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
$ 19,350,958	$ 7,739,126	39.994%	39.180%	79.174%	$ 7,962,104	0.000%	41.146%	**Total:**	$ 7,962,104
								LEA-wide Total:	$ 6,774,476
								Limited Total:	$ 1,187,628
								Schoolwide Total:	$ -

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	Implement Transportation Support	Yes	LEA-wide	All	All Schools	$ 150,000	0.000%
1	2	Develop Attendance Strategies	Yes	LEA-wide	All	All Schools	$ 29,625	0.000%
1	3	Organize Middle School Trips and Activities	Yes	LEA-wide	Low-Income		$ 467,000	0.000%
1	5	Increase Family and Community Engagement	Yes	LEA-wide	All	All Schools	$ 500,158	0.000%
2	1	Implement Targeted Intervention for English Learners	Yes	Limited	English Learners	All Schools	$ 396,280	0.000%
2	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 352,530	0.000%
2	3	Provide Literacy Support	Yes	LEA-wide	All	All Schools	$ 106,250	0.000%
2	4	Offer Math and Reading Enrichment	Yes	LEA-wide	All	All Schools	$ 152,000	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	Yes	Limited	English Learners	All Schools	$ 272,280	0.000%
2	6	Academic Writing Enhancement Program	Yes	LEA-wide	All	All Schools	$ 106,250	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	Yes	Limited	English Learners	All Schools	$ 60,288	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	Yes	Limited	English Learners	All Schools	$ 106,250	0.000%
2	9	Conduct Progress Meetings with PSC Department	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
3	1	Math and English Interventions	Yes	LEA-wide	All	All Schools	$ 116,000	0.000%
3	2	Professional Development	Yes	LEA-wide	All	All Schools	$ 374,264	0.000%
3	3	Quality of Instruction andAcademic Enhancement	Yes	LEA-wide	All	All Schools	$ 830,111	0.000%
3	4	Education Technology Platforms	Yes	LEA-wide	All	All Schools	$ 535,000	0.000%
3	5	Intervention and Data Tracking	Yes	LEA-wide	All	All Schools	$ 760,000	0.000%
4	1	Postsecondary Opportunities	Yes	LEA-wide	All	All Schools	$ 379,280	0.000%
4	3	Provide College Readiness Cohorts	Yes	LEA-wide	All	All Schools	$ 401,500	0.000%
4	4	Professional Development	Yes	LEA-wide	All	All Schools	$ 364,288	0.000%
4	5	Social Emotional Learning	Yes	LEA-wide	All	All Schools	$ 1,402,750	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,354,050.00	$ 7,772,519.53

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	iLit	Yes	$ 265,000	$ 253,406
1	2	Math & English Intervention	Yes	$ 340,704	$ 343,398
1	3	Ed Tech Platforms	No	$ 327,454	$ 331,047
1	4	EL Professional Development	Yes	$ 50,000	$ 86,269
1	5	EL Individualized Support and Instruction	Yes	$ 340,000	$ 376,027
1	6	Students with Disabilities (SWD) Professional Development	No	$ 180,000	$ 195,104
1	7	EL Professional Development for IS	Yes	$ 60,092	$ 66,943
1	8	Foster Youth & Homeless Student Services	Yes	$ 595,000	$ 621,541
1	9	Homeless and Foster Youth Services Title I Funds	No	$ 10,000	$ -
1	10	EL Intervention Specialist Title I Funds	No	$ 70,000	$ 42,088
2	1	Quality of Instruction and Academic Enhancement	Yes	$ 1,400,000	$ 1,569,964
2	2	Professional Development	Yes	$ 150,000	$ 158,021
2	3	Course of Study	Yes	$ 400,000	$ 598,531
2	4	Intervention/Data Tracking	Yes	$ 200,000	$ 221,032
2	5	Academic Intervention Specialist Title I Funds	No	$ 140,000	$ 84,502
2	6	Student Programs Title I Funds	No	$ 20,000	$ 11,312
2	7	Leadership PD, Training and Workhops, Conferences Title II Funds	No	$ 30,000	$ -
2	8	Instructional Staff PD, Training, and Workshops Title II Funds	No	$ 11,000	$ 2,710
3	1	Post-Secondary Counselor	Yes	$ 400,000	$ 419,719
3	2	Post-Secondary Events	No	$ 400,000	$ 400,575
3	3	Provide College Readiness Cohorts	No	$ 170,000	$ 160,253
3	4	Professional Development	Yes	$ 44,000	$ 49,973
3	5	Title I Career Pathways Coordinators Title I Funds	No	$ 140,000	$ 85,602
4	1	Parental Involvement and Educational Partner Engagement	Yes	$ 320,000	$ 329,738
4	2	School Safety	Yes	$ 600,000	$ 637,295
4	3	Social-Emotional Learning	Yes	$ 600,000	$ 651,663
4	4	School Lunch Program	No	$ 80,800	$ 75,807
4	5	Parent and Family Engagement Title I Funds	No	$ 10,000	$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/ or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Estimated Actual Percentage of Difference Between Planned and Improved Service (Subtract 5 from 8)
$ 7,739,126	$ 5,764,796	$ 7,696,713	$ (1,931,917)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	iLit	Yes	$ 265,000	$ 253,406.07	0.000%	0.000%
1	2	Math & English Intervention	Yes	$ 340,704	$ 343,397.87	0.000%	0.000%
1	4	EL Professional Development	Yes	$ 50,000	$ 86,268.81	0.000%	0.000%
1	5	EL Individualized Support and Instruction	Yes	$ 340,000	$ 376,026.69	0.000%	0.000%
1	7	EL Professional Development for IS	Yes	$ 60,092	$ 66,943.03	0.000%	0.000%
1	8	Foster Youth & Homeless Student Services	Yes	$ 595,000	$ 621,541.43	0.000%	0.000%
2	1	Quality of Instruction and Academic Enhancement	Yes	$ 1,400,000	$ 1,569,964.17	0.000%	0.000%
2	2	Professional Development	Yes	$ 150,000	$ 158,021.07	0.000%	0.000%
2	3	Course of Study	Yes	$ 400,000	$ 598,530.58	0.000%	0.000%
2	4	Intervention/Data Tracking	Yes	$ 200,000	$ 221,032.40	0.000%	0.000%
3	1	Post-Secondary Counselor	Yes	$ 400,000	$ 419,719.38	0.000%	0.000%
3	4	Professional Development	Yes	$ 44,000	$ 49,973.49	0.000%	0.000%
4	1	Parental Involvement and Educational Partner Engagement	Yes	$ 320,000	$ 329,737.84	0.000%	0.000%
4	2	School Safety	Yes	$ 600,000	$ 637,294.74	0.000%	0.000%
4	3	Social-Emotional Learning	Yes	$ 600,000	$ 651,662.68	0.000%	0.000%

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)
$ 19,350,958	$ 7,739,126	0.000%	39.994%	$ 7,696,713	0.000%	39.774%	$ 42,413.00	0.219%

Comprehensive Needs Assessment (CNA) Addendum



Charter OFY San Bernardino
Date April 2024

Educational Partner Involvement

We gathered and arranged information from different sources like Tableau, the California Dashboard, Renaissance (RenStar), and SBAC reports. The Charter looked at this data together. We also worked with different school team members during a process called a CNA. Several important people helped with this process:

- **Principal:** Richard Aguilar
- **Assistant Principal of Instructional Operations:** Patricia Darrington
- **Assistant Principals:** Anthony Yip, Cynthia Yankov, Rocio Garcia, Stacy Williamson
- **Lead Counselor:** Corrina Calderilla
- **Counselors:** Creeon Kelly, Megan Vargas
- **Teachers:** Amber Torres, Antonio Santos, Emma Martinez, Felicia Adickes, Leanne Dominguez, Patricia Ortiz, Randy Lehmann
- **Special Education Specialist:** Jennifer Araya
- **Academic Intervention Specialist:** Kaliah Todd
- **Area Teacher:** Robert Mitchell
- **Area Teacher 2s:** Cristal Mercado, Daniel Sanchez, Luis Vargas
- **Paraprofessional:** Ryan Abram
- **Center Coordinators:** Daisy Lopez, Ingrid Navarro

Some other people who joined in and helped us understand the data and talk about how to improve were:

- Parents from our Parent Advisory Committee (PAC) & District English Learner Advisory Committee (DELAC)
- Teachers
- Non-certificated staff

DATA SOURCES COLLECTED

Data was gathered from the following sources:

California Dashboard, CAASPP data (ELA & Math) , Local assessment data , ELPAC, RFEP monitoring, Graduation rate, Attendance reports, Surveys, Interviews, Tableau and from our Student Information System.

Comprehensive Needs Assessment (CNA) Addendum



Charter OFY San Bernardino
Date April 2024

RESULTS / PHASE 2 OF CNA

Through our detailed evaluation of student academic data in the CNA process, here's what we've unearthed:

- Chronic absenteeism is high, above 40%, highest rates are among EL and SPED, Hispanic and African American students.
- Graduation rate and Math are red on the CA Dashboard.
- ELA is green on the CA Dashboard.
- All student groups performed better in Lexile performance in 22/23(66.7) than 21/22 (62.75). SPED had the lowest percentage of students "at or above Lexile level" 25.93 %, 11th graders had the highest percentage of students "at or above grade Lexile level" with 70.78.
- 12th grade, SPED, Homeless saw a significant increase in Lexile scores. No significant decreases across the board. All other groups remained consistent.
- Math/Reading SGP: Homeless and OP significant decrease. SPED is higher than most groups.
- Credit Attainment: MS, homeless, and foster are not performing as high as other groups.
- For Monthly Student Progression, foster youth, homeless youth, and students with disabilities are performing a little lower than other groups.
- Core course completion rates are lower for middle school students in multiple subjects
- 0% of 7th, ELL students exceeded the standard in ELA and Math SBAC. 10% of students with disabilities met the standard in ELA and Math SBAC.
- 65% of ELL students are considered urgent intervention.
- 0-1% of African American and Hispanic students exceeded standards in Math on the SBAC
- 58% of 8th graders nearly met the science standards. 65% of 12th graders met the standards in science.
- RenStar:
- For math, students are not completing interventions. Out of 693 classified as “urgent intervention,” only 64 completed or 9.24%. For English, 83 (10.63%) students out of 781 classified as “urgent intervention” completed an intervention.
- Core Course Completion: All four subject areas increased from 2021-2022 school year to 2022-2023 school year. Middle school students complete fewer English units on average than the average for all students. Middle school English also decreased between the 2021-2022 school year and the 2022-2023 school year. Homeless youth completed two more math and two more English units on average between 2021-2022 and 2022-2023. Students who need Science and Social Studies complete more units on average than English and Math.

ROOT CAUSE ANALYSIS / PHASE 3 OF CNA

As we analyze the data on our students' progress, it's essential to understand the reasons behind the trends we've observed:

Enhancing student achievement in Math and English Language Arts, particularly by providing additional support to subgroups, will offer students enhanced avenues for meaningful engagement with the curriculum. Strengthening proficiency in reading leads to enhanced writing skills, and vice versa. Establishing a solid groundwork in fundamental concepts within core subjects is imperative to instill confidence and competence in students before advancing to higher-order skills. In essence, prioritizing mastery of basic skills is essential before expecting improvements in assessment scores or graduation rates. Students require increased opportunities to apply their knowledge in math and ELA to attain mastery, thus facilitating improved performance in assessments, heightened levels of achievement, and enhanced graduation outcomes.

Comprehensive Needs Assessment (CNA) Addendum



Charter OFY San Bernardino
Date April 2024

TRENDS / THEMES

We've been studying how our students are performing, and understanding these trends helps us develop strategies to ensure every student in our Charter gets the right support to succeed.
Here's what we've found:

Overall, our greatest area of focus appears to be our basic level math skills. We have not only fallen farther away from the standard but we also have decreased in the amount of math units that were turned in for this past year. Although ELA is not in the red on the CA Dashboard, the school can continue to focus and grow students' ELA skills. Core Course Completion went down nearly half a point between 2022-2023 and 2023-2024.

- SpEd students are more likely to be below grade level Lexile. They may need more specialized reading support.
- Assign math and English tutoring to our middle school and homeless population. Use Exact Path to support students who are struggling in their current math and english class to build their foundational skills.
- We could utilize electives during Month 6 to help students maintain high credit attainment in a month when they have fewer days to get support. We could ensure high course completion in SGI courses that end in Month 6. Full classes where all students finish will increase credit attainment. We can continue to have PSCs meet with homeless youth to identify their AB status as well as check in on resources and inequities in basic needs. We can continue to increase teacher awareness of this subgroup so we can ensure those students get the most support possible. Homeless youth can have priority in SGI classes.
- Monthly Student Progression (MSP): Students need to be identified, and all teachers should be aware of who their Homeless, Foster Youth, and Special Education students are. There is a need for additional resources and support for these student subgroups. Middle school students need more academic support, and there is a demand for direct instruction classes. Currently, our school only offers independent study work, online courses through Edmentum, and tutoring for middle school.
- Core Course Completion: Continue to increase awareness and discussion around this goal. Increase student participation in SGI classes. Track students' completion and target students who haven't completed Math and English in the second semester to ensure as much progress in this area as possible.

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
Options for Youth San Bernardino	January 2024-April 2024

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Note, responses to questions 1 through 3 need to be ***actionable***. For purposes of a resource inequity, **actionable** means something that is within your locus of control and you can implement an action/servies/resource or etc to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	The Charter's Resource Inequity Review identified several actionable inequities that require attention. A significant concern is the low SBAC scores, signaling a need for increased support in core academic subjects like math and English. Additionally, low core course completion rates suggest that certain students may lack the necessary resources or support to succeed. The review also emphasizes the importance of enhanced support services for English Learners (EL) and Special Education (Sped) students, who may need extra resources to thrive academically. Overall, addressing these inequities is crucial for improving student outcomes and ensuring equitable access to high-quality education for all students. Lastly, it was found that the school needs to address chronic absenteeism with the middle school students.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	When evaluating the CNA, assessment data, and other internal measures, the LEA determined that there were four significant resource inequities identified again during our resource inequity review: 1. The EL Department is not adequately staffed due to a combination of staff departures and insufficient applicants. A lack of targeted support and staff has resulted in insufficient support for EL students charter wide. 2. There are significant gaps in the assessment scores of English Learner (EL) students as compared to the general student population. 3. Math skills demonstrated on the SBAC assessment continue to be below standards. 4. Middle school students are considered chronically absent due to attendance, and low work productivity.

3. How does the Charter plan on addressing these inequities?	To address these inequities, the LEA plans to implement the following: 1.Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population. 2.Identifying and utilizing evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, and increasing educational partner engagement to better support EL students in and out of the classroom. 3. Actively promote small group direct instruction and tutoring in math for all students scoring Intervention and below on the RenStar assessment. 4.Attention to chronic absenteeism is being assisted by adopting a new curriculum that students should be able to complete and also by hiring tutors that are going to be middle school specific.
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	NA

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).

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